



BEDFORD
BOROUGH COUNCIL



Information for all families

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Introduction

Welcome Message

We all know that navigating the



Family Services

Bedford Borough Parent Carer Forum

A group of parents/carers of children with Special Education Needs and Disabilities (SEND) working together in partnership with local authorities, education, health social services, to meet the needs of all children with SEND and their family. There to support you. [Bedford Borough Parent Carer Forum](#)



Child Development Centre

Provides services to children with developmental needs and disabilities. [Child Development Centre](#)

Family Information Service (FIS)

Provides free and confidential information and advice to support you in your family life. Parents, carers, children, young people and professionals can find the services they need when the contact (FIS). They will help you to find suitable childcare, children and family activities. [Family Information Service](#)

0 - 19 Service

Provides community-based health services to all children, young people and families in Bedford. [Health services](#)

Family Hubs & Children's Centres

Provide services for all families and all children from birth to five. They deliver parenting classes and other activities from locally based Children's Centres. They also work in partnership with other professionals to meet the needs of the child and family. [Children's Centres.](#)

Family hubs are for all families to access a range of integrated services supporting infant feeding, parenting, perinatal, mental health and learning in the Early Years. They provide information and guidance for all families and young people up to the age of 19 (25 with SEND). [Family Hubs](#)



Local Offer

Local Authority information and provision they expect to be available across education, health and social care in their area/borough for all who have SEND and their families. [Bedford Local Offer](#)



Early Childhood Education and Care

Refers to any managed and monitored provision that provides education and care from birth to compulsory primary school age. Nurseries, preschools and registered childminders offer all families early childhood education and care for all children.

0-4 Years

There are many different options available to parents and these are commonly called 'settings'. This section explains the different types of settings available to you.

Preschool

Preschools offer care for young children to learn, develop and play.

They care for children from the age of 2-years-old, up until the age of 5, or until they start reception class in school. They are usually open from 9am until 3pm however, some of them open for longer hours. Your child may attend mornings, afternoons or all day. [Find a Preschool](#)

Nursery

Nurseries offer care for babies and young children under 5 years to learn, develop and play. They offer places on a full or part-time basis and are usually open all year. Sessions offered will be for a longer day, as all nurseries typically open before 9am and close later than 6pm. They can also offer morning or afternoon sessions during term time; you will need to approach the nursery to find out if they offer this type of session. [Find a Nursery](#)

Maintained Nursery School

They offer care for young children to learn, develop and play.

They care for children from the age of 2-years-old, up until the age of 5, or until they start reception class in school. We have two maintained Nursery schools in Bedford Borough.

Bedford Nursery Schools Federation ([Peter Pan and Cherry Trees](#))

Nursery attached to a school

They offer care for young children to learn, develop and play. Most will support children from two years of age up until the child is 5, or until they start reception class in a school. They are typically based on the school site. [Bedford Schools](#)



Early Childhood Education and Care

Private, Voluntary or Independent nursery (PVI)

Refers to an Early Years Setting who have identified their business structure as either; private, voluntary (charitable) or independent. Private is owned by a private company. Voluntary is often run with the support of a voluntary parent led committee or charity. Independent are privately owned.

Reception Class

Most children start reception full-time in September after their fourth birthday. For example, if your child turns 4 in June, they will usually start school in September that same year. [School admissions starting school age](#)

Registered Childminder

They work in their own homes and offer care for babies and young children to learn, develop and play. They can provide full or part time care. This care can be daytime, all year round, term time, before/after school, evenings, or holiday care. Childminders are often prepared to take and collect your child from a pre-school, nursery or school.

[Registered Childminders](#)



Funding

Early Years Funding

Is a government scheme that supports families to fund their early childhood education and care whilst the child attends a setting. Typically funding is available for 15 hours or 30 hours per week, but can vary dependent on your circumstances.

[Government Childcare Choices](#) explains how to get funding.



Early Years Pupil Premium (EYPP)

The setting can apply for (EYPP) funding to support some 3- and 4-year-old children who may be at a disadvantage compared to their peers. The funding should be used to support the child's learning and progress. [Early Years Pupil Premium](#)

Disability Access Funding (DAF)

Funding provided to settings to support children with SEND. [Disability Access Funding](#)

Disability Living Allowance (DLA)

This is a benefit that parents can apply for to help with the extra costs of looking after a child who; is under 16, has difficulties walking or needs much more looking after than a child of the same age who does not have a disability. [Disability Living Allowance](#)

Who will I find in a setting and what do they do?

Manager (with the exception of Maintained Nursery Schools)

The Manager at the setting must hold an approved qualification and have experience in Managing settings. They hold full responsibility for the daily running of the setting. In a Maintained Nursery School there is a Head Teacher and a Deputy Head Teacher [EYFS Framework](#)

Deputy Manager

The setting must ensure there is a named Deputy that supports the Manager to run the setting. In the absence of the Manager the Deputy is responsible for the running of the setting. [EYFS Framework](#)

Room Leader

A person who is responsible for all the children and staff in a room at the setting. The room is planned usually according to ages of children for example a baby room might have all children under one supported in one room. This person should have skills and knowledge to support children within the age range in the room. Nurseries tend to have room leaders as they support more children on a larger premises.



Key Person

Each child who is in a setting must have the support of a key person. Their role is to ensure the care and education received is tailored to meet the needs of your unique child and family. [EYFS Framework](#)

Key Person approach

The setting should ensure that the key person is the main care giver at the setting for your child. Therefore, they should have quality time with your child to build a strong attachment with them. They will keep in regular touch with you on your child's development and will be interested to know how things are at home so they can best support you and your child.

Who will I find in a setting and what do they do?

Designated Safeguarding Lead (DSL)

The role of the Designated Safeguarding Lead is taken from the (working together to safeguard children) and each setting must have a (DSL). They are the person who takes lead responsibility for safeguarding and child protection at the setting. This role carries significant responsibilities; therefore they must have the appropriate training to carry out this role.

Special Education Needs Coordinator (Sendco)

Each setting will have a SENDCO, a person who is responsible for coordinating the Special Education needs (SEN) provision and practice.

Practitioner

All Early Years professionals who work directly with children in (EYFS) settings.

One to One

A person who is responsible for an individual child who has specific learning needs (SEN).



What do they mean when they talk about...

Early Years Foundation Stage (EYFS)

A framework for the learning, development and care for all children from birth to five years. All Early Years settings must follow the Framework. [EYFS Framework](#)

Curriculum

The curriculum is what the setting wants the child to learn and develop whilst they are at the setting. The EYFS framework is the foundation for the learning, and the setting builds on the 7 areas of learning set out in the (EYFS) Framework. You can talk with the setting to find out more about their curriculum and how you and your child can help to shape it.

Areas of Learning

There are 7 areas of learning and developed covered in the (EYFS). Your child will be supported to learn and develop in each one the areas. They are communication and language development, physical development, personal social and emotional development, literacy, mathematics, understanding the world, and expressive arts and design.

Prime areas

The framework identifies 3 prime areas of development, that lay the foundations for all other learning to take place. They are communication and language, physical development, personal, social and emotional development. [Prime areas](#)

Specific areas

Specific areas of learning and development provide children with knowledge and skills to flourish in society. They are literacy, mathematics, understanding the world, and expressive arts and design. [Specific Areas](#)

Child Led

Where the child takes the lead in their play and the adult will respond to the child's play and follow their lead.

Adult Led

Where adults plan and provide learning opportunities (activities) so children can be introduced to or further develop skills and knowledge.

Child Initiated

Where a child determines the activity-what they will use, what they will do, and who is involved.

Gross motor skills

Are the physical skills that children develop using their whole body [Gross Motor Skills](#)

Fine motor skills

Are physical skills that involve small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers, lips, tongue and eyes. [Fine Motor Skills](#)

What do they mean when they talk about..

Enabling Environment

We use this term in our Early Years to talk about the spaces children will play and learn in. It should be a rich and inviting place with resources that will help the child to develop language, skills and knowledge that caters for their interests, development and needs. Enabling 'making it possible' for the child to grow and flourish.

Free Flow or Continuous Provision

Where children have choice to move freely between areas and environments, indoors and outdoors during their play. Some settings might refer to this as continuous provision.

Characteristics of Effective Teaching and Learning

In the setting the key person will be watching your child closely observing how they play. All children are unique, and they learn and develop at different rates. When supporting your child to learn the keyperson will focus on the characteristics of effective teaching and learning which are, playing and exploring, active learning and creating and thinking critically. [Birth To Five Matters](#)

Progress Check at age 2

A progress check will be carried out to review your child's development, celebrate areas where you child is making good progress and identify areas where progress is not as expected. The progress check is carried out in partnership with you, the setting and health.

[Progress Check at age 2](#)

Schemas

Patterns of repeated play and behaviours that help children organise information. [How children learn through schemas](#)

Home Visit

Provides an opportunity for the practitioners working in the setting to visit the family and child in their home environment before the child starts at the setting. It enables all adults supporting the child to come together and start to plan what will work best to meet the needs of the child. Seeing the child in their familiar home environment enables the practitioner to gain a good grasp of the child's needs.

Home Learning

This involves learning opportunities that you can do within your home when the child is not at the setting to learn and develop. The home learning environment provides an abundance of playful experiences without costing anything. Speak to your Early Years setting about home learning.

Visit [50 things to do before your Five](#)



What do they mean when they talk about..

Co-Production

Co production recognises children, young people families and professionals as assets who all have important contributions to make due to their differing knowledge, skills and experience. [Bedford Borough Co Production Charter](#)

Transitions

In Early Years Education and Care, significant transitions (change) happen when the child starts at the Early Years setting or leaves to go to school.

Smaller transitions (changes) also take place at the setting every day, for example; changing from inside to outside, moving to another room and coping with the changing of new staff and children. [Transitions](#)

Child Voice

It is important in the setting that your child's voice/opinions are heard. When we look at the child's voice, we are **not just** looking at their verbal speech. We gather the child's voice/opinions by noticing how they behave; what are doing, what they want to do, are interested in, need support with - these are our observations. We take these observations of how the child behaves and this supports us to plan and deliver a curriculum to meet the unique child's needs.

Family Voice

You are your child's most enduring educators, so your voice/opinion matters in your child's early education and care. Therefore, it is crucial that the setting works in partnership with you and seeks out your voice/opinion regarding your child's early education and care.

Office for standards in education, children services and skills (Ofsted)

Responsible for the registration and inspections of (OFSTED) registered Early Years settings and schools. [Ofsted](#)

Statutory Duty

A duty that means there is a legal or moral obligation to do it.

Ordinarily Available Provision (OAP)

All children can have their needs met as there is an expectation that resources and teaching are ordinarily available within the setting, so all children can join in and make progress. What is ordinarily available can also be spoken in terms of high-quality inclusive teaching.

Special Education Needs and Disabilities (SEND)

A child has (SEND) if they have a learning difference or disability which calls for special education provision and practice to be made. [Children with Special Educational Needs and Disabilities](#)

Special Education Needs Coordinator (Sendco)

Each setting will have a Sendco, a person who is responsible for coordinating the Special Education needs (SEN) provision and practice.

One to One

A person who is responsible for an individual child who has specific learning needs (SEN).

Special Education Needs (SEN) Provision

Provision that is different from or additional to that is available to children with (SEN) to enable them to be included (join in) and participate in their learning. [SEND Code of Practice 0-25](#)

Special School

A school which is specifically organised to make special educational provision and practices for only children with SEND.

Intervention

When it is decided to provide SEN support, the setting, family and in some instances outside professionals put in place and agree positive outcomes they all want the child to achieve. To ensure this happens the child will have some targeted teaching/interventions in the setting to achieve the outcome. [SEND Code of Practice 0-25](#)

Graduated Approach

A model of action and intervention to support children with emerging needs and or SEND. SEND Code of Practice 0-25

Individual Education Plan (IEP)

An IEP sets out outcomes that the setting, family and child want to achieve over a period. A child who needs extra support at the setting may have an IEP. It sets out what the outcome is, how it will be achieved, when will the support take place and who will help support the child to achieve the outcome. The IEP is reviewed with the setting and family on a regular basis.

Education Health and Care Plan (EHCP)

Details the education, health and social care support that is to be provided to a child with SEN and or disabilities. [EHCP explained SEND Team](#)

Annual review

Reviews the EHCP, which the Local Authority must make as a minimum every 12 months.



Safeguarding

Keeping children safe and ensuring their welfare and happiness must be protected in our settings. Everyone in the setting has this responsibility, as safeguarding is 'everyone's business'. To help us we have statutory guidance that outlines several key principles that underpin safeguarding. [Working together to safeguard children](#)

Designated Safeguarding lead (DSL)

The role of the Designated Safeguarding Lead is taken from the (working together to safeguard children) and each setting must have a (DSL). They are the person who takes lead responsibility for safeguarding and child protection at the setting. This role carries significant responsibilities; therefore they must have the appropriate training to carry out this role.

The Integrated Front Door

The Integrated Front door, formally known as MASH, brings safeguarding and early help together in one place. If you need to report a concern about a child contact [Integrated Front Door](#)

Multi Agency

Multi agency is a partnership approach where all professionals work together to gain a full overview of a child's situation and have a co-ordinated approach to support. This approach is used within safeguarding.

Early Help

Is the term used to describe arrangements and services that support children, young peoples and families as soon as a problem starts to emerge or when there is a strong likelihood that problems might arise in the future. You can access Early Help from your Local Authority. [Early Help](#)

Early Help Assessment

Is a partnership process designed to help professionals support children, young people and families. The (EHA) is planned and put in place to get the right support for the child, young person and family at an early stage. [Early Help Assessment](#)



