

The Local Offer

Name of Setting: Little Rainbows Community Preschool CIC

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Name of person to contact: Caroline Emmett

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

Little Rainbows Preschool welcomes all families and children and if you're looking for a safe, caring, warm setting then pop in and come and have an informal chat with us. We have an amazing setting and we want you to appreciate the atmosphere by coming along in person. However, we do have a webpage and twitter account as detailed above. If you have any queries/questions before to come and check us out then call me or email me on the above contacts. When you arrive for a tour the manager Caroline will welcome you and your child and give you a full tour of the setting both inside and out. You don't need to make an appointment we will make ourselves available between 9.30 and 2.30 Monday to Friday. We will introduce you to staff and children in the preschool and show you our facilities and approach to care. We are a child centred preschool who value creativity, respect and kindness. Sarah is our dedicated SENCO who has worked with children for over 2 years, Sarah is graduate educated and has extensive knowledge of many contacts within the health and education services to support children who require a little extra.

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

After your initial visit we can arrange to come and see you at home to agree induction and talk through some of our registration forms and policies. Alternatively you might wish to stay with your child at the preschool to complete the paperwork. Prior to registering your child we want you to feel totally comfortable and happy with our care so we suggest booking some settling in sessions (length and duration agreed by you). This mean you can either stay and play or leave your child for an hour or two for a few days. Once you are happy then we can formally register your child. We can then agree session times and allocate a key person to look after your child and this person will be responsible for observing and assessing your child's needs, learning and development. To support your child's transition we have a room book which you can take home. This book includes pictures of the staff, activities and things inside and outside that they might play with. We also have a pictorial routine so that children are familiar with our daily routines and feel more secure. After you first few sessions we will ask you to complete a 'Getting to know me' form. This enables us to ensure we are providing activities that your child enjoys and supports playing at home. After 6an initial period of transition (4-6 weeks) we will complete an initial assessment and feed back information relating to your child's development.

How accessible are your premises?

Our setting is a single storey building fully accessible for prams and wheelchairs with wide doors throughout. We have a safe and secure outside area with a mixture of tarmac, grass and all weather surfaces. We have low child friendly sinks and toilets, a disabled toilet and nappy changing to suit children 0-5 years. 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?

How will you keep my child safe? Our pre-school is located on its own site. Risk assessments are carried out daily and equipment is checked and made accessible for children to choose for themselves. The under 3 years are in a separate room ensuring all equipment is age appropriate and can be borrowed across the age groups to suit individual needs. Equipment can be sourced to support individual needs where required. The pre-school building has a key coded door at the main entrance and each room has a key coded door that remains shut during session times. The main gate is locked during outside play sessions. Child safety is paramount and all staff employed by the pre-school have up to date DBS check and are qualified, suitable people to be employed in early years. All have undergone safeguarding training and each room has at least 1 trained first aider. To ensure children's safety we maintain high staff ratios for children with SEND. Our policies and procedures ensure all children are kept safe with strict collection rules and policies that include health and safety, equal opportunities, SEND, behavioural management and anti-bullying. Allergies are alerted on commencement in the setting and a photographic list is visible in each room. We operate a no nuts policy in the setting. Healthcare plans are put in place for children with medical needs. The manager holds termly supervision meetings with staff to ensure there are no changes in DBS status or health issues making them unsuitable to work with children.

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

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. A member of staff (usually the key person) is available at the beginning and end of the session. A link book including photographs can be set up and your child's learning journey is regularly updated with progress and development. If your child is upset on you leaving a phone call can be made or you are encouraged to ring us to see

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how your child has settled. With parental permission we can share photographs via our face book page showing activities your child has enjoyed

How do you work with other professionals?

We are very experienced at working and liaising with other professionals and welcome them into our setting at any time but most importantly at health, education and care plan review meetings and transition to school meetings which we often host. Transition to school meetings involve parents, pre-school and school and other professionals involved with your child meeting to tailor an enhanced transition including additional settling in visits. We welcome working with other settings and child minder's enabling us to share information and work on next steps together. We have a wealth of experience of working with children with SEND. Our SENCo is level five qualified and has attended enhanced SENCo training as well as working in the community on communication groups. We are supported by regular visits from our area SENCo and other agencies including our local health visitor and family outreach worker. All children have an Early Assessment Review within their first six weeks at pre-school. Key persons then liaise closely with parents and our SENCo with regard to any concerns about the child's development. By working together decisions can be made with regard to appropriate referrals to the local children's centre run groups, health visitor or GP or whether a single point of access referral should be made for speech and language therapy, physiotherapy assessment or paediatric involvement. The specialist teaching service or educational psychologist can also be requested to become involved.

What training have you/your staff had in SEND?

All our staff are at least level 3 qualified (or working towards). All our room leaders are at least level 5 qualified, as is our SENCo, and 1 room leader and the settings manager are level 6 (BA hons) qualified, giving them a deep understanding of child development. Our staff attend appropriate local authority training to enhance their skills and knowledge. Our SENCo has attended appropriate training and enhanced training for this role and understands in depth the code of practice. She attends twice yearly network meetings where current issues are discussed and training given in areas such as communication, sensory processing and physical difficulties. She is trained in social communication groups and often runs these to support communication, interaction and confidence building for specific children. Visual timetables are used in the setting as well as visual cards to enable a child's needs to be met. Staff meetings allow for training in particular areas to ensure all staff are aware of how to meet the needs of all children in the setting.

How will you adapt play opportunities for my child?

We would ensure that appropriate equipment is available to support a variety of age, stage and abilities. A higher staff ratio allows us to offer tailored support in interaction, modelling and the use of social stories in play. Smaller group activities such as social communication groups help support language, interaction and confidence and sensory play may help with behavioural issues. We also provide regular knowing me knowing you forms to identify your child's interests and offer these to engage your child in activities they enjoy. We use the toy library to obtain additional specialist equipment and toys.

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

To support transition we would set up meetings with parents and the professionals involved with the child and the teachers from the new school to discuss individual needs and tailor and enhanced transition. We are able to access schools websites in session to show pictures of the new school, we provide uniform in the dressing up and the class teachers come and visit the setting. Additional visits to the school can also be arranged. Transition progress summary reports, current health, education care plans and any relevant reports would also be forwarded to 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 support parents during the settling in period with a discussion on a tailored settling in plan, realising that the key to a happy settled child is a happy settled parent who has confidence in the setting. Parents can then advise the method of communication best suited to them ie face to face or link book. We offer a parents meeting in the autumn term and a progress report at Christmas. We offer a parents meeting around Easter and a progress report towards the end of the summer term. If your child has a health, education and care plan we would meet each half term to review progress and set next steps. For our 2 year old children a two year review meeting takes place after the child's first 6 weeks in the setting to ensure that developmental milestones are being met. Each child has an individual learning journey with learning stories, observations and photographs of activities your child has been involved in and detailing the progress your child has made.