

# The Local Offer

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Name of Setting: Ravenstone Pre-School

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## *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 the staff; we can be contacted by telephone during the session or by text and email outside of sessional hours. Our setting's policies and procedures, prospectus, most recent Ofsted report and staff details can be viewed in the setting. Ravenstone Pre-School operates an open door policy; therefore we welcome visitors, parents and children to our setting at any time during our sessions. Our operating times are as follows: Monday 11.45am-2.45pm and Tuesday to Friday 9.30-12.30.

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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 welcome all children, parents and carers to our setting. Our SENCO (Special Educational Needs Coordinator) will liaise with parents and other health and educational professionals as necessary, to ensure that the pre-school is able to meet the needs of your child. The identification of children's individual needs prior to them starting pre-school will offer an opportunity for the staff to ensure that additional support and any specialist equipment needs are in place before the child's first session. We ask parents to complete an information booklet "All about me" this gives parents and carers the opportunity to share valuable information about the child with the setting. The booklet includes information about the child's likes and dislikes, child development and family structure. Staff will ask for information about other agencies who may be working with your child, more information about this can be found on our registration forms. We offer parents and children the opportunity to attend our open morning sessions; this is an ideal opportunity for children and their families to meet the staff and to become more familiar with the pre-school routine. Our key person system supports the process of settling children into our setting and includes the role of liaising with parents and sharing information with other professionals. We produce a Learning Journey for each child in our care; this is a record of your child's time with us. The Learning Journey's include photographs and observations to record the children's learning and achievements. We invite parents to meet with the key person on a termly basis, to share their child's progress. Your child's safety and well-being are of paramount importance to us. Transition from home to pre-school can be unsettling for some children; therefore we endeavour to minimise any upset for you and your child. As a parent you know your child better than anyone, therefore we welcome the opportunity for you to give us as much information as possible to ensure that the transition is as smooth as possible.

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## *How accessible are your premises?*

Our setting is operated from a village hall. The hall is on one level and has access through double doors. We have disability friendly toilets and changing facilities.

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

We have comprehensive policies and procedures to ensure that your child remains safe whilst in our care. Our primary concern is that you feel assured of our capability to care for your child. We operate an open door policy and welcome comments from parents on how we can improve the service that we offer. Incidents can occur; but we endeavour to minimise risks to children or staff in our setting. We carry out regular "Risk Assessment" checks on our premises and will ensure that risk assessments are carried out on any new equipment or new activities we introduce to our setting. We regularly complete environmental audits (inside and outside) where equipment is monitored and checked that it is in good working order and complies with safety standards. We ensure that all rooms are appropriately lit and ventilated. It is important that you feel comfortable to share information about your child's individual needs or behavioural triggers so that we can maintain a calm and safe environment for you and your child. If your child requires any specialist equipment we will ensure that your child's key person (and another named staff member) is adequately trained in its operation. If your child requires specific medicine or medical intervention to be administered whilst in our care, we shall seek necessary medical approval and training. Together with parents and the child's lead health professional, we will discuss and agree an individual care policy to include the safe administration and storage of drugs. The safety and welfare of children in our care is paramount. We operate a "Safe Recruitment Policy" with all employed staff undergoing stringent "fit person" checks. All employed staff are required to complete an enhanced Disclose and Barring Scheme (DBS) checks. We hold DBS registration details of all staff. If your child has Educational Needs "Statement" or Health Care Plan already in place we will work in partnership with you and lead professionals; to ensure that it is regularly reviewed to ensure compliance with the Special Educational Needs and Disability: Code of Practice, 0-25 years (2014)

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

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We can adopt a number of strategies to communicate with parents depending on their availability; primarily the key person is available at the beginning and the end of the sessions to discuss the child's progress. Home diaries can be used to relay important information. Parents and carers are offered the opportunity to meet with their child's key person on a termly basis, to discuss progress in more detail. We offer parents the opportunity to receive reassuring text messages to share when children are having fun and playing safely. This is particularly important in the first few sessions. Children also have their personal Learning Journey, recording their learning and development within the setting.

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## *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 understand that working with other professionals can offer the opportunity for staff to improve their knowledge which will benefit the child and their family. We endeavour to work cooperatively with other settings and child minders to ensure continuation of care and shared learning experiences. We have a wealth of experience of working with children with SEND; we are supported by visits from our Area SENCo and other agencies. All children attending our setting have an Early Assessment Review as they settle into pre-school, this gives us the opportunity to assess whether a child is developing and learning as we would expect for their age. If we have any concerns about a child's development we can make a referral with parental consent, to the Specialist Teaching Service or a Single Point of Access (SPA) Referral. We ensure that parents are informed at every stage of the process.

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

All staff have knowledge and experience of working with children with SEND. The settings SENCO has received the following training:

- The SEN Code of Practice
- Role of the SENCO
- Sharing Concerns with Parents and Carers
- Observation and Play-based Assessment
- Writing IEP's
- Signs and Symbols
- Understanding and Supporting Young Children with Autism Spectrum Disorders in Early Years Settings
- Safeguarding Training – day one and two
- Paediatric First Aid
- First Class Honours in Education Studies
- ECAT – An initiative to promote speech and language in young children

All staff have a full understanding of any changes and developments in maintaining good practice and in meeting each child's individual needs.

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

We plan and adapt play opportunities for each individual child's needs. We would ensure that appropriate equipment is available to support a variety of age and stages of development. A higher staff ratio allows us to offer more support in play interactions, modelling and using social stories to support children in their play. Smaller group activities and social communication groups help to support language, interaction and confidence. We will ensure that all resources can be accessed from which ever level your child can reach (table top or floor etc). Right handed and left handed resources are available. If your child requires any specialist equipment we will ensure that your child's key person (and other named staff member) is adequately trained in its operation.

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

In order to support children with transition we would arrange meetings with professionals and the teachers at school. The meetings would give all parties the opportunity to discuss the needs of the child; parents will be included at every stage of the transition process. Children will be given the opportunity to visit the new school or setting in order to become more familiar with the setting. Children could also be involved in making a photo book about the new school to share with their parents. Transition documents, progress summaries and other documentation will also be forwarded to school. Communication is the key to ensuring smooth transition between settings, all professionals, parents and the child need to be involved in the process.

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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 aim to work in close partnership with parents to support each individual child's learning and development. We would provide you with a pre-school "Welcome Pack", this includes an opportunity to tell us all about your child, their interests and favourite things. This is an important part of our transition process from home to pre-school, as we appreciate that children settle if they have familiar toys to play with. Information forms will be sent home with children each term, giving parents the opportunity to update their child's interest and favourite things information. The development of children in our care is tracked using the guidance within the Early Years Foundation Stage, targets are set for the next step in a child's development. We share targets with parents and offer suggestions on how children's learning can be challenged and extended at home. An individual learning plan will be devised and shared with parents so that achievable targets can be set for each child. We consider that children learn if there is an integrated approach to learning, in this case between pre-school and home. We strive to ensure that parents are as involved in their child's learning as possible.