

The Local Offer

Name of Setting: Long Clawson Pre School

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Name of person to contact: Lorraine Howitt

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 our 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 and Parents information boards are available to view at the setting. Our most recent Ofsted report, which was good with outstanding elements, and staff details are available to view on our website, along with photographs of recent events and activities. Our preschool has an open door policy and we welcome visitors and parents to our setting. We also provide home visits if required.

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 professionals in identifying children's needs and ensuring additional support/equipment needs are in place prior to them starting preschool. Our information sheet 'knowing me knowing you' is given to parents to allow you to share your children's likes/dislikes, comforters your child may have as well as sharing your family structure. We offer a settling in session prior to your child starting preschool to meet the staff and become familiar with the setting. Our key person system supports children in the settling and liaising/sharing information. We also have a 2nd 'back up' key person system in place to ensure continuing care for your children should their own key person be absent or unavailable. We offer pictorial signs throughout the setting and children have their own name tags that we use during snack time to encourage a sense of belonging and familiarity.

How accessible are your premises?

Our setting is on the ground floor and is fully accessible for prams and wheelchairs with wide doors to the main hall and the outside area which is a securely fenced in. We offer nappy changing facilities for all children. We use visual signs and notices to support parents and carers, and our open to adaption where possible.

How will you keep my child safe?

Our preschool is based in Long Clawson Village Hall and is set up on a daily basis, this means that equipment is unpacked and packed away every day allowing us to check the equipment used each time it is put out. This also allows us to adjust the equipment to suit individual children's needs. As a shared building, access to the preschool is strictly controlled with all external doors locked and alarmed during session time in line with our policies and procedures. Child safety is paramount and all staff employed by the preschool have CRB/DBS checks and are suitable people to be employed in early years. All staff have undergone safeguarding training and are experienced early years workers. To ensure children's safety we maintain a high staff ratio and for children with SEND needs we would offer additional support. Equipment used is age and stage appropriate and additional equipment would be sourced to support individual needs.

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; every morning we have a dedicated member of staff available before the session starts to talk to parents and the key person allocated to your children are available to speak to at the end of the session. Key workers/SENCO can share details of your child's activities during the session and can also send a reassuring text message if requested. With permission and if requested we can share photos with you via email letting you see the activities your child has been enjoying. This information will also be available to see in their personal Learning Journeys which records their learning and development within the setting. The Learning Journey is available to view in the setting at any time. Parents meetings are held once a half term as an opportunity for key persons and parents/carers to share information about their child in order to help plan most effectively for their needs and learning and development.

How do you work with other professionals?

We are very familiar with working and liaising with other professional and welcome them into our setting; we facilitate groups such as 'ideas for play' links with the local Children's Centres with a notice board providing regularly updated information and transition to school meetings. We are also happy to work with other settings and child minders sharing information and working on individual targets together. We have experience working with children with SEND; we are supported by regular visits from our area SENCO. All children have an Early Assessment Review as they settle into preschool, if we have any concerns about a child's development we can

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make a referral with parental consent to The Specialist Teaching Service or for a specific area a Single Point of Access (SPA) Referral.

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 in preschool practise or NNEB. In addition to this most staff have undertaken additional training to support specific knowledge and skills, Lorraine Howitt our SENCO has attended appropriate training for this role, these include understanding the SENCO code of practice and policy writing, partnerships with parents, Menphy's special outreach service, working with children and young adults with disabilities, observation and play based assessment, promoting equality of opportunity, catering for the needs of developmentally young and social skills and autism awareness courses. Staff have undertaken Every Child a Talker (ECAT) training to support developing speech and language. We also have an Early Years Professional within the setting with Eklan training (Early Language Lead Professional). Makaton signing is also used within the setting, as well as visual timetables and PEC picture exchange system where appropriate. All staff have undertaken a safeguarding training, both in-house and external training with the local authority (Leicestershire and Rutland safeguarding board) All staff have a full understanding of any changes and developments in maintaining good practice and the requirements of individual children's needs.

How will you adapt play opportunities for my child?

We would ensure that the appropriate equipment is available to support a variety of age/stage and abilities. A higher staff ratio allows 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 'all about me' 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 choose activities and use of a visual timetable may help them change between activities within the setting. We would also seek additional specialist equipment if required. We would endeavour to give regular reports to parents and have open communication with them again adapting a variety of methods to suit parents' needs.

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

We have strong links with the local primary schools and work hard to ensure the children in our care have a smooth transition to 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 transitions with all professionals with your child giving their input and agreeing actions to be taken. Visits from your child's new teacher and additional visits to the new school will be arranged. During this process we would continue to liaise with other professionals and keep parents informed. Transition progress summary reports, current IEP documents and 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 during the settling into preschool producing an individual settling in plan if required communicating frequently with parents either face to face or by the methods of communication most suited to them. We would produce a settling in report within the first six weeks of beginning preschool and regularly update parents via reports and meetings on progress and development, as well as an individual learning journey for each child.