

The Local Offer

Name of Setting: Richmond Playgroup

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Name of person to contact: Lisa Lloyd

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

My child has SEND. I would like to look around. What do I need to do? Richmond Playgroup welcomes any parent/carer along with their child if they are looking for an early years setting. You can telephone us (as above), so we can arrange for you to visit us. On arrival you would be greeted by a member of staff and shown around our setting. Our setting's policies and procedures, and our most recent OFSTED report are available. There is parent's information, staff details and a concise copy of policies and procedures available on Richmond Primary School website. Our playgroup has an open door policy and so welcome any visitors and parents to our setting at any time during sessions. We can provide you with a prospectus and any paperwork you require so you can make your decision regarding a placement.

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

Our SENCO(Special Needs Co-ordinator) 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. We also offer a home visit if you would like. The staff and children at Richmond Playgroup are friendly and always keen to see new faces. We offer you stay and play sessions prior to your child starting with us. During these sessions you will meet your child's key worker and familiarise yourself and your child with the setting. A welcome meeting is arranged for parents to attend during the summer term prior to your child starting in September.

How accessible are your premises?

Richmond Playgroup is situated in the ground of Richmond Primary School. Our setting is accessible for prams and wheelchairs, with wide doors, a designated toilet, also low child friendly toilets and wash hand basins. We have nappy changing facilities The outside play area is partly absorbent surface to minimise risks of bumps and trips and has an annual ROSPA inspection. We use visual signs and notices to support parents and carers, and are open to adaption where possible.

How will you keep my child safe?

All the staff at Richmond Playgroup fully recognise our responsibility to have arrangements in place to safeguard and promote the welfare of all children. Your child's safety and well-being is our main priority. We adopt a child-focused approach based on a clear understanding of the needs and views of children. As a well team we provide a safe and child friendly environment for your child. A risk assessment is carried out daily at the premises. All other assessments are carried out annually or as required. The assessments are carried out on all areas of our premises including outdoors, the toys and equipment. All of our staff follow our policies and procedures regarding all areas of safety. These policies are reviewed and updated on an annual basis or sooner if required Richmond Playgroup are the sole users of the building and outdoor play area and therefore the perimeter gates and external and internal doors are all locked during session times. The fire door has an alarm if opened.

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. Your child's key worker is available at the beginning and end of the session, home diaries and photo strips are used, where keyworkers/SENCO can share details of your child's activities during the session. Your child will also have their personal Learning Journey recording their learning and development within the setting. We hold stay and play sessions which enables you to experience and share your child's playgroup activities.

How do you work with other professionals?

At Richmond Playgroup we take pride in our relationship with outside agencies. To us this is an important area of our practice. We also work with other settings, childminders, and have strong links with Sketchley Hill Menphys Nursery. We sometimes have children who attend Menphys and us and share information working on individual targets together and have regular visits between the settings. We have a wealth of experience working with children with SEND, we are supported by regular visits from our Area SENCO and other agencies. All children have an Early Assessment Review as they settle into playgroup, if we have any concerns about a child's development we can make a referral with parental consent to The Specialist Teaching Service or for a specific area, a Single Point of Access (SPA)Referral.

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What training have you/your staff had in SEND?

All staff have knowledge skills and experience working with children with SEND, all of our staff are qualified to level 3 and we have an apprentice who is undertaking a Level 3 Apprentiship. In addition to this all staff have undertaken additional training to support specific knowledge and skills. All staff are Paediatric Fist Aid trained and the majority have Makaton training to level 4. Our SENCO has attended appropriate training for this role, these include: understanding the SENCO code of practice and policy writing, partnership with parents, Menphys special outreach service, behaviour management training, observation and play based assessment, promoting equality of opportunity, lets communicate with signs and symbols in the early years, Autism awareness level 1 and 2. All staff have undertaken safeguarding training, externally with the local authority (Leicestershire and Rutland safeguarding board). All staff have a full understanding of any changes and development in maintaining good practice and the requirements of individual children's needs.

How will you adapt play opportunities for my child?

At Richmond Playgroup we like all our children to feel valued and individual despite the challenges they may face. So if the need arises to adapt your child's activities to support them, we would find a manageable and achievable way to put this in place. We would ensure that appropriate equipment is available to support a variety of ages/stages and abilities. A higher staff ratio allows us to offer more support in play interaction. Smaller group activities and social communication groups help to support language interaction and confidence. We can use a visual timetable which may help them to change between activities within the setting. We would endeavour to give regular reports to parents and have open communication with them again adapting a variety of methods to suit parent's needs.

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

At Richmond Playgroup we work closely with our feeder schools. We liaise with the teachers and organise additional visit if they are required to support your child. To support transition we would set up meeting with professionals and the teachers from the new school, to discuss individual needs and begin to plan the transitions with all professionals. In the Summer Term we also work in small groups preparing the children for their move to 'big school'. We take the children over to school to visit the classrooms and to meet the teachers also the teachers come to join us at playgroup too. We make booklets of their new school and teachers for them to look at. We regularly use the school grounds throughout the year and have weekly PE sessions in the hall.

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

We value the benefits and importance of working with parents/carers in supporting each individual involved. We will communicate with the parent/carers via planned meetings, parents evenings, telephone communications or written communication making sure your child's needs are being met. We build relationships in which parents/carers feel confident that they will be heard and not judged. Working together helps enable the child to develop further and we share all their achievements. We will provide you with a settling in report after the first week and your child's progress will be recorded in an individual Learning Journey, which is available for sharing with you at any time or can be taken home. Transition progress summary reports, current IEP documents and reports would also be forwarded to the new school.