

The Local Offer

Name of Setting: Robert Bakewell Playgroup Limited

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

We operate five days a week from 8.30 to 3.00 during term time. We have an open door policy welcoming all families to visit our playgroup to see what is on offer and to meet the staff. As we are a busy playgroup it may be beneficial to phone and make an appointment to visit us, this will ensure we are able to give you the time and attention you deserve when making the important choice of where your child attends. On your visit you will be able to speak to one or both of the owner/directors of the playgroup, the SENCO and all other practitioners. Whilst you are visiting you are welcome to view our policies, example Learning Journeys and prospectus as well as filling in an application to join if you decide to. We will also discuss session times, prices, specific needs and the settling in process.

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

We recognise and value parent's knowledge of their child and therefore work closely with them. We have friendly, qualified and experienced practitioners, one of whom will be a designated key person for your child. We, along with you and the key person, will decide on a settling in process to suit the individual child according to their needs. Our SENCO will liaise with both parents and other professionals if needed to put processes into place before your child commences attendance. All parents are given an All About Me sheet which gives us additional information about our child. Our online Learning Journeys enable an ideal way for a good two way exchange of information between parents and the setting. Parents are encouraged to contribute observations, photographs, video clips and comments from home to encourage this. In some cases a home visit can be arranged for the SENCO to meet a child with SEND and their family to share valuable information. If your child has an existing support plan, Statement of Educational Needs or Individual Education Plan from a previous setting this can be shared and reviewed prior to starting.

How accessible are your premises?

Our playgroup is set in the grounds of a local primary school, there are two designated parking spaces for those with blue badges. The playgroup building is purpose built and is set on one level to make it fully accessible throughout. Doorways are wide enough for wheelchairs and the two playrooms are spacious for easy access. We have disabled toilet facilities as well as a specially built changing table. Our children's sized toilets in the playrooms have small toilets and low sinks to enable them to be accessed easily by small children. Our secure outdoor play area is a mixture of soft pour safety surfacing and artificial and is also on one level with no slopes or steps making it fully accessible.

How will you keep my child safe?

We make regular risk assessments to address any safety issues regarding the premises and the equipment. Entry to the playgroup is strictly controlled, accessible only if the door entry system is opened by a member of staff. During drop off and pick up times a member of staff is always present at the outer door as well as one on each of the inner room doors. The outdoor play area is fully enclosed, the gate has two sliding bolts and an additional combination lock that all staff are able to quickly remove in the case of an emergency. All equipment and toys are suitable for the ages and stage of development of the children in a particular session. All staff have current enhanced DBS checks in place and are suitable people to be employed in Early Years. All practitioners have undertaken high level safeguarding training and hold, at least, a relevant level 3 childcare qualification. We maintain high ratios of staff to children and for children with SEND we are able to offer additional support (funding may be available). Healthcare plans are put into place for children that need them, any additional training needed to effectively care for specific medical conditions e.g. diabetes, haemophilia, this training is undertaken by all staff. Medical and allergy information is clearly displayed to all staff.

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

All practitioners are available at the start and end of sessions, however you may need to make an appointment if you have specific or multiple things to discuss. The weekly planning is on display outside the rooms for parents to see, on this specific equipment, activities and toys are highlighted with individual children's names to denote children's choices, information gathered from All About Me sheets and children's next steps in their learning and development. Planning is completed on a weekly basis to take into account the changing needs and interests of each child. We use online Learning Journeys to record each child's learning and development through activities and observations uploaded by their key person or other practitioners. Parents are informed of new content by email and they can write replies on each observation. Parents can also upload observations and photographs to their child's Learning Journey and key persons can post replies. The observations completed by staff show the areas of learning covered, the child's well

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being and insolvent levels, the characteristics of effective learning and also the Every Child A Talker statements met. The Learning Journey help practitioners to highlight areas of strength or weakness. Settling in reports are shared with parents during the first six weeks of the child being at the setting then Progress Summaries are sent home every six months to show achievements and what we are aiming to work on to aid development.

How do you work with other professionals?

We, as a setting, regularly liaise and work with a variety of other professionals and welcome them into our playgroup. We are able to host IEP review meeting's as well as transition to school meetings. Some of the professionals we work with are: - parents; - area SENCO; - speech and language therapists; - educational psychology service; - paediatrician; - specialists from local hospitals; - physiotherapists; - occupational therapists; - social care team; - childminders; - other settings. We, as a setting, have a wealth of experience working with children with a wide range of SEND and can access support from all of the aforementioned professionals as needed. All practitioners complete an Early Assessment Review during a child's first six weeks, this can help to highlight areas of concern, we are then able to make referrals to the Specialist Teaching Service or for specific areas of concern a Single Point of Access (SPA) referral.

What training have you/your staff had in SEND?

All members of staff hold, at least, a relevant level 3 childcare qualification as well as having a wealth of practical experience. The SENCO is a fully qualified Early Years Professional and holds a BA in Early Childhood Studies. She has also attended the compulsory training to fulfil the SENCO role within the playgroup. This training is provided by the Local Education Authority, these include; The SEN code of practice and role of the SENCO, Sharing concerns with Parents and carers and Observations, Play-based assessment and Writing IEP's. She attends regular meeting to keep up to date with any changes in SEND. The staff team have attended a variety of training including:- - Paediatric first aid; - safeguarding; - Makaton; - social communication groups; - speech and language development; - diabetes; - haemophilia; - allergies and the use of epi pens; - behaviour management; - signs and symbols; - Menphys training. we are happy to access additional training as necessary to support the needs of a child.

How will you adapt play opportunities for my child?

The staff at the setting have many years of experience, they are also highly trained, therefore they are able to plan for each individual child's age and stage of development. Structured activities can be adapted to make sure can access them fully. Through regular observations we can accurately plan for a child's specific learning and development. High staff to child ratios ensure we can offer more individual support to children if needed. Key group time can be used to focus on specific learning outcomes. We have a wonderful sensory room with a bubble tube, fibre optics, interactive cube and many other light, sound and texture objects that can be used to enhance specific areas of learning. We also use social communication groups as a way of providing small group activities that encourage social skills and language development. We operate free flow access to our outdoor play area, activities and play opportunities are planned for and ensure that all children's learning styles are recognised and catered for.

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

Whilst your child is at our playgroup we will plan opportunities for them to develop in all areas and reach their full potential. Transition is very important and we work hard to make it as smooth as possible. If moving to a new Early Years provision your child's learning journey will be transferred to the new setting along with their most recent Progress Summary. When your child is due to start school we have a planned period of transition. We positively promote new schools by putting up displays showing new teachers, uniforms, classrooms and book bag. We plan activities for your child to share with their new teachers and use key group time to hold discussions about feelings and worries about the transition. For children transferring to the school on our site we organise regular visits to the school as well as visits from their new teachers. All other feeder schools are invited to visit the setting to meet new children. Information is shared with feeder schools at a planned SENCO meeting each year. For children with SEND our SENCO meets with the school SENCO and works through the Transition To School document, this is sent to the school along with their Learning Journey, Progress summary, tacker and child monitoring tool.

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

A settling in report will be completed within six weeks of your child starting playgroup. This briefly outlines what we have observed in the areas of development, it also highlights next steps for further development. Our online Learning Journeys and observations undertaken provide the practitioners with information on whether each child is working below, at or above their actual age, we can use this information to focus on areas that may need more help. Parents can login to their child's Learning Journey at any time to see the observations, photographs and activities their child has done. We send home completed Progress Summaries every six months which give a detailed overview of a child's learning and development in the specific areas of learning. These also give ideas for supporting children's learning at home. We operate an open door policy and communicate freely with parent's and carers daily. If you have any worries you are welcome to come and talk to us at any time.

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