

The Local Offer

Name of Setting: Little Battlers

Telephone: 01455 635503

Email: littlebattlers@battlingbrook.uk

Has your provision got a website/Facebook page for me to find out more about your offer?: YES

Statement: We have a website for further information for parents, We have a Facebook page for parents to find out about what we do

Is your provision easily accessible for a child who has SEND? : YES

Statement: We have changing facilities, We have an accessible toilet which is child friendly, Activities can be accessed by all children as they are provided on table tops and on the floor, We make reasonable adjustments to accommodate your child, and discuss these with you, Children can access the outdoors throughout the year, We have a secure outdoor area, Children are encouraged to access the outdoor environment with support if needed, We have a quiet area for children to access if they need to

Have your staff had training to support my child with SEND? : YES

Statement: Diana training, Makaton, SENCO training, Supporting autism, Supporting children with speech, language and communication, Including children with Downs syndrome, Including children with social communication differences, Promoting positive behaviour, We will attend training relevant to a child's specific medical needs

Have you worked with other professionals in the past to support other children with SEND? : YES

Statement: Speech and Language Therapists, Early years SEND Inclusion Team, Early years, Area SENCO, Educational Psychologists, Early Years Autism team, Paediatrics, Occupational therapists, Vision Support Service, Hearing Support Service

Do you offer additional support for my child to start in another room? : YES

Statement: We have meetings with parents to discuss the most appropriate room and any need for extra transition visits

Do you offer any additional support to help my child move to another school? : YES

Statement: We support children to move between the setting and school, We offer extra visits for the child to visit the new school, We encourage the child and parent to visit the new school together, We will share books about the child's new school if the school has made one so that children become familiar with their new school, We have meetings for parents to share progress about how their child is doing

Have you included any other children with SEND into your provision? : YES

Statement: We work closely with professionals involved with your child, We encourage your child to join in with the provision and enjoy coming to the nursery, We share what your child has done with parents, We find out what your child likes to do and plan activities to ensure that your child enjoys coming to nursery, We offer small group activities to meet your child's needs, We offer individual time to ensure that your child is making progress, We make sure that any plans that professionals have made are put in to place

Is there anything else you would like to share? : YES

Statement: Name of setting: Little Battlers Pre-school Name of person to contact: Manager - Mrs T Mason. SENCO - Mrs T Mason/Mrs Reynolds The Local Offer 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 pre-school and meet our staff; we can be contacted by telephone during the session or by email outside of sessional hours. Our setting's procedures, and staff details are available to view on our website. Our preschool has an open door Policy and so we welcome any visitors and parents to our setting. 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 in identifying children's needs and ensuring additional support/equipment needs are in place prior to them commencing the preschool. Our booklet 'My time to grow and learn is given to parents/ Carers to share with your children and write down their interest's likes/dislikes and comforters your child may have. Any agencies involved with your child, as well as sharing your family structure. Our key person system supports children in the settling and will liaise and share information with Parents/ Carers and staff. We use pictorial signs throughout the setting and

The Local Offer

children's coat pegs have a picture to encourage a sense of belonging and sense of security, helping them become familiar with their cohort group. How accessible are your premises? Our setting is on the ground floor and can be adapted for prams and wheelchairs with wide doors to the main room and a secure safe sheltered outside play area. We have low child friendly sinks and urinals and nappy changing facilities to support all ages of children (0-5). We use visual signs and notices to support parents and carers, and are open to all adaptations where possible. How will you keep my child safe? Our preschool is based on the same site as Battling brook school, the Pre-school 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. Access to the preschool is strictly controlled with all external doors locked and fitted with CTV in line with our policies and procedures. Child safety is paramount and all staff employed by the preschool have 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 1 to 8 staff ratio and for children with SEND needs we would apply for additional support where 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 your availability; the key person is available at the beginning and end of the session; home diaries and photo strips are used, where key worker/SENCO can share details of your child's activities during the session, and even a reassuring phone call to let you know that they are having fun and playing safely. How do you work with other professionals? We are very familiar with working and liaising with other professionals and welcome them into our setting; we facilitate groups such as social communication groups and small group work and work together to ensure a happy safe transition into main schools. 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; All children have a baseline assessment review as they settle into preschool, if we have any concerns about a child's development we would speak to the parents / Carers to discuss the needs of the child and any referrals that they wish to be made. What training have you / your staff had in SEND? All staff have knowledge skills and experience working with children with SEND, the majority of our staff are qualified to level 3 with diplomas/ NVQ in childcare and education, EYE early years educator or NNEB. In addition to this all staff have undertaken additional training to support specific knowledge and skills, Trina Mason our SENCO has attended appropriate training for this role, these include; Understanding the SENCO code of practice and policy writing, partnership with parents, A three day SEND training for early years SENCOs and managers course delivered by the Leicestershire Inclusion Team. Trina Mason has attended a speech and language seminar "How to cope with ASD in the classroom". Menphy's special outreach service, Behaviour management training, Observation and play based assessment, Promoting equality of opportunity, Catering for the needs of developmentally young children, Lets communicate with signs and symbols in the early years, Hands on communication and social skills, Autism awareness level 1. Makaton signing is also used within the setting, as well as visual timetables and PEC Picture exchange system where appropriate. All staff have a full understanding of any changes and developments in maintaining good practice and the requirements of individual children's needs. Hannah Reynolds our SENCO has also attending appropriate training for this role this includes: A three day SEND training for early years SENCOs and managers course delivered by the Leicestershire Inclusion Team. Currently undergoing Level 4 SEND and inclusion training through Derby University. How will you adapt play opportunities for my child? We would ensure that appropriate equipment is available to support a variety of ages/ stage and abilities. A higher staff ratio would allow 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 'time to grow and learn' 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 independently choose which activities they would like to take part in, the use of a visual timetable may help them to change between activities within the setting. We would also seek additional specialist equipment if required through hiring or specialist toy library. We would endeavour to give regular reports to parents/ Carers and have open communication with them again adapting a variety of methods to suit parent's/ Carers 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 alongside their parents and carers. 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. Visits from your child's new teacher and additional visits to the new school can be arranged. During this process we would continue to liaise with other professionals and keep parents informed, and 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 ECH documents and any other reports 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/ Carers during the settling into preschool by communicating frequently with parents either face to face or by the methods of communication most suited to them. We are always available to discuss how your child is settling in and regularly update parents via reports and meetings on progress and development.