

# The Local Offer

---

Name of Setting: Peter Pan Playgroup

Telephone: 07742 146979

Email: rach\_jels@fsmail.net

Name of person to contact: Rachel Jelley

---

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

Please contact us on 07742 146 979 to arrange a convenient time for you and your child to visit the setting. We also have an open door policy so you may wish to just drop in and catch the morning in full swing sometime. During your visit we will provide you with an information pack covering everything you will need to know and answer any questions you may have. Your child can explore the setting, meet our other children and say hello to our welcoming and committed staff.

---

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

Everyone is welcome at our setting and if you chose to come to us we will take all possible steps to ensure the environment and resources are as suitable as possible. Your child will be allocated a key-worker who will work closely with you to build a strong, professional relationship with your child's needs at the heart. We will also introduce you to the setting SENCO who will work closely alongside everyone involved. Based on your child's individual needs, we can make the starting and settling in process run however it needs to for your child. For example, we can arrange a number of induction visits before you leave your child, or begin with shorter sessions for a while. As mentioned above we will take all reasonable steps to acquire any specialist equipment that may be needed and listen carefully to your thoughts and advice to ensure continuity of care between the home and setting. We have a visual timetable which helps new children understand the morning routine more easily and many children bring in 'welcome boxes' containing a few items from home that they find comforting to share with their new friends. When you complete the 'All About Me' form you can give us as much information about your child's favourite things, likes and dislikes as possible and of course, before you leave your child with us you we will have completed the personal details form containing health and allergy information, people who may collect your child and your contact details so that you can confidently leave your child with us.

---

## *How accessible are your premises?*

The playgroup is held in a Community Centre building, which has a small ramp into the front door and then double doors into most other areas. The toilets and washbasins are adult sized and we use stools to reach them with adult help where needed. We also have a wider disabled toilet. The two playrooms are large and on ground floor level. When setting up the toys and equipment consideration is given to individual children's needs and that of their families/carers, to ensure access and safety for everyone at all times. For outside play, we have a large yard to the front of the building and a (lightly sloping) grassed area to the rear. There is a large village car park (free) behind the setting making drop-off and collection easy.

---

## *How will you keep my child safe?*

Child safety is of paramount importance to us and we have a number of strategies to ensure this within our setting. Our policies and procedures are followed closely by staff and are always available for you to read in the foyer area. For example, these include but are not limited to; Parents and carers as partners, Children's rights and entitlements policy, Staff qualifications, Health and Safety, Children's allergies, Mobile phone and camera policy, Staffing and volunteers, Recruitment, Equipment and resources, Behaviour management, Special educational needs policy and staffing ratio policy. Further more; • All staff attend Safeguarding training courses as appropriate to their level of responsibility and we have regular in-house training sessions keep the topic at the forefront of our work. • We conduct risk assessments of the environment, toys and equipment on a daily basis. • There are always two members of staff who have a current Paediatric First Aid certificate within the setting at any time. • A member of staff holds a Level 2 Food Hygiene Qualification to ensure snack time and the food preparation area is safe and to recommended standards. • During playgroup hours, the community centre is strictly ours and no unauthorised persons are allowed on the premises. The doors are locked for the duration of the session, all visitors sign-in and out and are with staff throughout the duration of their visit.

---

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

Most often this happens through talking to your child's keyworker, either at the beginning or end of the session. We also produce Learning Journey folders which contain lots of lovely photographs of your child playing and regular reports on where your child is at within the Early Years Foundation Stage guidance. Our plans are displayed on the 'Parents board' in the foyer so that you always know what we are doing and anything spontaneous is written on a whiteboard for you to read at the end of each session – for example the stories and songs we do. We produce a newsletter each term to keep parents/carers up to date with upcoming activities and diary dates etc.

---

# The Local Offer

---

## *How do you work with other professionals?*

Peter Pan is a long established playgroup and we have worked closely with the multitude of professionals involved in children's care over the years. Our SENCO takes advice from and liaises with all professionals involved with an individual child. The SENCO ensures that strategies developed by professionals are passed on to and used by the keyworkers who consistently work with a child, and therefore may have the most significant impact after that of parents and carers. The SENCO will work closely with parents and carers to request help from professionals, for example submit a Single Point of Access Form (SPA) to the Specialist Teaching Service, or be able to suggest other ways to find information and support.

---

## *What training have you/your staff had in SEND?*

Our staff have a wealth of experience in working with children and a good understanding of child development. Staff hold either a level two, three or four qualification, and one staff member is nearing the end of an Early Years Foundation Degree. The group SENCO has attended the relevant training sessions as supplied by the Local Education Authority, and all staff attend the short courses provided as part of their continuous professional development. These include: Makaton, Lets Communicate with Signs and Symbols, Sharing concerns with parents/carers, Documenting Children's Learning, Good Practice for Managing Behaviour, Observation, Play-based Assessment and Writing IEP's, Wellbeing and Involvement, Supporting Boys to Achieve and Safeguarding.

---

## *How will you adapt play opportunities for my child?*

We aim to make all play and learning opportunities available to every child and so do anything practicable to ensure this. Staff have a good understanding of child development and naturally adapt their communications and learning aims to each individual child and their identified 'next steps' for learning. We have a wide range of toys and equipment available and work very hard within our planning and the daily provision of toys to cater of every child at a level that engages and enriches learning opportunities. We also regularly work with groups of children of a similar level for example in a communication and language activity or at story time. This benefits children by being stage appropriate, for example for those children who enjoy shorter interactive books with a greater level of adult help with words and communication, or those who enjoy a longer a more challenging story followed by a discussion on characters and in-depth role-play activity.

---

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

We have good links with the local primary schools and the children will have interactions with them throughout their time at Peter Pan. During their last term with us, before starting school we talk to the children about school, read stories, role-play situations and look at photographs of teachers and assistants to familiarise the children with new faces. The school staff usually visit the setting and often conduct home visits too which we talk about and support in the setting. The last report of the year produced by us is called the 'Transition Summary' which gives a detailed picture of your child's progress to date and how we suggest the school might initially help your child during the transition phase. This report is discussed with parents and then discussed with school staff to try and share as much information as possible to support individuals. In some cases, more visits to school may be needed and we are happy to arrange this as is deemed necessary by parents/carers, school and other professionals involved.

---

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

When your child starts attending Peter Pan we spend time with you to understand the needs and learning of your child so far. This is usually done verbally and through an 'All about me' form that you complete to tell us all about your child. Within the first few weeks of attending your child's keyworker will assess your child's learning and development and complete an Early Assessment Review form (EARS). This gives an indication of where your child is on the EYFS learning framework and helps to identify the 'next steps for learning'. If your child is between 24 and 36 months a 'Progress Check at Two' report will be completed. Both of these tools help to identifying any areas in which your child needs additional support within the setting or if professional help is likely to be required. An assessment of Speech and language' is also conducted which may lead us to, for example, suggest taking your child for a hearing test. Further assessments and reports are provided throughout the year which allows us to carefully monitor your child's learning and development. We always discuss achievements and new interests as they happen with parents and carers and enjoy hearing news from home to ensure continuity between us. Parents are invited to regularly input into the learning journey by sending in photographs or wow moments of achievements at home. We always identify a number of ways in which parents and carers can further support children at home within simple everyday activities like when out shopping or at mealtimes. There are further resources and ideas for parents to take away in the 'Parents folder' which is in the foyer every morning for you to access. If there is anything in particular that you wish to understand and help your child with further, please do ask a member of staff as we have a wealth of information available to us including for example; DVD's to borrow, speech and language activities, personal, social and communication group information, and tips on how to get your child doing more physical activity and enjoy a wider, healthier variety of foods. We understand that the best circumstances for a child's learning and development are provided when settings and parents/carers work closely together and hence we strive to create an open, honest and respectful relationship with your child's learning, development and family needs at the core.

# The Local Offer

---