



Bishopston Beanstalks' Local Offer

We know how important it is to choose the pre-school which will best be able to meet your child's unique needs. With that in mind, we have answered the following questions (from a parent/carer point of view) about our provision, which we hope will help answer any queries you may have.

How accessible is our setting?

- Our setting is accessible to all, including those who use wheelchairs. There is a ramp with a small step.
- We have disabled toilets and changing facilities.
- Careful consideration is given to the planning of learning to enable as much access to the EYFS as possible.
- We undertake careful planning to ensure language support is available to as many children with English as an additional language as possible.
- We want all children to access curriculum opportunities off site, including trips.

The team meets with the parents/carers of a child with specific needs to plan how to make adjustments to ensure accessibility. A risk assessment would be written with the parents/carers if necessary.

How do we identify if a child needs extra help with their learning?

- Before your child starts with us, we will ask you a number of questions so we can find out about your child's needs. We also offer the opportunity for a home visit which is another time to raise any concerns you may have before your child starts at pre-school.
- We do observations of children's learning and development, which are recorded in individual learning diaries. Learning Diaries are always accessible to parents.
- We will do continual monitoring of your child's progress and more detailed assessments at key points throughout the year.
- Each term we complete individual and cohort trackers so we can clearly identify where children are making adequate progress as well as highlighting any areas of concern which then allow for key workers to plan specifically for areas where children may not be progressing as well as expected.
- If you think your child may have special educational needs, your child's key worker is ideally placed to discuss this with in the first instance as they will have a good knowledge of your child's learning and development. In addition you can discuss your concerns with our settings SEND-Co, Rhian Gillespie, at any time.
- We liaise with parent/carers throughout the year.

Who will be working with my child and what are their roles?

- Your child will be allocated a key worker before they start at Bishopston Beanstalks. They will come on the home visit. This practitioner will quickly get to know and care for your child. Your key worker will use their knowledge of your child to plan provision relevant to their interests and development, within the Early Years Foundation Stage (EYFS) Framework.
- We are a small team, so it is likely all practitioners will be involved in your child's care, with their key worker and our SENDCO having a special role in this.
- Our Manager is Sarah Ellis, who is available to talk to at any time.
- Our settings SENDCO, Rhian Gillespie, will oversee any additional provision we make to help your child.
- The SENDCO is also able to make referrals to other professionals to gain advice, such as speech and language services, Early Years Inclusion, and Educational Psychologists.

How will I be able to raise any concerns I may have regarding my child's development?

- You will have the opportunity for a home visit. Your child's key worker will come on the home visit and you will be able to raise any concerns that you have with them.
- There will be a settling in period where you will also be able to discuss any concerns with your child's key worker, our Manager or our SENDCO.
- Your child's key worker will be available daily to talk to should you have any concerns.
- We will have Parent Consultation Meetings termly.
- We also carry out statutory two year old progress checks.

What is our setting's approach to supporting different children's needs and how will that help my child?

- All children are valued as individuals.
- The team is responsible for planning activities and experiences and all play and learning is based on building on what your child already knows, can do and can understand.
- The key worker will continually assess your child's learning, plan to meet possible needs that they identify and support them to make the best possible progress.
- If a child should make limited progress their key worker will raise concerns with both the child's parent and the Special Educational Needs and Disability Coordinator (SENDCO). The key worker will plan specific activities to support your child, whilst continuing to work with you as the parent/carer and the SENDCO.
- Specific group/individual activities could be planned by a practitioner. For example an adult playing alongside your child as your child plays using specific strategies, such as developing turn taking skills.
- Support from outside professionals could be sought. For example: an Early Years Portage and Inclusion Specialist, a Speech and Language Therapist, Educational Psychologist, Occupational Therapist or Paediatrician. Specific, targeted strategies which reflect the advice given from an appropriate professional, can then be used. These strategies may be carried out in a 1:1 situation, playing alongside your child or in a planned small group.
- If your child has been supported as described above and has been identified as having a specific special educational need, we would discuss the development of a Support Plan (Non Statutory Education, Health and Care Plan) with you. The whole team supporting your child will be part of this.

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

- Our setting receives funding for all children, including those with special educational needs and disabilities. Our setting plans how to meet individual needs using this base level funding.
- We can apply for more funding if a child has “different from and additional to” requirements. The team around the child will make this application. The Early Years Special Educational Needs Panel will decide the allocation of funding using the “Bristol Universal Descriptors”.
- Strategies that have been implemented to support the child and record progress will be shared with parents at all stages and parents will be provided with the information from us about what additional support may be required and what is available, we will inform and support parents in making the right decision for their child, where age appropriate and where children are able, their views will also be taken account of.

How will I know if my child is making progress in their learning?

- All children have a home visit before they begin attending. This is a time when practitioners can observe children and also when parents/carers can share their knowledge of their child.
- All children have parent consultations termly. Your key worker will discuss your child’s progress with parents/carers. At these meetings we will also talk to you about the next steps we have planned to help your child progress in their learning, and ways that you can be involved in this. We will also ask for your help on how we can help your child to progress, and any areas where you think it would be helpful for us to focus our efforts. Parents/carers are also invited to share their views on progress and raise any concerns they may have, regarding progress and milestones.
- Your child’s key worker is responsible for putting together their Learning Diary, which is a record with photos and observations of the progress they are making at pre-school. Parents/carers are welcome at any time to come into the setting and share the Learning Diary with their child.
- If your child has a Support Plan (Non Statutory Education, Health and Care Plan) this will be reviewed three times a year. The progress children are making is compared to the targets set out in the plan. The targets are set by all the people, including professionals, that work with your child.

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

- As a team we value the knowledge that training provides us with and all practitioners are encouraged to take further training. We have undertaken a number of relevant trainings including: Makaton training, Introduction to being a SEN coordinator, Interaction Matters, Including Children with Autism, Attachment Theory, Managing Difficult Behaviour and SENDCO Cluster Meetings.
- We would seek to access training from outside professionals involved with your child who may provide individualised training where necessary.

How does our setting manage the administration of medicines and manage personal care?

- We have a comprehensive Administration of Medication Policy.
- Any specialist training to administer medication to individual children will be sought as and when required .
- The child’s key worker where possible is responsible for personal care of all children.
- All the staff at Bishopston Beanstalks know all the children well ensuring all children are safe and secure.

How will my child be prepared to move onto the next stage within the setting or onto school?

- We arrange home visits for all children before they start at our setting, unless there are extenuating circumstances and the parent/carer does not wish for this visit.
- We are keen to make all transitions for children as smooth as possible, both when they join us and when they move on to other provisions. There are a number of things which we do to help when children are moving to other provisions, including:
 - Group times where we discuss feelings about starting school, how to make friends, routines etc
 - Role play resources to support play exploring upcoming changes like a school uniform shop.
 - We have books with photographs of a number of local schools for children to look at.
 - Books about starting school
 - We contact the schools/other provision which our children will be moving on to, to find out what transition support they are able to provide e.g. visiting our children at the setting. Wherever possible we arrange for teachers from the relevant schools to come in to pre-school to meet the children and see them at play.
 - We complete Bristol City Council's transition record for all our children transferring to Primary School/ another pre-school. Parents are always welcome to see this record. We make sure that the school is aware of any additional needs any of our children have and which will necessitate additional support at the provision they are moving to.
 - For children with SEND the SENDCO of the next setting is invited to a review and if necessary a transition programme will also be decided upon at this meeting. This would include visits, photos and information for parents/carers.

If your child requires a specialist setting in their school years, you or the setting may decide to request an Education, Health and Care Assessment to develop a plan. An EHC Plan is a way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that your views are not only heard but also understood. This process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future. The EHC Plan will have long and short term goals for your child. It will set out what support they need and how they will receive this support.