

# The Local Offer

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Name of Setting: Cobden Pre-School

Telephone: 01509 263485

Email: preschoolcp1@cobden.leics.sch.uk

Name of person to contact: Jan Makwana or Angela Robinson

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

Please either ring our setting or call in to speak to us in person

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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 pride ourselves in offering a warm, friendly and nurturing environment where everyone is valued and respected and our setting reflects and celebrates differences. We will offer either a home visit or the chance for you to come into the setting to talk through your child's needs. You will be given a tour of the setting, this is best as a pre-arranged appointment to ensure that a member of staff is prepared and is available to give you their full and undivided attention. You and your child will be welcome to stay so that you get a feel for how the setting operates and for you and your child to meet all members of staff; you and your child will be allocated a key person. After our initial meeting we will be able to establish any training needs for your child's key person, and other practitioners. This would ideally happen before your child starts or very soon after. We will liaise with outside agencies, with your permission, to ensure that we are all working together for the benefit of your child. We endeavour to provide any additional equipment to support your child's learning and/or apply for funding to allow us to offer some 1:1 support.

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*How accessible are your premises?*

Our entrance can be found on Pinfold Jetty. The setting is purpose built for providing early years care and education and is built on one level. All doors are widened to allow for wheelchair access. Toilets are low level except for one; this toilet is wide enough to accommodate a wheelchair. The outdoors are accessed through the play room and is on same level as the indoor area. Sinks and basins area at a low level to provide for easy access. All furniture is child sized and appropriate for children ages 2 - 5 years.

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*How will you keep my child safe?*

The outdoor play space, on one side, is secured by a high level wooden screened fence into Pinfold Jetty, the gate is padlocked to eliminate unauthorised entry; the space also adjoins our reception class playground by a lower level fence with a gate, this gate is double bolted. Children are supervised at all times and we adhere to a 1:4 ratio for 2 year olds, 1:8 for 3 year olds and some children receive 1:1 support. Should we take a trip out of the setting we increase adult:child supervision. Our curriculum covers keeping safe, for example stranger danger, road and playing safety and being able to say 'no' are a few examples. All practitioners are DBS checked and we strive for everyone to be paediatric first aid trained. Staff hold a minimum qualification in childcare at level 3 standard reaching to level 6. Risk assessments are in place to support children's and adults health, safety and welfare.

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

We use different methods to communicate, we try to speak to you on a daily basis and should you need more time to discuss your child we can arrange for an appointment to be made or you could stay a little later after the session has finished. Some children have a daily diary and all children have a learning journey. Photographs of children playing and children's work are displayed around the setting. You will have a copy of your child's SEND plan and on our parent notice board there is a brief outline of planned activities. Your key person will hold more detailed plans for your child; please ask to see them and contribute towards them.

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*How do you work with other professionals?*

With your permission we contact other professionals who are working with your child to gather as much information as we can so that we are all working towards the same goals. Other professionals often come into the setting to work with children and their subsequent reports are sent to yourselves and shared with us so that we can continue with their recommendations. Other professionals are invited in for meetings and sometimes request meetings in order to develop your child's SEND plan as well as for additional discussions, you would always be invited to attend.

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

Our collective training includes:- Basic Makaton, Making Sense of Autism, Paediatric First Aid, Epipen Training, Good Practice for Managing Behaviour, Observation, Play – based Assessment and Writing IEP's, Supporting Boys to Achieve, Getting it Right for Boys, Anti Bias Education, The Code of Practice and Role of the SENCO, Sharing Concerns with Parents, Communication and Social Skills, Let's Communicate with Signs and Symbols in Early Years, Talking Fun, Speech and Language (Black Sheep Training), Mental Health

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Awareness Training, Equality and Diversity (F.Degree Module 15 credits), Understanding Behaviour (F.Degree Module 15 credits), Children's Young Peoples and Family Rights (F.Degree Module 15 credits), Basic Inclusion and EAL. Every Child a Talker, I Can Accreditation. After training has been undertaken by individuals the setting endeavours to cascade learning in order to address points for development and action. Each member of staff is aware of the IDP Programme and as such has access to documentation in order to support the capacity to develop inclusion for children with individual and complex needs.

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

Each and every child is different and as such have different needs. Differentiation within activities is embedded in our daily practice and happens continually. We will look and assess your child's particular needs and establish how we can offer an activity on an inclusive level; for example it may be necessary for us to offer an activity on the floor instead of a table if your child is unable to stand for periods of time, this is only one example but each play opportunity would be considered to match your child's needs.

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

We work closely with our reception class and endeavour to operate weekly visits to your child's new class during the summer term before your child is due to start school. We do this to provide children and adults the opportunity to work and play together and to ensure a seamless transition; we see this as an ongoing process rather than an event. For those children attending other schools, we offer teachers and nursery nurses the opportunity to visit those children in pre-school; this is offered during the second half of the summer term, we are sometimes invited to other schools for transition days, we make every effort to attend. We participate in the annual SENCo meeting in order to meet with teachers from local schools and to share information regarding children's attainments and potential additional needs. These meetings are in accordance with requests from the Specialist Teaching Service and are arranged by such. We offer extra opportunities for children who have additional needs and their key person to visit their next setting. We do this in order to ensure that more complex information relating to those needs are shared; you would be fully involved in this process to make certain that partnership working benefits your child. Your child's learning journey will be shared with teachers and nursery nurses from your child's next school; nearing the end of the summer term before your child is ready to leave us your child's key person will write a Transition Progress Summary. These summaries are shared with you so that you can contribute your thoughts and views, you will be given a copy and a copy will be forwarded to your child's next school. Throughout your child's time with us we will have built up a 'learning profile' called an individual tracker. This documents tracks your child's play learning and development and a copy of this will also be sent to your child's new school to show your child's progression.

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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?*

Your child's key person will build up a picture of your child's play learning and development and will be documented in their individual learning journey. An individual tracker will show long term progression and at points throughout your child's time with us your key person will provide you with a progress summary which demonstrates your child's key learning. You will be given the opportunity to contribute to this document and agreed future plans will be put in place; very similar to the SEND plan process.