

The Local Offer

Name of Setting: Honey Bees Pavilion

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Name of person to contact: Laura Jones (Manager) and Sacha Lister (Senco and Deputy)

My child has SEND. I would like to look around. What do I need to do?

We always welcome enquires and you may contact us by telephone most days between the hours of 9 am and 4 pm. You may prefer to contact us by email or text message, if we can't reply straight the way we will return your call/message at our earliest convenience. You may like to receive our prospectus initially; we can email a copy to you or send you a hard copy by post. It may be beneficial to view other settings as well as ours to get a feel of what we all offer, settings are individual. You can also gain some information about the Pre School on our website. We offer an open day once per term, though we have an open door policy and welcome visitors at any time during our opening hours to arrange a mutually convenient appointment time for a viewing of the setting. During a visit there is a large amount of information offered, and we also ensure we have time to listen to your needs and requirements, with this in mind our useful information package can be taken home with you.

How will my child and I be made to feel welcome and how will you get ready for my child coming?

We welcome all children and families to our setting and once registered with Honey Bees our setting Special education needs coordinator will liaise closely with parent/s and other professionals who are currently supporting your child and they will ensure that pre visits are organised, and plans are in place to ensure that your child's transition into Pre School runs as smoothly as possible. We have various pieces of documentation to complete which informs us of your child's likes, dislikes, preferences, interests and abilities, this induction period really informs us and we are then able to allocate the most suitable key person from our team at this stage, who will be a point of contact for both you and your child. We often use signs and symbols throughout the setting to enable communication and have various tools available to us to enable an effective settling in. Our staff also use various Makaton signs to support communication. We support the use of transitional toys and soothers and feel that these are important to a child when settling in to the setting. If needed adaptations could be made to accommodate wheelchairs etc., this would be discussed and agreed with you and the setting Senco.

How accessible are your premises?

Our setting is all on one level, we have 3 possible entrances to the main room of care making it fully accessible for prams and wheel chairs. We have a waiting room of the main room off care as well as a disabled toilet and private/nappy changing area. We have a very secure outdoor play area, which was purpose built for the setting, it has an area of impact absorbent surface to ensure safety from falling and trips. As we are a pack-away setting we have been fortunate enough to be able to adapt equipment and areas to suit all children with varying abilities, such as low level equipment, we have purpose built low tables for some activities, standing room for activities, setting up small group work areas as well as low level displays which are accessible to the children.

How will you keep my child safe?

Our Pre School is a pack-away setting and is based at the cricket pavilion in Enderby Village. We set our provision up daily which means that we unpack toys and equipment indoors and outdoors in readiness for every session. The team arrive at the setting at 7.30am in order to prepare for the day ahead, as our doors open to welcome children and parents at 9 am this allows us plenty of time to ensure that toys, equipment and the facilities are safe, clean, age appropriate and ready for use. The children's safety is of paramount importance to us all and high priority for us, staff take responsibility for ensuring a warm, friendly and safe environment. We have a very strict regime for welcoming children and parents to the setting and staff are deployed in various ways to ensure and maximise the safety of children entering the setting and being accounted for it also allows time for communication. Our doors remain locked and controlled at all times and visitors to the setting are asked to sign in, display ID and are supervised at all times. We complete a risk assessment on a daily basis and this is displayed for everyone's use. We have safety devices in place such as smoke alarms and fire extinguishers as well as 3 fire exits. Outdoor gates are locked during outdoor play. We follow guidance for our adult child ratio and usually retain some spare places which are available on a daily basis; our manager is also supernumerary on some days. Children are all in one room of care with all the staff on most sessions, our safeguarding policy is in place and procedures are robust, they protect the staff and children at all times. Our recruitment and induction procedure is strong and effective and we DBS all staff as well as having procedures in place to ensure staff remain suitable to care for children on an ongoing basis, they receive some form of safeguarding training on a termly basis. We have a no smoking policy and no mobile telephone policy as well as numerous others such as health and safety, management of medicines etc., these are available to view upon request.

How will you communicate with me what my child has done, enjoyed and learnt?

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Partnership with parents/carers is vitally important to us at Honey Bees; we believe this is one of our strengths as a setting. Your child will be allocated a key person on commencement and registration to the setting and the relationships that are built from this are extremely valuable. The whole team take time to talk and communicate with parents on a daily basis and we also have many other forms of communication as detailed below.

- Communication methods to suit parent needs, telephone, email, text, face to face, at handover
- 1:1 support, can also be applied for
- Planning is shared with parents and well as development
- Home diary
- Learning Journey / Documents
- Parents meetings on a termly basis
- We can translate information

How do you work with other professionals?

We work with many outside professionals and take pride in our partnership and team work with others; we host meetings and take the initiative when contacting others. Confidentiality is extremely important to us and we ensure that we have the right procedures in place in order to support this. We know that good effective communication with others clearly benefits the child and their family therefore we host visits and work with a large number of other professionals, some of which are detailed below:

- Visits from area Senco
- Health Visitors
- Educational Physiologist
- Host IEP meetings – Individual Education Plan
- Transition to school meetings
- Menphys
- Sure Start
- Speech and Language services

We do have a wealth of experience when supporting SEND, our setting Senco will:

- Make referrals
- Attend Senco training and support meetings
- Apply for additional funding for 1:1 or resources, equipment
- Set up and support IEPs/ SEND support plan and/or Early Health Care Plans
- Host communication groups for children

What training have you/your staff had in SEND?

- 'I CAN' Accreditation - 2009
- At least two of our staff have attended Senco Training: The SEN code of practice, Role of the Senco, Sharing concerns with parents and carers, Observation and play based assessment and Writing IEPs
- Signs and symbols
- Gypsy Roma traveller
- ECAT
- Level 3 childcare qualifications / Level 5 Leadership and Management
- Child protection and Safeguarding training
- First aid
- Positive behaviour
- Makaton signing is used in the setting
- Staff are Epi Pen trained
- Some staff are trained to change and assist with stoma care
- Food hygiene
- Advance Equality and diversity training

Training certificates for all staff are displayed at the entrance to the setting. We also have the correct policies, procedures and consent forms in place.

How will you adapt play opportunities for my child?

We ensure that we are an inclusive setting and that all children have the opportunity to participate fully in the activity, resource or area of their choosing. We will adapt any areas of the setting, including equipment and resources to achieve this. We have and will made floors clear and free for wheelchair users or those with restricted mobility, use signs and symbols as well as Makaton to ensure effective communication, we use multi lingual books, time lines and instructional cards which are personalized to support English as an additional or new language. Large print books and CD's for those with visual impairments. We have also supported sensory play by designing a sensory space. We would ensure that through communication with parents and professionals that we adapt and offer the appropriate resources to enable full inclusion; sometimes these may mean ensuring a higher staff ratio or 1:1 support for some of the session.

How will you get ready for my child going to his/her new school?

We will apply the same care and commitment to transition from the setting as we do with transition into the setting. We will work closely with other settings and organize numerous visits to the new room/school. While they are there we will take photographs of your child exploring their new environment and this will enable us to produce a transitional book, 1 for home and 1 for Pre School. We will incorporate numerous activities and games to enable transition such as PE sessions, school role-play areas where we introduce school uniforms as well as reading transitional stories and books. We also have numerous pieces of information and literature to support parents at this time. We take the initiative and also send out invitations to new class/room teachers so that they can visit us at the setting. We ask parents to share the children's learning journeys with their new class/room teachers we feel that this really contributes to an effective transition.

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

Communication is the key here and during settling in and throughout your child's journey with us we will ensure that there is plenty of time for discussion and sharing of information. Whilst at the setting children are observed on how they learn, what they do well, what they enjoy and where they may need support, developments are recorded and plotted so that we can see progression and provide/plan for them in an individual and valuable way. Observations are taken in a variety of ways/forms and can be (with parent permission) photographic and/or written. Daily information can be shared on an informal basis through a variety of methods as well as the more formal pieces of information that you will receive such as settling in reports and progress reports. Your child will also have a Learning Journey, (folder) which will grow with them and this captures all their growth, achievements and special moments throughout their time with us. They are fabulous memories both for you and your child and are important in providing a central point to collate information from both home and the setting. The learning journeys incorporate shared targets and goals so that the key person works as a team with parents and carers in supporting the child's interests, individual needs and providing environments

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to support how they learn best.