



Bouncy Bear Childcare Local Offer

We have produced a local offer which reflects how Bouncy Bear Childcare works together with children, families and other professionals to provide the best care and education for those children with Special Educational Needs (SEN).

Background

Local Authorities has been asked to produce a "Local Offer" which sets out in one place information for families about how the different childcare provisions in their area provide help and support for those children with SEN and their families.

Somerset Local Authority has made this information available at <https://somerset.local-offer.org/>.

Somerset Local Authority has sent each setting a list of questions which families might ask when starting with a provider. By answering these questions below we hope to give you an idea of how your child and family will be supported during their time at Bouncy Bear Childcare. You can also compare the answers from different providers to help decide which setting is the best place for you and your family.

Throughout the document there are phrases or abbreviations which may be confusing. That is why below we have put below a handy table explaining what they mean.

Abbreviation / Term	Explanation
SEN	Special Educational Needs.
SENCO	Special Educational Needs Co-ordinator - person in the setting with overall responsibility for children with SEN.
IEP	Individual Education Plan - targeted plan showing goals to help child meet their next steps.
Key Person	Main carer assigned to your child.
PLOD	Possible Lines of Development - planning form showing your child's next steps as a result of observations, child's likes and parents input and where applicable other professionals input.

Our Local Offer

How does the setting know if children need extra help and what should I do if I think my child may have special educational needs (SEN)?



Bouncy Bear Childcare
SENCO policy states:

"we have regard for the Special Education Need Code of Practice and identify the specific needs of children with special needs/disabilities and meet those needs through a range of strategies. These strategies will reflect the individual children's needs."

- ✓ During the Induction Sessions we have the opportunity to sit with you and discuss your child's individual needs. This is the perfect time to make us aware if you have any concerns about your child's development that you have observed at home or make us aware if other professionals are already working with you and your child. If there are other services involved we request copies of reports/action plans from them so we can support these in the setting.
- ✓ If the child also attends another setting we contact that setting to discuss with the child's Key Person the child's development, their strengths and weaknesses and incorporate these into their individual planning at Bouncy Bear.
- ✓ When the child starts nursery we complete a form with parents which indicates their child's starting points in each of the seven areas of the Early Years Foundation Stage. We also carry out an initial assessment on the child whilst observing them during their play and activities once in the nursery environment. We use this information to identify any strengths your child may have and to celebrate these but also to highlight any weaknesses where your child may need additional support.
- ✓ We then continue throughout their time at Bouncy Bear to make observations and collect evidence so that we can identify at any age when there is a concern of any possible development delays.



Bouncy Bear Childcare
SENCO policy states:

"We work in partnership with parents, other agencies and MAISIE (where applicable) in meeting individual children's needs. We ensure that parents are informed at all stages of the assessment, planning provision and review of their children's education."

"We seek input from the children when planning in order to reflect their views when determining planning to meet their individual needs."

- ✓ We complete the compulsory 2 year old Health Visitor checks on each child which may possibly highlight any development delays.
- ✓ We have an on line system which records observations of the child which parents can access at any time. It alerts us to any learning goals that child has not achieved which we investigate further by offering additional opportunities.
- ✓ You will have many opportunities to let us know if you think your child may have SEN. These include the Induction Sessions, Parents Meetings, the two year old check discussion and daily handovers. At any point you can ask to have a meeting with your Key Person or the Manager and they will do their best to arrange this as soon as possible at a time which meets your needs.
- ✓ We discuss any concerns we have with relevant members of the nursery team such as the Key Person and the setting SENCO. We review all our observations and any other evidence we have regarding the child, dealing only in facts, and at this point if we still have concerns we then ask for a meeting to discuss with parents.
- ✓ We discuss the options available to the parents and the setting, for example referral to the Integrated Therapy Service or Early Years Area SENCO. We understand that we are unable to make these referrals without prior parent written permission unless we believe it has become a safeguarding issue.
- ✓ We will then write an Individual Education Plan (IEP) for the individual child. The IEP takes into account the views of the parents, child and any other professionals who may be involved such as a Speech and Language Therapist. Parents sign the IEP confirming that they have read and understood the Plan. We review the IEP on a regular basis (usually every 6 weeks) to track any progress made during this time or any changes that need to be made, eg including any reports for Area SENCO, Speech and Language Care Plans. We will review sooner if necessary.

How will Early Years practitioners support my child and how will the curriculum be matched to my child's needs?

- ✓ The child's Key Person will plan for your child with support where necessary from the Nursery SENCO, Nursery team and possibly the Area SENCO. They will take views and ideas from the parents, child and other professionals such as Speech and Language who may be involved. The Key Person will use this information along with the child's individual observations and assessments to plan activities which meet the curriculum goals for that child.
- ✓ The child will have their own Key Person who will monitor the overall development of the child. The setting SENCO will be overseeing the IEP and general development of the child and all staff will have sight of the IEP and plan and support the child where applicable. This information is updated to all team members at regular intervals such as staff meetings. Other professionals who are working with the child such as Speech and Language are welcome to visit the setting and support your child as well.
- ✓ The Key Person will regularly include the parents during arranged meetings and nursery session handovers. In the meetings the Nursery Manager and SENCO can be present.
- ✓ There will be other opportunities to be kept informed such as Parent's Meetings, the two year old check and IEP meetings. Parents can also access their child's online developmental access at any time.



Bouncy Bear Childcare
SENCO policy states:

"We seek input from the children when planning in order to reflect their views when determining planning to meet their individual needs."

"We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership."

"We ensure that parents are informed at all stages of the assessment, planning, provision and review of the children's education."

"We provide a differentiated curriculum to meet individual needs and abilities."

- ✓ The settings approach is for the Key Person to observe, assess and plan for the individual, differentiating the planned activity where required to allow the child to participate to their full potential. We also believe it is not just the Key Person or the setting SENCO's responsibilities to offer the opportunities, it is a holistic approach where all the team members are aware of the differentiation needed for the individual child and ensure they support the child where necessary.

"We ensure that children with SEN/disabilities are appropriately involved in all stages in the graduated response, taking into account their levels of ability."

"We provide a broad and balanced curriculum for all children with SEN/disabilities."

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



Bouncy Bear Childcare
SENCO policy states:

"We provide parents with information on sources of independent advice and support."

- ✓ Regular meetings will be held but you also have the opportunity to talk about your child's individual progress during each session handover. If you are unable to get into the setting for any reason you can contact us by phone:

Bouncy Bear, Courtland Road (01823) 667149

Bouncy Bear, Brendon Road (01823) 664644

.... or through our website email sam@bouncybear.com.

- ✓ We have an on line profile system which monitors the child's individual development in relation to the seven areas within the EYFS. The system highlights any strengths your child may have or any areas of development where they may need support. The caring team holds regular meetings to discuss individual children's planning and progress. This is an opportunity to highlight gifted and talented and/or delayed development of children who attend the setting. Each child has a Key Person who builds a strong relationship with the child enabling them to get to know them very well. This relationship teamed with their professional training helps them to identify any areas of concern or where a child may be gifted and talented.



Bouncy Bear Childcare
SENCO policy states:

"We use a system for keeping records of the assessment, planning, provision and review for the children for SEN/disabilities."

- ✓ If there are any concerns about individual children it will be discussed at staff meetings and appropriate activities will be put in place to support individual learning. The on line profile system, which is accessible to parents, will highlight any areas of need. The EYFS is the current curriculum for children aged 0 - 5 years old and is broken down into different ages / stages of your child's individual development which will give parents and carers a guide of where their individual child is developmentally. Please keep in the mind the stages of development shown in the EYFS are a guide only and all children develop at different rates. This is not always a cause for concern.

- ✓ Each individual child that attends the setting has their own Learning Journal which is a communication book between the parents and the setting. The Learning Journal includes the child's PLOD which shows their likes and interests within the setting, what they enjoy at home from their parents and ideas for their next steps within the setting. The Learning Journal also contains observations, work evidence from the child, homework for the children to complete with their parents at home and ideas for activities which could be planned for the individual child and their Early Years Foundation Stage Next Steps. It holds the child's individual daily diary which includes what and how much the children have eaten during the day, nappy changes (if applicable) and a record of their sleeps.



Bouncy Bear Childcare
SENCO policy states:

"Before a child starts to attend the setting, we use a variety of ways to provide his/her parents/carers with information. These include written information (including our prospectus and policies), the Website, Nursery visits, individual meetings or discussions with parents/carers (by telephone, email, written or in person) and free settling in sessions."

- ✓ We also have a Facebook page which is updated regularly with photographs of events and other activities that have happened during the nursery day. Any children shown on our Facebook page have signed permission from the parents confirming that their photo is allowed on Facebook.
- ✓ We also hold workshops in the settings which give parents the opportunity to spend time with their child whilst in the setting learning something new and carers are available if needed for advice or support regarding their child's learning and development.
- ✓ In the individual child's Learning Journal the Key Person completes a PLOD which is also an opportunity for parents to inform us of the likes and dislikes of the child whilst at home. A PLOD gives information such as what type of activities will be planned. It also shows the parent the child's individual next steps which will show which areas we are focusing on for that child.
- ✓ The parent will have opportunity to express their views on the activities their children are participating in during daily handovers but also on the home interest form which is sent home every term. It also gives parents the opportunity to suggest activities they think their child would like to take part in. Every 6 to 8 weeks when the nursery theme changes the parent also contributes to the child's PLOD regarding their child's likes and interests whilst at home. The Key Person will use the parent's information when deciding on activities to support the child.
- ✓ We offer regular workshops for the parents, including Communication, Phonics: letter and sounds, Early Year Foundation Stage, Physical Development, Behaviour Management, Equality and Diversity and Transitions. We also ask parents which areas they feel they may need more information or advice and provide workshops which cater specifically for their needs.

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

- ✓ For children with physical/medical disabilities e.g. oxygen bottles, support frames we would be happy to facilitate this once we had received the appropriate training from a local health professional. This can be organised prior to your child starting the setting. Many of the activities done in the setting are to support all children with their social skills. For children needing additional social support we refer to the SEN Code of Practice and guidance from partnership agencies e.g. vision support team, speech and language therapists or occupational therapists.
- ✓ We deliver prescription and non-prescription medication provided the parent has given full written consent. We adhere to our Administration of Medicines Policy. We will seek medical training from local medical professionals if needed e.g. administering a prescribed epi pen to the named child to assist with an allergic reaction. Each time any medication is needed to be administered it is administered by a Level 3 qualified member of staff with another staff member as a witness. After the medication has been administered the staff members will sign the medication form confirming the dosage and time given. When the parent collects their child they will be required to sign the medication form to confirm that they are aware that the medication has been administered and at what time.
- ✓ Each child is designated a key person to form a relationship with who will support them initially settling into the nursery. The key person will continue to support them on their learning journey whilst in the setting. We will also be undertaking Personal Social and Emotional activities enabling us to monitor their development against the Personal Social Emotional Development of the Early Years Foundation Stage.



How will the setting ensure they take account of my child's views as appropriate?



- ✓ During sessions at nursery the children are given various opportunities to express their views. The children are asked about the activities they have taken part in including if they liked the activity and what they enjoyed about it. They are also able to express if they would like to repeat any particular activities the following week. The children are also given opportunities to have a 'Children's Choice' activity. This activity enables the children to express their likes and their interests as they are able to choose which activity they would like to do e.g. cooking, going outside in the garden or painting and the carers support them with this.
- ✓ We also have choice boards for different songs and stories that they are able to choose from. We encourage independence at snack times which enables the children to self-serve meaning they are able to choose what snack they would like. This is also available at breakfast time with different cereals and toast.
- ✓ For children who are unable to communicate their choices we have a 'Children's Choice Board' which is a large board with photographs of different activities or resources in the setting. We also have resource boxes in the setting which have photographs showing what is inside the box. We spend time talking with the children when completing their PLODS to reiterate their likes and interests in the nursery by looking at their work evidence and talking about that particular activity and if they liked it or disliked it.
- ✓ Children are asked what new resources they would like in the setting and we use this information when making new purchases.

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

- ✓ There is a qualified SENCO in each setting. The SENCO shares his or her knowledge and expertise with the other nursery team members regularly, especially if there are any changes to policy or practice.
- ✓ It is the SENCO's responsibility to stay up to date with changes to legislation and best practice procedures nationally and consider these when reviewing policy and procedure. The SENCO attends regular training and meetings to keep themselves up to date with current practice.
- ✓ The setting also works alongside other professionals such as Health Visitors, GPs, Social Workers, Speech and Language therapists, Occupational Therapists and any other professionals with specific expertise in the needs of the child.
- ✓ All carers are trained in Early Years First Aid every three years which is significantly higher than is currently recommended by Ofsted. Our SENCO's have been trained specifically in their role by SCIL. All staff have training on how to administer medicines in the practice however only Level 3 qualified carers are permitted to do this.
- ✓ The Visual Awareness Team have visited Bouncy Bear, Courtland Road and found no changes are needed to the environment at this time.



Bouncy Bear Childcare
SENCO policy states:

"We provide training
for practitioners and
volunteers."

"We designate a member
of staff to be special
educational needs
co-ordinator (SENCO)
and give his/her name
to parents."

How will my child be included in activities outside the setting including trips?



Bouncy Bear Childcare
SENCO policy states:

"We include all children in our provision."

"We ensure that parents are informed at all stages of the assessment, planning provision and review of their children's education."

- ✓ We do not exclude children from activities as we adapt them to each individual's abilities.
- ✓ Before we go on an outing we would carry out a detailed Risk Assessment which considers the needs of the children in the setting. Part of this Risk Assessment is to identify how we can make the outing accessible for every child. This may involve ensuring there are additional carers on the outing, providing specific resources or changing the specifics of the outing whilst not changing the overall learning objective.
- ✓ We discuss with parents of children with SEN any outings we are considering so they can express any concerns they may have. We then use this information when planning the outing to ensure their child is supported fully, safe at all times and can actively enjoy the experience.
- ✓ Parents are more than welcome to join us on the outings to share the experience with their child. We also regularly ask parents to complete feedback forms and/or questionnaires for their views and opinions and any ideas they may have regarding trips or activities.

How will the setting prepare and support my child to join the setting, transfer to a new setting or move onto school?

- ✓ Initially the children come and visit the nursery to ensure that the parents are happy with their choice of setting. The parents are then asked to complete an induction, with their child, to complete all necessary paperwork needed before starting at the setting. During this induction session the child is also introduced to their Key Person and spends time with them whilst still being able to have contact with their parents if needed. After this has been completed the child is invited for a two hour induction where the parents leave their child at the nursery to settle before their first full session. The child spends time with the Key Person and is introduced to the other team members and spends time with small groups of children to start forming friendships.
- ✓ The children go through different transitions whilst in the setting including moving from the baby room to the older area. The transition from Baby Room to the Older Area is taken in stages, integrating them slowly, spending at first small periods of time in the new area. If possible we try to move children with another child who they have a friendship with, so that they have someone familiar during the transition. If this is not possible then the child due to be moving goes with their Key Person for small periods of time to start forming relationships with their new Key Person and friendships with the other children.



- ✓ The pre-schoolers are prepared for their transition to school by taking part in different activities linked to starting school. We also arrange local pre-school picnics which are held in a local park where we meet up with other nurseries or preschools so children attending the same school may start to form friendships. We also invite the school teachers to come and visit the children in the nursery environment and to their graduation ceremony in July. The children attend a graduation ceremony where we celebrate their time at the setting in preparation for leaving to start their new journey at primary school. Some schools also allow the Key Person to visit the school with the child.
- ✓ For those children with additional needs we have meetings with the school SENCO, the class teacher and the parent to help ensure the school has all the necessary information to make the transition as seamless as possible.
- ✓ When leaving the setting, to go to school the Key Person completes a transition form that gives details of the child's individual development in each area of the EYFS. It also gives a brief personal description of the child and their likes and interests. The parents are asked to read and sign and make their own comments.
- ✓ If leaving the setting to join another setting we seek permission from the parents to contact the new setting. If given we contact the new Key Person and give them as much information as possible on the child to help them meet the child's needs much more efficiently. This may include a statement showing the child's progress through the EYFS, any reports made by other professionals, dates of future meetings with specialists and the child's Learning Journal.



How accessible is the setting environment?



- ✓ The settings are warm, friendly and inviting. The resources are all clearly labelled with photographs and/or images to help children make independent choices about their play. Many of the resources are at child height to support this further.
- ✓ Bouncy Bear, Courtland Road, is fully wheelchair accessible with access to changing and toilet facilities which have been adapted for use children / people with disabilities.
- ✓ Bouncy Bear, Courtland Road, has had a check from the Visual Awareness Team and there are no improvements needed at this time. However this is something which would be reassessed subject to each child's unique needs.
- ✓ If there are families whose first language is not English we use objects of reference to support communication, we also use the translator from the internet. We provide newsletters in their home language. We have workshops to celebrate their culture and promote inclusivity in the nursery environment. We also have a talking pen which is able to say different phrases in various languages to aid communication. The website can be changed into different native languages as well. We have a great deal of experience working with children and families whose first language is not English.
- ✓ Each setting has at least one qualified SENCO and one qualified ENCO (Equality Needs Co-ordinator) to ensure the individual needs of all children are met.

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

- ✓ We discuss with the parents during the Induction sessions any individual needs their child may have. We then use this information as a starting point and through a process of observation, assessment, planning and review establish where the child is developmentally. We discuss our thoughts with the setting SENCO and feed our observations back to the parent's. Together we discuss our possible next steps for the child, these will differ based on the individual child's specific needs.
- ✓ We will devise an IEP together which sets small targets we can work towards within the setting and at home to help the child make progress in the area that has been identified as a weakness.
- ✓ If necessary we will invite the area SENCO in to assess the child and see if they are eligible for additional funding to help access other resources / support to help the child.
- ✓ If necessary we will refer the child to a specialist such as a Speech and Language Therapist who will be invited into the setting to work with the child and recommend any further activities we can do at home or in the setting to support the child.
- ✓ The SENCO and / or Key Person will review the IEP every six weeks with the parents and the child (where applicable). If a significant change occurs before the six weeks then the IEP will be reviewed as needed.



Who can I contact for further information?



- ✓ If you would like to discuss anything about your child then your first point of contact will be your child's Key Person. If you have further questions or require further advice you are able to talk to the SENCO, the Deputy Manager or Nursery Manager.
- ✓ The people who have a role in your child's education include you, the child, the Key Person, any other providers or settings that the child attends, any professionals who may be involved such as Speech and Language, the Area SENCO, and also all team members of the setting.
- ✓ We have an open door policy in our nursery. Our nursery team are very friendly and happy to help at all times. If you wish to speak to someone in particular please ask any member of staff and they will be happy to help.
- ✓ If you are considering joining the setting and would like to speak to someone, please contact us on:

Bouncy Bear, 49 Brendon Road (01823) 664644 or

Bouncy Bear, Courtland Road (01823) 667149 and we can help you with any questions you may have and arrange for you to come and view the nursery.

For more information on the settings you can visit www.bouncybear.co.uk or look at our Facebook page www.facebook.com/BouncyBearChildcare.