



SEND Offer

What should I do if I think my child has special educational needs?

At Bannerman Road Children's Centre we pride ourselves on building positive relationships with parents. We are always open and honest with parents and we want parents to feel able to do the same with us.

There are a number of opportunities where you could raise concerns regarding your child's development, for example

- Initial home visit
- Family Meetings
- Pick up and drop off times.

However, please feel free to talk to your child's Keyworker, the room lead or SENDCo Kitty Tomlin at any time.

How does BRCC identify children with special educational needs?

Children are identified as having SEN in a variety of ways including the following:

- Concerns raised by a parent
- Concerns raised by the child's keyworker e.g. the child is performing below age expected levels
- Liaison with outside agencies e.g. a speech and language therapist
- Health diagnosis from a paediatrician

We will always gain parental consent before involving outside agencies in diagnosing a child's learning difficulties.

What support will there be for my child?

We are an inclusive setting; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to their well-being. We have a caring, understanding team looking after all our children.

- The keyworker and room leader have overall responsibility for the progress, pastoral, medical and social care of every child in their room, including SEND, and to ensure they are making progress in every area of the EYFS.
- Your child's room leader is therefore your first point of contact. If further support is required the room leader liaises with the SENDCo. This may mean involving outside agencies such as Speech and Language, the Inclusion and Portage team, Educational psychologist and paediatricians.
- The setting also has a Family Support Team who are able to support all children (including those who could be termed as vulnerable) and their families during the school day.
- There are also Support Workers and additional EYPs (Early years practitioner) working with your child either individually or as part of a small group.



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

Parents are involved in all aspects of their children's learning throughout their time at the Children's Centre. The decision around the level of support a child needs will be reached through discussions between the Keyworker, parents and SENDCo.

- 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".

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

- We offer an open door policy. You are welcome to make an appointment to meet with your child's keyworker or the SENDCo to discuss how your child is getting on. We can offer advice and practical ideas for how you can support your child at home.
- Your child's keyworker will meet with you at least three times a year during family meetings to discuss your child's needs, support and progress.
- The support your child will be given and how often it will happen during the week will be explained to parents by the keyworker at these meetings.
- All children's academic progress and next steps are tracked and monitored. Children on the SEN register may have additional support plans which will be shared with parents.

What is BRCC's approach to differentiation and how will they help my child to access the curriculum?

- Activities are differentiated so that all children can access them, and learn at their level.
- There are support workers on hand to provide extra support for children who may struggle to access an activity and to ensure that all children are engaged in play throughout the session.

How does BRCCC manage the administration of medicines?

- The setting has a policy regarding the administration of medicines on the site (see policy on website).
- Parents need to inform a member of the team if their child needs to take a prescribed medicine and the staff will ensure the correct procedures are followed, forms are completed by the family and the children are supported.
- As a staff team we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.
- Care plans are in place for all children with long term medical conditions/ needs.



Who will be looking after my child and what are their roles?

Staff working with your child within Beech room are – Kitty Tomlin, Wendy McKelvey, Safiya Salaad, Anneke Bull, Juanita Wilson, Pauline Sadler, Fatima Xavier, Karen Henderson and Rita Panesar.

There may also be input from outside agencies such as the Family Support Team, Speech and Language, Paediatrician, Inclusion and Portage and Educational Psychologist.

What training have the staff supporting children with SEN had or currently having?

- All of our staff have or are working towards their Level 3 qualification.
- The majority of staff are trained in Learning Language and Loving it and Makaton, both of which support children with Speech and Language delay. There are also a number of staff trained in More Than Words which is focussed more on supporting children with Autism.
- We would seek to access training from outside professionals involved with your child who may provide individualised training where necessary.

How accessible is BRCC?

- Our setting is accessible to all, including those in wheelchairs.
- We have a disabled toilet and changing facilities.
- We have and several bilingual staff members who assist us in supporting our families with English as an additional language.
- We ensure a rich learning environment for all learners with positive role models and culturally wide images and resources.
- Individual resources are adapted as required.

How will the school prepare and support my child when they join and or transferring to a new setting?

- All children receive a home visit from their keyworker and need to complete three settling visits prior to starting at BRCC. For children with SEND we may encourage further visits
- If a child with SEND is transferring to us from another setting we will always endeavour to visit them at their current setting. If this is not possible we will liaise closely with the child's current setting to ensure a smooth transition.
- When children with SEND are preparing to leave us for a new setting, enhanced transition arrangements are put in place.
- We liaise closely with staff when receiving and transferring children to different settings ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs a meeting will be held to plan transition which we will invite staff from both settings and any outside agencies involved in supporting your child to attend.