

# The Local Offer

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Name of Setting: Two Bees Pre-School

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Name of person to contact: Belinda West

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

We have an open door policy so parents and carers are welcome to call in to the Pre-school at any time for an initial visit, however to ensure the leader/ SENCO is free to have a more in depth chat the playgroup can be contacted by phone. Our Facebook page also has information about the setting

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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, wider family and carers into our setting. Our SENCO (special needs co-ordinator) will liaise with parents and other professionals to identify children's individual needs and to ensure that additional support and/or equipment is put into place prior to the child's attendance. Our 'All about me' sheet gives parents opportunity to share with the key person likes/ dislikes, interests and also if they have a comforter. We offer settling in sessions before the child starts, these can be as many and as frequent as the parents and practitioners think will help the child to settle in best. Our key person system also supports the parents and children during this settling in period and right through their time at the setting.

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## *How accessible are your premises?*

Our setting is on one level with a ramp up to the double front doors. This makes it accessible to wheelchairs and pushchairs. The access to the outdoor area and part of the outdoor area is also all on one level. There is a small step to a further part of the outside area but a ramp could easily be built to accommodate wheelchairs. We have nappy changing facilities. The staff are all very aware of working with children with additional needs. They have, use prompts, signs and symbols to help communicate.

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

The pre-school is a pack away setting so as the equipment is set up each day it is risk assessed for safety and can be adjusted to meet individual child's needs. All doors are locked at all times whilst the children attend. The gate to the garden is also locked whilst the children play outside. Child safety is paramount and all practitioners have DBS certificates and are suitable to be employed in the Early Years setting. Members of staff are qualified to level 3 with one having a foundation degree. Equipment is safe, age and stage appropriate and if necessary additional equipment would be sourced to support individual needs.

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## *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; the key person would usually share verbally what your child has done, the manager could text during the session to let you know how they are or weekly meetings with the SENCO and Key person could be arranged. The child's learning journey would be updated frequently and you can take this home at any time to find out what they are doing in setting and also to share what they have been doing at home.

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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 the setting at any time. We work with those professionals and the parents to create and review IEPs (individual education plans) for the children. We also hold transition to school meetings and arrange extra visits to the school. We have a wealth of 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 the Playgroup and if there are any concerns we can make a referral with parental permission to the Specialist Teaching Service or for a specific area in a Single Point of Access (SPA) referral.

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

All practitioners have experience of working with children with SEND and are highly qualified in Early Years.. The setting SENCO has attended the appropriate training and attended regular network meetings. The SENCO has been in the role for over ten years.

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

We ensure that appropriate equipment and activities are available to support a variety of ages/ stages and abilities which support the children's interests. staff ratio would offer support in play interactions, modelling and commentary to support language,

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interaction and confidence. We will also liaise closely with the family using the "All About Me" sheet to find out your child's interests and use these to engage your child in activities that they enjoy. We would access specialist equipment if needed. We would share equipment and toys with the parents where a particular activity would be enjoyable and beneficial to be continued at home.

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

We visit the local Primary School regularly with all children. To support transition for children with additional needs both SEND and behavioural we arrange transition meetings with professionals and teachers from the school. We discuss individual needs, strategies and plan extra visits to the school. The setting has a transition story sack which is also used with the children. In the past we have visited the school and made individual booklets showing pictures of the child's teacher, classroom, coat peg for the child to use at home during the holiday before they start school. We send the transition summary and IEPs to the school.

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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?*

By constantly liaising with the parents we will share your child's progress. The Learning Journey is the best tool as it shows what they are doing, why and what we will be doing to encourage their next steps. We do progress summaries every 6 months which shares their development and progress. Parents are welcome into the setting at any time to discuss their child's progress and especially any concerns they may have. Newsletters keep parents informed of what's going on. The words to songs are also sent home allowing parents to sing along with their child at home.