



SEN and disability information: Charlie Bear's Nursery

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How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

We ask parents to complete a basic developmental form prior to their child taking up a place. Key persons will make baseline followed regular assessments and observations to track the child's progress. Any concerns will be raised with the SENCO who will ask the staff team to all observe the child. After a further assessment and discussion, the Key worker and SENCO will approach the child's parent/carer and invite an informal discussion about areas of concern.

Parents/carers are in daily conversation with practitioners; however they are invited to email, call or text their key person if they feel unable to speak face to face. We are able to cater for children with physical disabilities as our premises is accessible, we have staff experienced in issues with speech development, hearing impairment and Autistic spectrum disorders.

How will early years setting / school / college staff support my child/young person?

Our SENCO will devise an education program specific to the child's needs while making all activities to promote progress as inclusive as possible. The child's key person will work together with our SENCO to ensure the child's interests and preferences are included. Where a multi-agency approach is needed only relevant information will be shared and programs used universally to ensure consistency (e.g. speech therapy activities gained from any referral). The child's key person or our SENCO is available to explain procedures and answer questions. The manager is also kept up to date in case there is any staff absence which makes it necessary for the manager to step in. The manager has overall responsibility for the care of all the children who attend. We undertake regular training and seek advice from other professionals when necessary, continuously updating and expanding our knowledge.

How will the curriculum be matched to my child's/young person's needs?

We are a small setting and use this to our advantage. There are quiet areas built into our playing space as well as a separate learning area. Education programs are planned with each child's next steps at the heart. We try to give the children small groups of 2-4 to complete focus activities with others that have similar interests or abilities. In larger group times like story time we give a variety so that all the children can be engaged at different points. Our 'Choose, Do, Review' at the end of each session gives the children the opportunity to say what they liked best and what they would like to do or change next time. Any child that requires extra help can have their key person or another familiar staff member to support them at these times or if necessary to provide a more constructive/appropriate activity.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

Each child in our care is treated as an individual regardless of age or needs. Where additional meetings are appropriate we will consult with parents/carers to provide the information in the most direct and appropriate way at mutually convenient times. Any concerns from parents/carers can be discussed as they arise either within the setting or via email for those unable to attend. Regular assessments within the nursery and reports from other agencies will be collated by our SENCO to ensure provision of the most appropriate education plan for each individual and their stage of development/needs. Each term parents receive 'next steps' information via Tapestry this details what we have observed and the areas we will be concentrating on with a 'what you can do at home' section containing ideas for parents to support the next stage of learning. Children with additional needs may have a more specific/targeted area after agreement with the SENCO and parents using a setting based care plan. From time to time we may offer specific events either information or training according to need.

What support will there be for my child's/young person's overall well being?

All staff take part in caring and educating all children within the setting. Our first aid lead oversees the Individual Health Care plans and each keyworker is responsible for ensuring information is cascaded to all staff. When administering medicines a witness is present and all records are read and signed by parents on the day it is given. Where additional training is required for specific conditions we will try to ensure at least two members of staff plus the manager have completed the training as soon as it is available, or at the very least attended a meeting with the trained member of staff for instruction. We use a positive behaviour approach and will adapt our practices as necessary to ensure the best outcomes for all the children. Where necessary we will as far as possible provide 1:1 support for the child in order to continue their attendance. All children are asked their views daily in a group setting, if a child is receiving 1:1 their designated member of staff will gather the daily views and make other staff aware if changes are necessary.

What specialist services and expertise are available at or accessed by the setting / school / college?

Our staff have experience of working with children on the Autistic spectrum and children in the 'looked after' sector. All staff are experienced in diverse areas and several have attended a Makaton sign language course.

What training are the staff supporting children and young people with SEND had or are having?

Our SENCO has completed recent training in SEND.

How will my child/young person be included in activities outside the classroom including school trips?

We are a Forest Childcare Association setting and as such go out to learn in the natural environment at least once a week. We try to include all children in these activities making adjustments as needed according to a current individual risk assessment. For children with mobility problems we will ask parents to provide a pushchair and ensure enough staff/volunteers attend to provide 1:1 where necessary. Parents and carers are invited and welcome to join us on any outings.

How accessible is the setting / school / college environment?

Our entrance and building is on one level. There is another accessible entrance through the youth centre and an accessible toilet facility. Our open plan room is versatile, and furniture can be changed to suit our needs. It has natural sunlight through 6 Velux roof windows making the need for harsh lighting minimal. Both doors into the corridor and lobby area can be widened by opening the side panel allowing wheelchair access. We currently have staff who speak French, Afrikaans and Tamil. Parents who have difficulty understanding English are encouraged to bring a family member or friend with them to meetings or daily as they feel necessary. Any additional resources or equipment needed to aid individuals will be provided as soon as is practicable. Where a large or expensive piece of equipment is essential, we will explore all available funding or loan options before organising specific fund raising events as a last resort.

How will the setting / school / college prepare and support my child/young person to join the setting / school / college, transfer to a new setting / school / college or the next stage of education and life?

Where a home visit prior to the child starting is appropriate our SENCO with the Manager or keyworker will attend. Our nursery is in contact with all local schools as our central position means we may have children going to any school. Regular transition meetings will be arranged for all parties to attend to ensure continuity of care and a smooth, happy transition. Where extra services/equipment is necessary our SENCO will work together in a multi-agency team to give any help possible to support both the child and parent/carer. The regular assessments are converted to a summative assessment and a final report in addition when needed. Regular visits to the school with the child and if necessary the parent also to familiarise the child to the new setting. A photographic record of the child on each visit will be made for the child to take home. The school or new setting will be invited to any relevant meetings and encouraged to communicate as often as necessary.

How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

There is no specified budget at the present time. As and when we have children attending who require specialized equipment we will revisit the need

to allocate funds in this area. Any additional funding will be sought with the aid of relevant outside agencies.

How is the decision made about what type and how much support my child/young person will receive?

The child's parent, keyworker, and SENCO will devise an education programme taking into account the child's interests and next steps, keeping and seeking advice from other professionals involved. Regular assessments of the child's progress and programme effectiveness by both the keyworker and SENCO with the Manager attending meetings and including parental input whenever possible.

How are parents involved in the setting / school / college? How can I be involved?

Parents receive daily information via direct contact, call or text. Regular parent consultations and invitations to join outings and activities. Views and preferences are sought before certain decisions especially concerning children's welfare.

Who can I contact for further information?

The Manager is the first point of contact to discuss your needs and the suitability of our setting or how we can accommodate your child's needs. Once part of the setting your child's keyworker will be available to discuss any issues. You may also email our SENCO or the Manager charliebears.seaford@gmail.com with any advance queries.

Your Health Visiting team can give further information about the referral process and aid in decisions about when a referral is necessary.

Disclaimer

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

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Feedback

This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email localoffer@eastsussex.gov.uk

Find out more about support for children and young people with special needs and disabilities: www.eastsussex.gov.uk/localoffer