

Local Offer for Children with Special Education Needs and/or Disabilities (SEND)

Beanstalks Childcare Limited 2016

This document is to enable families to understand the support that they would receive from Beanstalks in our pre-school setting. It will deliver clear information about our existing procedures to enable each child to achieve to their full potential, and also offer assurance that we value each child as an individual and endeavour to meet their unique needs.

Our Policy

1. ["How will the setting help my child settle in?"](#)

We aim for children to feel safe, stimulated and happy in Beanstalks and to feel secure and comfortable with all staff. We also want parents to have confidence in both their children's well-being and their role as active partners, with the child being able to benefit from what the club has to offer.

We aim to support parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of each child and their families.

The staff will work in partnership with parents to settle their child into the club environment by:

- *Providing parents with relevant information regarding the policies and procedures of Beanstalks*
- *Encouraging the parents and children to visit Beanstalks during the weeks before an admission is planned*
- *Planning settling in visits and introductory sessions (lasting approximately 1-2 hours). These will be provided free of charge over a one or two week period dependent on individual needs, age and stage of development*
- *Welcoming parents to stay with their child during the first few weeks until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents*
- *Reassuring parents whose children seem to be taking a long time settling into Beanstalks*
- *Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences*
- *Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and build a relationship with his/her parents during the settling in period, and throughout his/her time at Beanstalks, to ensure the family has a familiar contact person to assist with the settling in process*
- *Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported*
- *Children will not be taken on an outing from the club until he/she is completely settled.*

2. Who can I contact for further information?

Please contact the manager at your chosen setting (numbers/email address can be found on the website), each of the team members will work closely with parents/carers to ensure that the needs of each child are met. A key worker will then be appointed to provide a primary contact with the parent/carer.

3. How does the setting know if children need extra help?

This information may be given by parents/carers prior to the child starting via the child's registration form. Key workers work closely with their key children who would monitor any change given from the "All about me" sheets. Once the child has started with us Beanstalks staff will observe the child within the EYFS framework and their learning and development will be logged, if the child appears to be falling below pre-set guidelines then staff will reassess and work closely with the child and parents/carers to provide guidance and support.

4. How will the setting support my child?

Please refer to the LA offer www.trafford.gov.uk/localoffer

We have links with other outside agencies to provide support to our children and families.

5. How will I be involved in my child's learning?

The child's key person will be available on a daily basis to discuss their child's day. The setting sends out regular newsletters.

6. How will the setting support my child at times of change, such as moving to a new setting or starting school?

We have strong links to local schools in the community and as part of the Beanstalks group we run before and after school clubs at Woodheys and Tyntesfield Primary schools. We also complete an Early Years Profile for each child moving on to school and arrange meetings with their teachers beforehand to discuss any additional needs/interest etc.

7. What support will there be for my child's overall wellbeing?

All children and families are treated as individuals and with respect. Key workers build a close bond with their key children to make children feel safe and secure whilst at the setting. Staff will ensure that any dietary/allergy information is strictly adhered to whilst children are at the setting. The setting requires parents/carers to sign a permission form before any medication can be administered.

8. What specific expertise are available at or accessed by the setting? What training has the staff supporting children with SEND-CO had?

The settings SEND-CO will attend relevant training courses and meetings to keep up to date with how to best support children with SEND. Staff also attend ICAN training.

9. How will my child be included in activities outside the room including physical activities and visits?

The setting has a large outdoor play area accessed by a ramp/rail ensuring that all children can play outside.

The setting buys in sessions from Little superstars. When planning trips offsite the needs of children are always considered and form part of our risk assessments. Trips are inclusive to all our children, permission and guidance will be sort from parents/carers. Ratios are always accounted for.

10/ How accessible is the settings environment?

Beanstalks have wheelchair access. Should a child require the environment to be adapted to accommodate medical equipment risk assessments would be put in place to facilitate this, where it is safe and practicable to do so. Should environments need adapting to meet a need of a child with an auditory or visual impairment we would work with parents to establish how we can full support a child. Again, working closely with support services to add to environments."

We are a fully inclusive setting with a vast wealth of knowledge and experience in supporting and promoting children's needs, learning and development.

Each child has a key person who will help them settle into the setting whilst scaffolding positive relationships, and understanding each child as an individual. This information is obtained through "Starting Points" during the child's first visit to the setting, continuous observation and liaising closely with parents.

If there are any concerns from yourself as a parent, or a practitioner at the setting, we will always discuss this with you first and foremost. If after talking to you we feel additional support is needed we will work with you to implement a Play Plan or Individual Learning and Provision Plan (ILPP) to meet their individual needs and your parental requirements. All progress will be recorded in great detail and shared with you.

The SENCO (Special Educational Needs Co-ordinator) will liaise with other professionals (always with your permission) these could include:

- Speech and Language Therapists
- Area SENCO
- Early Years Teachers
- Local Authority Behaviour Management Team
- Health Visitors
- Physiotherapist

This is to gain further advice in supporting you and your child. We will then work as a multi-agency team to ensure adequate strategies are implemented for the well-being of your child.

How will parents/carers be included in the child's education?

Parents as partners is one of the biggest parts of our aim as a home-from-home pre-school setting. We will endeavour to include you in every aspect of your child's learning and communicate with you daily regarding their goals and achievements.

Initially the child will settle into the setting and form relationships with the practitioners around them. We will then select a key worker for your child based on the bonds they make. This ensures that your child is comfortable, happy and feeling safe whilst at nursery. During the initial visit with their parent we will allocate a staff member to explain our policies and procedures and discuss in detail the level of development their child has already reached. This gives us a Starting Point to gauge their development and plan to enhance this daily.

Each child has their own Learning Journal using our Early Years software "Tapestry" and each parent has a unique login for this. Parents are invited to comment on their child's development and assessment. This could be to suggest interests or provide general ongoing feedback.

We fill out an Activity Board to inform you of the experiences your child has participated in each day; you are welcome to add to this at any time.

All staff are highly experienced practitioners who access training on a regular basis as part of Beanstalks policies and our ongoing supervision and appraisal system.

Our setting SENCO and Manager Saskia Thornton is highly qualified and boasts training for Behaviour Management, SEN, and has over 6 years' experience in busy Early Years settings.

We always operate an open door policy in any of our settings, this is for you to come and spend time with your child during their learning experiences. Management and Key workers are available both at the beginning and end of the session to answer your questions and help with your concerns; this is paramount for the continuity of care we provide.

We have strong relationships in the community such as Coppice Library, in which we run and attend Story and Rhyme Time sessions and Tyntesfield and Woodheys Primary School which are also part of the Beanstalks Childcare group, and means transitions to school are fluid and comfortable.

We will send you regular newsletters, outlining our teaching strategies and what activities we intend to offer.

We will regularly send Parent Questionnaires out to assist with the ongoing development of our setting.

The Accessibility of Our Environment

Our setting runs from Coppice Avenue Library, in the previous children's centre, our centre is easily accessible for everyone. This includes:

- Disabled access
- Handrails in toilets. (Disabled toilet available.)
- Free flow outdoor area
- Resources are easily accessible by children.

For more information please visit www.trafford.gov.uk/localoffer