

# The Local Offer

---

Name of Setting: Wymondham Pre-School Playgroup

Telephone: 01572 787334 or 07842 589968

Email: info@roots-to-wings.co.uk

Name of person to contact: Mrs Sharon Simmons or Miss Sophie Murphy

---

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

All children and their families are welcome to our setting. We can be contacted by telephone, email or via our website. We offer an open-door policy which enables parents and carers to visit when it is convenient for them without the need for an appointment. We are open from 8am to 6pm, Monday to Friday, for 48 weeks of the year. Information about our setting is available on our website which includes lots of information regarding what the setting has to offer as well as session and fee structure, policies and procedures, Ofsted reports etc.

---

## *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 into our setting. We have a SENCO (special educational needs co-ordinator) in each childcare room (0 to 3 – Roots and 3 to 5 – Wings) who will liaise with parents and other professionals to identify children's needs and ensure any additional support/ equipment is put in place prior to a child starting, if required. Our 'All about me' booklet is given to parents to complete, enabling us to share children's interests, likes/dislikes, information about any comforters used, if there are any other agencies involved as well as information about your family and its structure. We offer a 'stay and play' session prior to your child starting at Preschool to meet the staff and become familiar with the setting. Our key person system supports children to settle as well as liaising and sharing information with parents. We use pictorial signs throughout the setting helping the children to use the resources independently. All children have a picture of a familiar animal and their name on their coat pegs and wellie baskets in the cloakroom, to encourage a sense of belonging and security as well as developing observational skills and letter recognition. In the entrance foyer/cloakroom we have information for parents. This includes photos of all the staff the children may see around the setting, helping them to become familiar faces allowing the children to feel secure and safe.

---

## *How accessible are your premises?*

The setting shares a car park with the local primary school. This is off the main road and has plenty of space, including a disabled parking spot. Outside access to our setting is via either steps or a ramp, allowing access to all. Indoors is all on one level and is fully accessible, with double doors into the main hall and large bi-fold doors onto the veranda allowing safe and secure outdoor play. We have low child-height sinks and toilets promoting independence and we also have an adult-sized disabled toilet.

---

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

The building is used solely by the Preschool but also has pin-coded locks on the main entrance doors as well as into some of the internal rooms to ensure access is controlled by the staff. The safety of the children is our first priority and as a well-established and experienced team we ensure that the environment we provide is safe and child-friendly. All staff employed by the Preschool have DBS checks and our recruitment procedures are strictly adhered to ensure all are suitable to be employed in work with young children. All staff have undergone safeguarding training, which is internally reviewed annually, and externally renewed every three years. To ensure children's safety we maintain a high staff to child ratio and for children with SEND we would offer additional support, if required. Our resources and equipment is always age and stage appropriate and additional equipment would be sourced to support individual needs where required. Risk assessments are carried out and reviewed on a regular basis – either 6 monthly or annually as required. Daily risk assessments are also carried out before the arrival of the children. Any information about dietary requirements and/or allergies are recorded and displayed for all staff to see, showing a photograph of the child and brief details of their special requirements. Wymondham Preschool is a 'nut free zone', to avoid any possible reactions from children whose allergy may not have been diagnosed. Any medical requirements are recorded in the Medication Record for each individual child.

---

## *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 and preferences:

- the key person is available at the beginning and end of the session;
- daily diaries are used, in which the key person can share details of your child's activities during the day;
- a phone call to reassure you that they have settled and are having fun and playing safely in the early days.
- with permission from parents we share some photos of the children during activities on our website.
- a television in the foyer of Preschool, and a digital photo frame in the Roots room, has photos of the previous weeks activities rolling throughout the day, for both children and parents to enjoy.
- each child has their own personal Learning Journey file which records their learning and development within the setting, which is always available for you to look through or take home.
- photo and activity displays throughout the setting show the activities the children have been involved in.
- we encourage parents to come into the setting as

# The Local Offer

---

much as possible – to read stories, help with the gardening or make pancakes for example.

---

## *How do you work with other professionals?*

We have worked with other professionals, such as speech and language therapists and social workers, and welcome them into our setting. We run groups such as social communication groups and small workshops. We are happy to hold IEP (Individual Education Plan) meetings and IEP Reviews with other professionals in our setting. We have regular Transition to School meetings and activity sessions with the local primary schools. We are also happy to work with other settings and childminder's to share information and establish a unified approach to children's learning and development. All children have an Early Assessment Review as they settle into Preschool. 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.

---

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

The owner is an Early Years Professional and both room managers are also qualified up to Graduate level in Early Years. Of the remaining 6 staff, 4 are qualified to level 3 in Early Years practice. Sharon Simmons is our senior SENCO and the training she has attended specifically for her role as SENCO is: • the SEN code of practice and the role of the SENCO, • Sharing concerns with parents and carers, • Observation and play based assessment and writing of IEP's, • ELKLAN Speech and Language development training, • Epilepsy awareness training, • Promoting Positive Behaviour • The NOCN Menphys SOS Disabled Children and Young People Level 2 • Paediatric First Aid training, including using an Epipen. • Supporting the Unique Child training • Hands on... Catering for the needs of developmentally young children • Talking Fun • Choice, opportunity and Inclusion - Menphys The Wings room manager and deputy have both undertaken ELKLAN training, which supports speech and language development.

---

## *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 allows us to offer more individual support during the sessions. Smaller group activities and social communication groups help to support speech and language development. We liaise regularly with parents and use documents such as 'All About Me' to identify a child's particular interests allowing us to offer them to your child. The pictorial signs on all resources help the children to choose resources independently. We would also seek additional specialist equipment if required. We would endeavour to have open communication lines with parents, taking their advice and working together to ensure we provide what their child needs.

---

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

To support transition we hold meetings with the teachers from the new school, to discuss individual needs and begin to plan the transitions. All professionals involved with your child would be asked to give their input and their advice and opinions would be included in the Transition action plan. As part of the transition process we offer a range of resources to introduce the new school such as school uniform added to the dressing-up rail and a photo book showing the new school's teachers and classrooms, playground etc. Visits to the Preschool from your child's new teacher and introductory visits to the new school are arranged for all children. During this process we would continue to liaise with other professionals and parents. Transition Progress Summary reports, any current IEP documents and all reports are passed to the new school, with parental permission.

---

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

The child's key person would support parents during the settling-in period, by communicating frequently with parents, face to face at the beginning and end of sessions, or by the methods of communication most suited to them. Reports are produced twice a year, in February and July, which formally assess a child's development. These are discussed with parents at pre-arranged Parents meetings, if required. Each child has their own personal Learning Journey file which records their learning and development within the setting, which is always available for parents to look through or take home.