



Early years learning through play – a community run group

Climbing Bears Pre School

Parent Information – SEND Local Offer - July 2014

Climbing Bears Pre-School works to meet the needs of children with Special Educational Needs and are supported by the Local Authority to ensure all children, regardless of their specific needs, make the best possible progress in our pre-school.

Questions for Educational Settings (from the parent/carers point of view)

How does Climbing Bears know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

- At Climbing Bears children are regularly observed and assessed by a designated key person whose role it is to develop a trusting sensitive relationship with the whole family that allows for respectful information sharing.
- All staff members help to monitor the children's individual needs, progression and development.
- Ongoing observational assessments are made of all children and are linked to the Development Matters ages and stages of development. This in some cases identifies individual needs. These observations will be discussed with the SENCO/INCO. If your child's key person has identified a possible individual need, they will discuss this with you, and plan with you to support your child's learning and development.
- Reports from health care professionals, such as health visitors, speech and language therapists, will identify your child's individual needs. We welcome parents and professionals sharing these reports in order to plan appropriately to meet these needs. All this information helps form the basis of our planning and curriculum and tells us the stage at which a child is at.
- All of our planning and development for the child is discussed with the parents/carers.
- Our SENCO/INCO will offer support and advice to your child's key person and other staff in the setting and will also liaise with other professionals to seek advice and support in identifying individual needs if necessary. Climbing Bears can seek support and advice from the Early Years Advisory Teacher at West Sussex FIRST (Facilitating Inclusion through Reflection, Support and Training) with your permission. The First Team are a local body, who offer settings advice and support to ensure we are meeting your child's needs and refer appropriately. They meet with the parents after they have observed the child in the setting. Parents' permission for First involvement is always sought.
- Parent/Carers are also signposted to our local Children's Family Centre who can offer extra support to families regarding speech and language, form filling etc.

How will staff at Climbing Bears support my child?

- Before starting at Climbing Bears we will invite you to a drop-in session. You will also be asked to attend the initial sessions with your child. This is part of our 'Settling In' Policy and Procedures, and is successful for all concerned as it helps us all get to know each other and helps us to build a picture and gain information about your child.
- We will ask you to complete an 'All About Me' booklet about your child which is in their Learning Journal; this will help us to share information about your child's strengths and needs. At the drop-

in session(s) you will be able to discuss with the Key Person and/or Inclusion Co-ordinator/Manager any concerns or requirements your child may have.

- We will work with you to support your child together, listening to you and your child. Our INCO will explain how children's individual needs can be met by planning support using an Individual Educational Plan (I.E.P), and advice from the FIRST team and will also explain who may be involved and their roles.
- Observations, assessments and evaluations all contribute towards I.E.P.s and your child's key person would oversee the targets on the I.E.P.
- These are always available for you to view and comment on. They are locked away securely after session.
- Your child's key person will be in majority of sessions your child attends, fostering a relationship with and understanding your child. They will be supported by our buddy key person system.
- Together they will identify individual needs and plan next steps, accessing additional support from other professionals where necessary. Your child's Learning Style, interests and stage of development will be used to support their development.
- The manager will maintain an overview of experiences and progress and the INCO will work with all staff to ensure we are providing the relevant and appropriate support.
- We will work in partnership with you, reviewing the IEP targets, and planning new ones together, and give ideas to use at home to support your child.
- Where possible we try to give the children a voice and involvement in their own development.

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

- The curriculum offered at Climbing Bears encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a broad, balanced and differentiated curriculum for all children including those with special educational needs.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.

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

- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Health, Education and Care Plan.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- Alongside our traditional Learning Journals; we use an online Learning Journal system called Tapestry, which holds each child's observations and assessments, from which we can make analysis and snapshot evaluations for each individual child, or groups such as summer born, boys, my key children etc. We are also able to do this through the West Sussex EYFS Monitoring Tool.

- We complete a 2yr old progress check which is shared with parents. Next Steps are discussed and implemented.
- We firmly believe that parents are their child's first educator; Climbing Bears involve their parents in their child's learning and development through Home Learning; which links the things we do during our sessions with easy things to do at home.
- Climbing Bears have an open door policy; parents are welcome to come in at any time and are actively encouraged to join our help rota and come and spend a session with us helping out and seeing exactly what we do.
- Key persons will discuss with you, how your child is doing and any progress made.
- Parent's consultations are focused on the child development and happen each term. There is a weekly email that offers an insight into the week at Bears as well as reminders and important dates. Hardcopies are available on request.
- By providing an 'enabling environment' the children are able to explore and experiment in their play, having the support and encouragement of a highly trained team of practitioners. These 'Key Workers' work with the children and their families to allow for individuality to be encouraged and for children's enjoyment of their play and learning to be valued and celebrated. Children at Climbing Bears do enjoy and achieve through careful planning after close observations of individual children. By having a close-knit team working with the Manager in their goal of providing a provision where children learn through their play whilst having a great time too, continuity of care and provision can be maintained.

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

- Our practitioners are welcoming and friendly, providing an inclusive, sensitive and positive approach. They provide good role models for positive behaviour and are consistent in the day to day care of all our children. We are flexible in our routines to provide a positive environment for your child's needs and provide personal care such as changing nappies.
- Personal health plans can be adopted if necessary and staff will be trained in giving the appropriate medication for your child if required. Should you child require regular prescribed medication then you will be required to complete and sign a Medication Permission form and you will be informed of the administration of the medicine and be asked to sign the form in accordance with our Health and Hygiene Policy.
- Every staff member holds a current First Aid certificate and are able to administer medicine. Staff are vetted and a vigorous recruitment process is in place. We have a Designated Safeguarding Team who attend regular conferences and training,
- The staff team have experience of children attending with autistic tendencies, speech delay, post traumatic stress disorder, allergies, epilepsy, ADHD and currently (03.14) children with EAL. The team work closely with the INCO to ensure that all other needs are met.
- Policies and Procedures are available for parents during our settling in process, on request and soon on our website.
- Activities will be adapted to ensure your child is able to interact fully with the environment, and visual strategies, such as a visual time table is used to help them understand our routines. Our book area is welcoming and provides a quiet area to retreat to if your child is tired, or needs some quiet time.
- We are aware that some kinds of challenging behaviour may arise from a child's special needs. We will refer to our Positive Behaviour Management policy and will work with you and your child to provide a consistent and planned approach to improve behaviour. For further details, please see our Policy.

What specialist services and expertise are available at or accessed by Climbing Bears?

- Staff at Climbing Bears have accessed child development training and have experience working with the Early Years age group. All have a First Aid qualification and some members of staff have attended Speech and Language training, supporting Early Communication.
- All staff regularly attends training which is cascaded to all staff at staff meetings and a record of staff training is kept on file. We are supported with advice from FIRST, Speech and Language therapists, Teachers and Health Visitors. Further training will be sought and accessed to support an identified SEND.
- We work closely with their families and other professionals to ensure we maintain the care and support that those children need.

What training are the staff, supporting children with SEND, had or are having?

- Climbing Bears staff have accessed child development training and have over 35 years experience working with the Early Years age group.
- All of our staff holds a NVQ Level 3 in childcare and the Manager is also an Early Years Teacher..
- All have a First Aid qualification and some members of staff have attended Speech and Language training.
- All staff regularly attends training which is cascaded to all staff at staff meetings and a record of staff training is kept on file. We are supported with advice from FIRST, Speech and Language therapists, Teachers and Health Visitors.
- Further training will be sought and accessed to support an identified SEND.

How will my child be included in activities outside of Climbing Bears including trips?

- All visits or trips would be planned in order to include all of our children. We will endeavour to include parents/carers in the planning of the visit off site to identify the needs of your child. All parents are invited to join us on our trip.
- A risk assessment would be carried out prior to the visit.
- We would also take along any aides or medication your child as identified.
- Ratios would be adhered to at all times.

How accessible is Climbing Bears environment?

- Climbing Bears is totally accessible for all children. Our space, both inside and out, allows for freedom of movement. All our indoor furniture is moveable, allowing us the opportunity to review how the room is working and move the furniture around as needed.
- We are accessible by a slope to our front door which is wide enough to accommodate a standard sized wheelchair. We have a purpose built disabled bathroom, with wide doors and adequate space for a wheelchair. There are grab rails and an alarm call to aid independent access.
- Our back garden is accessed via another wide door. Although there are steps leading to the garden we have a set of movable ramps that can be put in place when needed to allow independent access.
- Our tables are height adjustable so could accommodate walking frames or wheelchairs.
- Signs and posters around the setting are used with pictures helping children identify equipment and play areas.
- We provide multi-sensory activities as part of our planning. We endeavour to seek out suitable equipment or adapt equipment and facilities to support children with special educational needs.
- Policies are updated regularly and are available for parents via email and on request.
- Additional funding may be obtained by the setting to help us meet your child's needs.
- Regular Risk assessments are carried out to ensure our environment is safe and secure.

How will Climbing Bears prepare and support my child to join the setting or transfer to a new setting or on to school?

- At Climbing Bears we pride ourselves on our robust transition process.
- We contact new settings and arrange visits where possible.
- We open our doors to other settings and professionals so they may observe the children in a relaxed setting.
- We provide additional support for those children with, for example, Special Educational Needs or English as an Additional Language via Early Years Transfer Forms and Transition Inclusion Support Meetings.
- We create transition books for moving settings so that children can talk about their next setting at home in the lead up to change.
- If the FIRST Team have been involved they will also help with the transition to school and remain involved until the end of the first term at school.

How are Climbing Bears resources allocated and matched to children's special educational needs?

- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton, trained staff.
- A dedicated budget is available to train staff and Inclusion Funding can be applied for to support your child in our setting, if required.
- The local Family Centre offers us a Lending Library of toys, Sensory Equipment and Topic Boxes.
- The First Team can also allocate funds for resources and West Sussex County Council.

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

- The SEND Code of Practice (2014) states 'Local authorities must ensure that children, young people and parents are provided with the information, advice and support necessary to enable them to participate in discussions and decisions about their support'.
- Through the observation process linked to the EYFS ages and stages of development, and in discussion with you, the Key Person, the INCO and manager will identify what support is required.
- Extra support will be put in place where necessary.
- Ongoing partnerships with you, other professionals – including FIRST if they are involved, and ourselves will support the decision making process. Together with our INCO they will support the decision making process to planned targets on the IEP'S. The IEP will be written after consulting with you and will include how you can support your child at home. Through regular observations we can track your child's progress.
- Our INCO will give advice on meeting your child's needs within Climbing Bears in consultation with you and other professionals where necessary and with your permission.
- Reports from health care professionals and other professionals, who are working with your child, will be used to plan support within the setting.
- Staff meetings within the settling will ensure all staff working with your child knows your child's strengths and needs, and how to support them.

How are parents involved in Climbing Bears? How can I be involved?

- We work closely with all our parents including children with special educational needs to create and maintain a positive partnership.
- We value parents/carers involved with Climbing Bears and actively seek their opinion about our provision through termly parent surveys.
- Parents/carers are actively encouraged to come in to the setting to see their child in the play environment through both our parent help rota and our termly 'Dad's Week'.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- You are involved in identifying needs, information sharing identifying targets and next steps to focus on at home and in the setting and reviewing progress towards these targets.
- Your permission will be sought before involving outside agencies.
- We provide parents with information on sources of independent advice and support.
- You are encouraged to become involved in our Committee, including fundraising for Climbing Bears.

Who can I contact for further information?

- If your child has a Special Educational Need and you would like to know more about how we could support them please contact us on 01403 701027 or email to manager@climbingbears.org.uk

Nina Lambkin – Nursery Manager, EYT, SENco, INCO, Solihull Approach Leader and SEND Local Offer Contact.

