

# The Local Offer

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Name of Setting: Kirkby Mallory Pre-School Playgroup

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

Kirkby Mallory pre-school playgroup welcomes any parent/carer along with their child if they are looking for an early year setting. We invite family and child visit the playgroup not making an appointment because parents can find as we see what setting has to offer, before you can come and visit us, you can have look at our Facebook page, latest Ofsted report online. We show parents/carer our settling how we work, what we have to offer, talk about daily routine they can talk to other children depending on what time talk to other parents. Once parents has decided they would like their child come to our setting, admission form, prospective given to parents, we then discuss some settling in visit leading up to start date. Settling in visit gives you and your child opportunities to become familiar and comfortable with setting and staff and children.

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

We recognise and value parents' expertise and knowledge of their child and we work closely with parents. We gather information from parents when they visit the setting or if need to we arrange visit to their home, additional visit are arrange to suit the child's and family needs. On admission to the playgroup we will work with parents/carer to ensure that any additional requirements are in place before the child begins at the setting. We will liaise with parents and other professionals in identifying children's needs and ensuring additional support/equipment needs are in place prior to them commencing the playgroup. A settling in review will be carried out once child has settled in to ensure that arrangements are working satisfactorily

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## *How accessible are your premises?*

Kirkby Mallory pre-school playgroup is a small friendly 'old school' room setting. And the playgroup is on one level, for outdoor area we have three steps leading out, but if child not able to use the steps then we can access it by front door as well, we have ramp for wheelchair user, and playground is on one level, but not good access to toilet area with wheel chair, but we will try and adapt our equipment and setting to needs of your child. In past we had children with physical needs and have adapted to their requirement.

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

Our main priority is keeping children safe and secure, both emotionally and physically through transition, we work with parents, carer, child minder, and we do risk assessment every morning for safety. Playgroup rules are made by children. All the staff, committee members and voluntaries have CRB/DBS checked and are suitable people to be employed in Early years; they have undergone safeguarding training and are experienced early year workers. To ensure children's safety we maintain a high staff ratio and for children with SEND needs we would offer additional support.

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

We do talk to our parents on daily basic either in the morning or at end of the session, we also have display board of "what activities on offer" "what children had for snack", we also do a "feedback book" for each child, if child unsettle or settle we "text message or ring parents" we also holds stay and play afternoon once a term with parents and children so give you chance to talk to staff and other parents.

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

In past and present we have been working with lots of different specialist services. At present we have been working with, parents, area SENCO, speech and language therapist, educational psychology service, paediatricians, we work with other setting and child-minders, sure start centre, depending on child needs and what service they may need we would be happy to contact them get much needed support.

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

All our staff has NVQ level 3 in child care, we have two member of staff has SENCO training. We have designated SENCO and behaviour co-ordinator who has completed training, we also attends SENCO meeting every term for local updates. All member of staff attended Autism awareness training. In past staff has epilepsy training, house training on sign and symbols, and then we would look at individual child needs if we need the training then update as we need. We would make sure to assign key person with relevant experience and skills to the child. We also use visual and basic Makaton sign on daily basic

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

We provide appropriate equipment to support variety of ages and stages of child needs. Higher staff ratio, small group activities social communication group, our activities are planned on child interest. Our playgroup is on one level inside and outside. We will adapt, where possible, existing materials and equipment to ensure participation, if however it is felt that the child needs more specialist, resources funding will be sought.

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

Transition to school arrangements are planned based on children's individual needs, we feed to several schools in the area. To support transition we arrange meeting with professional involved with child and SENCO from new setting or school and teacher. Visit from school teacher to playgroup, visit school or setting with child, for children with SEND we would encourage the school and parents to arrange more visit for children to the new school to ensure the transition is as smooth as possible. All relevant information is passed to the receiving schools/setting along with strategies and practical ideas that have proved successful in supporting children. We begin to do school based role play and lots of small group activities to promote what it will be like in school as well as stories and social stories. We also set up in our quiet/book corner with books about "starting school" we have "photo books" about schools we feeding to, we share information with parents we work with parents and child needs .

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

We have open door policy we communicate freely and regularly with parents either face to face or by method are suitable to parent e.g. beginning of session or end of session. We do feedback book to keep parents/carers (with other setting/ child minder) inform at all stages of provision, planning, assessments and review of their children education. Following settling in we will arrange an informal meeting with you to discuss how your child is getting on. We follow child support plan, we have meeting with parents to discuss children progress once a term. You can access child learning journey look at observation and progress they been making.