

The Local Offer

Name of Setting: Holy Trinity Playgroup

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Name of person to contact: Jane Newborough or Hazel Blockley

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

Children and their families are welcome to visit our setting and meet our staff, we can be contacted by telephone during the session or by text, email and facebook outside of sessional hours. Our setting's policies and procedures, Parents Information Booklet, most recent Ofsted report and staff details are available to view at the setting during opening hours. Our playgroup has an open door policy and so we welcome any visitors and parents to our setting at any time during sessions.

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, parents and carers to our setting. Our Senco (special needs coordinator) will liaise with parents and other professionals to identify children's needs to ensure additional support/equipment are available. We offer a 'stay and play' session prior to your child beginning preschool to meet the staff and become familiar with the setting. Our key person system supports children in the settling in and liaising/sharing of information. If required pictorial signs can be displayed throughout the setting. Children's coat pegs have their photographs to encourage a sense of belonging and sense of security, helping them become familiar with their cohort group. Each child also has their own name badge, which they find on arrival and display to indicate their presence.

How accessible are your premises?

Our setting is on the ground floor and is fully accessible for prams and wheelchairs with wide doors and a ramp to the main hall and access to a disabled toilet. We have an outside play area, which has an impact absorbent surface to minimise risks of bumps and accidents trips. Our toilets consist of both adult and low child friendly sinks and toilets with nappy changing facilities to support all ages of children 2-5 yrs old. When required we can use visual signs and notices to support parents and carers and are open to adaption where possible.

How will you keep my child safe?

Our playgroup is based within the Holy Trinity Church Hall and is set up daily. This means that equipment is unpacked and packed away every day allowing us to check equipment used each time it is put out, this also allows us the opportunity to adjust the equipment to suit individual children's needs. As a shared building, access to playgroup is strictly controlled with all external doors secured during session time in line with our policies and procedures. Child safety is paramount and all staff employed by the playgroup have CRB/DBS checks and are suitable people to be employed in Early Years. They have undergone safeguarding training and are experienced early years workers. To ensure children's safety we maintain a high staff ratio and for children with SEND needs we would offer additional support if required. Equipment used is always age and stage appropriate and additional equipment would be sourced to support individual needs where required.

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

We can adopt a number of strategies to communicate with parents depending on availability; the key person is available at drop off and pick up time, at the end of the phone during the session or via email. Learning stories, which are produced by a child's key person to show some of the activities enjoyed by the child, are accessible during session times and periodically sent home with a report for parents to view. We also use a computerized system named 'baby days' which depicts a child's learning development in more depth. Parents are able to access this information by using a secure password. During the first few sessions when a child may be a little unsure, staff will give parents a reassuring telephone call during the session. With permission from parents we can share photos with you via e.mail or on our facebook page. This allows you to see the activities your child has been enjoying,

How do you work with other professionals?

We are very familiar with working and liaising with other professionals and welcome them into our setting and have in the past hosted IEP (Individual Education Plan) meetings and IEP Reviews in our setting and Transition to school meetings. We are also happy to work with other settings childminders sharing information and working on individual targets together. We have a wealth of experience working with children with SEND; we are supported by regular visits from our Area Senco and other agencies such as Autism Outreach. All children have an Early Assessment Review as they settle into playgroup, if we have any concerns about a child's development we can make a referral with parental consent to The Specialist Teaching Service or for a specific area a Single Point of Access (SPA) Referral.

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What training have you/your staff had in SEND?

All staff have knowledge, skills and experience of working with children with SEND and the majority of our staff are qualified to NVQ level 3 or 2 in Children's Care and Development. In addition to this Hazel Blockley and Jane Newborough, our SENCO's, have undertaken additional training to support specific knowledge and skills. These include understanding the SEND code of practice, Partnership with Parents, Menphy's Special outreach service, Behaviour management training, Observation and play based assessment, Promoting equality of opportunity, Catering for the needs of developmentally young and social skills and Autism awareness level 1. In addition to 75% of staff holding a Paediatric First Aid qualification and the leader and deputies having undertaken Every Child a Talker (ECaT) which is training to support developing speech and language. All staff have undertaken safeguarding training, both in-house and externally with the local authority (Leicestershire and Rutland safeguarding board), and therefore have a full understanding of any changes and developments in maintaining good practice and the requirements of individual children's needs.

How will you adapt play opportunities for my child?

We would ensure that appropriate equipment is available to support a variety of ages/stages and abilities. A higher staff ratio allows us to offer more support in play interactions modelling and using social stories to support children in play. Smaller group activities and social communication groups help to support language interaction and confidence. We will also liaise with parents and use documents such as 'All About Me' to identify your child's interests and to offer these to engage your child in activities they enjoy. A picture book of activities may help them choose activities and the use of a visual time table may help them change between activities within the setting. We would also seek additional specialist equipment if required through hiring specialist toys from a toy library. We would endeavour to give regular reports to parents and have open communication with them again adapting a variety of methods to suit parents needs.

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

To support transition we would set up meetings with professionals and the Teachers from the new school, to discuss individual needs and begin to plan the transitions with all professionals with your child giving their input and agreeing the actions to be taken. As part of the transition process we offer a range of resources to introduce the new school such as school uniform added to dressing up and a photo board of the school's classrooms and teachers. The term prior to your child starting school, teachers come into the setting to meet the child and chat to their key worker. If required additional visits to the new school can be arranged. During this process we would continue to liaise with other professionals and keep parents informed. Produce an individual photo book to encourage talking about the move to their new school, to share with parents at home. Transition progress summary reports, current IEP documents and any relevant information would also be forwarded to the new school.

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

Initially we would support parents during the settling into playgroup process by producing an individual settling in plan. Communicating frequently with parents either face to face or by the methods of communication most suited to them. We would produce a report by the end of the first term and at regular intervals whilst attending playgroup, in order to keep parents informed of their child's progress and development, as well as an individual Learning Journey for each child.