

Honey Bees Pre School CIC

Brief description of the setting

We are a pre-school which offers am and pm sessions, Monday-Friday, term time only. We accommodate 16 children am (9-12) and 16 children pm (12.45-15.45) between the ages of 2-5 years old. We accept funding, 2 year old funding, childcare vouchers, children centre vouchers and private payments.

Mission Statement

We aim to build strong foundations for children in our community to help them achieve key skill sets for the future, in a safe and caring environment, through the use of outcome based outdoor education, which is at the heart of our core values.

How we identify if your child may need additional help and/or has special educational needs (SEN)

We use the Early Years Foundation Stage (EYFS) guidance to monitor age and stage of development and track progress. If we highlight any issues we will discuss and seek agreement from the parent/carer before sourcing extra support for the child.

How we involve parents and carers in meeting the needs of their child and in whole setting developments

We include parents/carers fully in the decision of their child, we will assign a key person to their child to encourage better communication between the setting, the parents/carer and their child and review any next steps that can be supported at home. We actively encourage parents/carers to become involved in the pre-school by attending stay and play sessions. Other forms of communication within the setting are; daily my forms sent home with the child, newsletters, noticeboard information, learning journals, regular meetings, parent/carer involvement days.

How we will involve your child in the planning and review of their support

The child will be given an individual choice of activity at the beginning of the session and we will review the activity with the child at the end of the session. Additional communication that we use in the setting are; picture prompts and Makaton to help communicate. We extend child led activities and involve parents/carers in their child's interests.

How we match the curriculum, teaching and learning approaches if your child has SEND

We will adapt any planning and activities to meet the needs of every child. We use strategies and interventions devised around the individual child.

How we provide additional support if your child has learning needs

We assign the named SENCO as a key person to the child and implement a personalised play plan. With the agreement of the parents/carers we may refer the

child to the pre-school inclusion team to help and support the child in partnership with the setting.

How we provide additional support if your child has social and communication needs

We will ensure that the parent/carers are in agreement to contact other agencies for support and help and introduce any extra visual prompts or equipment required.

How we provide additional support if your child has physical, sensory and/or medical needs

Appropriate training for staff will be sourced. Introduce an educational health care plan and work with other agencies to help and support the child.

How we provide help to support your child's emotional health and well being

We have an effective key person system and encourage independence. We have consistent boundaries and encourage self-esteem and confidence. We serve healthy snacks, fresh water and milk and have a good hygiene system in place.

How we promote developing independence

Individual choices are encouraged to promote independent thinking; tidy up time, handwashing, putting coats and shoes on/off, choice of healthy snack. Encourage independence when toileting and hygiene routine.

How we measure and review your child's progress against their targets and longer term outcomes

EYFS assessment booklets, observations, next steps and the use of a tracking system to identify any areas of further development needs and appropriate planning to extend these areas.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Risk assessments and appropriate floor space depending on child's needs, apply for any extra equipment required.

How we include children with SEND in the life of our setting

Adapt planning for their individual needs, work closely with parents/carers and external agencies to ensure best outcomes for the child.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

All staff are trained in basic awareness of SEN, management have attended further training courses and train the staff on any changes.

Any further training required to support a child is sourced and the SENCO will

attend and train the staff accordingly. External agencies will help and support the setting for the best outcome of the child.

External support and expertise we can call upon to help us to meet children's need

The various departments that can help are; the pre-school inclusion team, nursery nurses, health visitors, speech & language, child paediatrician and other external agencies.

How we prepare children to join our setting

There are various opportunities for parents/carers and the child to prepare before joining the pre-school, we offer open days, transition days and taster sessions to ensure the parent/carer is happy with the setting and the team. A key person will be assigned before the start date.

How we prepare children to move on from our setting

We have an excellent transition programme with the local schools; transition meetings, visits from the teachers. If support is required the key person will visit the school with the parent/carer/child and share assessments, learning journals and any further information.

How we deploy our resources to meet the needs of children with SEND

Dependent on the level of care and the ratio requirements we may require extra funding for additional staff or specialised equipment.

Contact for more information

For up to date contact information, please use the Childcare and School Search on the home page of the Families Information Service website.