

The Local Offer

Name of Setting: Pettitts Pre-School Ltd

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Name of person to contact: Hannah Young

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

Pettitts Pre-school operates term time only, Monday to Friday from 9am until 3:30pm. You can contact us by telephone/text or email during or outside of our opening hours. As we have an open door policy and we encourage and welcome all parents/carers and their families to pop in when it is convenient for them to do so and have a look around the setting and to ask any questions which they may have to ensure that it is suitable for the needs of their child prior to putting their name down on our waiting list and or enrolling and starting at the setting. We encourage parents to make as many visits as required to make sure that you are comfortable with your choice of setting and to meet all the staff who will be responsible for the care and welfare of your child. We also encourage you to speak with past and present parents of our setting to help you make an informed choice and also take a look at our Setting's Portfolio which is full of photographic evidence of resources and the children actively taking part in activities provided and available to them throughout our sessions. We also have our latest Ofsted report available for parents to read which confirms the outstanding partnership with our parents.

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

Pettitts Pre-school has a well established and qualified team of staff who all have considerable experience of working with young children. We ensure that the whole family are made to feel welcome and each individual child's needs and interests are catered for prior to them starting. This includes visits to the pre-school setting to become familiar with the staff and children who already attend and to become comfortable with our outdoor and indoor environment. A home and pre-school visit is arranged for those children with SEND to share information and additional visits can be made to the group. Once you have decided that you would like your child to attend our Pre-school setting, Parents are invited in by the Pre-school leader for a Pre-school visit and are given our Parent Pack which includes Parent Information Booklet, Registration Forms containing contact details and addresses of main carers and emergency contacts etc, our Prospectus with information all about our setting and how you can be involved in their child's learning and development as well as also asking more details about your child's interests that will help us to plan activities which will support their learning and development and which will enable them to reach their full potential whilst in our care. Other Professional agencies involved in the care of a child with SEND are also encouraged to liaise with the setting prior to the child starting and also to come into the setting and work with the child so that we can ensure the best support and guidance is offered and maintained whilst the child is in our care. Parents are given our Parent information, registration forms and prospectus with information all about our setting and how they can be involved in their child's learning and development and we talk them through how the sessions are run. Each child is allocated a Key-Person prior to starting at the Pre-school, who will build a rapport with the parents, their child and support the family throughout their time with us.

How accessible are your premises?

It is important to us to make our setting inclusive for all children and their families who wish to visit and hopefully attend in the near future. Pettitts Pre-school is in a community building situated in the local church grounds and is on one level, with a ramp facility that leads into the entrance of our building and the wide door entry enables wheelchair accessibility and we have a disabled toilet facility available if required. Staff members are able to change nappies and a bin is provided for used nappies to be disposed off.

The main pre-school room is a good size, and is accessible for wheelchairs to move freely around if required. We are fortunate to have direct access to our outdoor paved and grassed area within the church grounds through our main entry and exit doorway and we can use the grassed area to play ball and chasing games around the trees although there are 3 steps up to the grassed area, this can be accessed via the grass slope rather than the small steps. Children are encouraged to explore and experience our outdoor area whatever the weather, within reason, however, due to not having any outdoor shelter sometimes we are unable to offer this facility on a daily basis in which case we will clear in main playroom and provide more gross motor skills and physical development indoors.

How will you keep my child safe?

Our pre-school is based in the Cornerstone building within the grounds of St Andrews Church and as we have to set up the equipment daily, it gives us the opportunity to check equipment each day as we set up the room and also as we tidy away and also allows us to make any necessary adjustments to room and equipment to suit and cater for the individual needs of the children who attend our setting. The children's safety is paramount and therefore all staff employed by the pre-school have enhanced CRB/DBS

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checks and are qualified to a level III or equivalent qualification and are deemed suitable people to be employed and working within the Early Years Foundation Stage curriculum and have undertaken Safeguarding training. To ensure the safety of all the children we maintain a high ratio of staff and children with SEND needs are given more additional one to one support. Equipment purchased and used is always age and stage appropriate and additional equipment would be sourced to support additional needs where required. Policies and procedures ensure that all the children are kept safe, these include references to Safeguarding and Confidentiality, Equal Opportunities, Health And Safety, Special Educational Needs and Disability and Behaviour Management. A positive behaviour management policy is in place to ensure that all children are supported to manage their feelings and behaviour in line with their individual development and needs. We role model positive behaviour within the setting and ensure that children are praised both verbally and with the use of stickers to celebrate their achievements no matter how big or small they may be and we continue to support them in a positive way when challenging behaviour is being presented. We also work with the parents at all times to offer support to the child and the family.

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

The key person talks to the parents and the SENCO is available to meet with parents whenever convenient. Our Home to Pre-school diary is provided for you to make comments, keep us updated of your child's ever changing interests and activities and achievements made out of pre-school or for you to ask any questions which you would like to know about your child. The pre-school leader will acknowledge information received and share it with the key person on a daily basis and the key person responsible for your child will also write in it weekly to keep you updated about their learning taking place in the setting. We also provide all our children who attend our setting with a Learning Journey folder which will be recorded in a variety of ways such as photographs, children samples of achievements together with observations and explanations of learning behind their experiences. These Learning Journeys are made available throughout the session for children to share with their key person and also parents are able to take them home to share with the family and their carers. A system of record keeping and assessment is used to track your child's progress in terms of their age and stage of development and is shared with you. A parent meeting with your child's key person is held initially after your child's first half term at the setting so that we may discuss how they are settling in and then we hold two further parent meetings to share information and progress about your child. We are also happy to arrange other times for these meetings to take place if the original dates are not convenient. Information is posted on our Parent information board for all parents and carers a copy of our most recent newsletter given out. Other forms of communication include Newsletters/Home to pre-school diary notes/Verbal notifications

How do you work with other professionals?

All children have an early assessment review as they settle into our setting and if we have any concerns about a child's learning and development we will speak to the parents and with their consent continue to observe and monitor and make a referral if necessary.

We are very confident liaising and working with other professionals to ensure the needs of individual children are met and we are supported and visited by our area Senco and we welcome those professionals involved to our pre-school setting to work with the child on a regular basis and review their learning and development such as Speech and Language Therapists, the Specialist Needs Teaching Service, Educational Psychology Service. Etc. We also facilitate small group work to encourage social communication as part of our daily routine and we are also happy to invite other settings and childminders to share information and work on targets for those children we share care for. We also visit and encourage our Local School Teachers in our area to come in and meet with the child/ren to ensure a smooth transition will take place when they are due to leave the setting.

What training have you/your staff had in SEND?

All of our members of staff are trained in Early years and we have a wealth of experience in child care and development and we are all qualified to a level 3 or equivalent. The Pre-school Leader has a wealth of knowledge and is continually accessing training provided by the local Education Authority as required to fulfil her role in the setting as our named Senco and we have a Learning Support Assistant in place who is at present in training to develop her role in this area and she works closely supporting those children with additional needs within the setting and will finally take on this role in the near future. We are also always willing to undertake further training to support individual children who will be coming into our setting at a later date.

How will you adapt play opportunities for my child?

At Pettitts it is paramount that all our parents/carers and children are felt valued and their voice heard despite any challenges that they may be facing. We have a high staff to child ratio in place and we provide stimulating and appropriate materials and equipment to support a variety of ages and stages of children's needs. All our activities are based on the child's individual interests and to ensure participation we will adapt our setting where possible if the need arises. If it is felt that more specialist equipment and resources are needed to support a child then funding will be sought. Things we can put into place can consist of making sure that floors are kept clear of objects to support wheelchair users, or for a child with visual impairment we have an audio area for them to sit and listen to CD's and may require larger print books to read for a child with a hearing impairment may benefit from Makaton

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Sign Language and visual prompts etc.

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

At Pettitts we work closely with our local feeder schools and we liaise with not only the teachers, but also other professionals involved in your child's care to organise, plan any additional visits and meetings if they are required to support your child and their individual needs to ensure that their transition is a smooth process. During this process we continue to include our parents and keep them informed. During the Summer term, we ensure that we prepare those children going into school using books, photos and activities that they will encounter as they move forward for example: we offer a variety of school uniforms that our Pre-school feeds into for them to familiarise themselves and to also try on and take off in readiness for when they have to change for example for PE. We also ensure that the feeder school has the child's updated transition progress summary and all other relevant paperwork which will support their learning and development in their new establishment. When our children visit our local Primary schools, where possible our Pre-school leader goes with the child/ren to support the initial transition visit and subsequent visits that may be needed this includes supporting the Parents too when they have their induction meeting to find out which class their child will be and who their teacher will be.

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

Once that you have decided that you would like to choose our setting as the place that is most suited you and also your child's needs, we will arrange a Pre-school visit which is convenient for you and your family to come in and meet the rest of the staff if not done before and provide you with a "Welcome Pack". This includes our registration forms and parent information relating to their key person and about your child's interests and favourite things so that we can ensure your child's well being is supported and planned to help him/her/or them to settle in. Then on their first day at the Pre-school the parents are invited to stay and become involved in helping the key person to plan for your child's learning based on your child's wider interests for their first term with us. We offer a Parent meeting after their first half term to discuss in more detail how they are settling into the setting. We also provide a home to pre-school diary for you to let us know any changes to your child's interests or things that you or us can share to support and move your child's learning forward. Each time we update our progress summary based on your individual child's learning and development, we will again invite the parents into the setting for a parent meeting to discuss this and also to complete another Plan for Learning so that your child's interests can be altered so that your child reaches their full potential whilst in our care. If we feel that additional help is required to support your child's needs, we will ask for your consent to contact other professionals directly, should we feel the need whilst your child is in our care – We will always confirm why a decision has been made and who we have contacted and what was discussed. We track progress within the development matters guidance of the EYFS and the child's Early Communication and Language monitoring tool and also make joint suggestions to be implemented and that will help support your child in their home environment. Each term we send home our "Wow moments" sheet for parents/carers etc to complete and return to us so that we can celebrate with your child all those achievements that we are unable to see in the setting. Through creative investigation we monitor the progress of your child and in a way which they lead their own learning initially with and then without adult support. It is so important to us to have a shared voice which lets us and our parents work closely together and implement a graduated approach for the identification of children with special needs and disability.