

The Local Offer

Name of Setting: Windsor Playgroup

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

At the playgroup/preschool we welcome any parent/carer to visit the setting along with their child if you are looking for early years provision. Please contact us to arrange a visit or look around during our opening hours, parents are welcome to visit as many times as you require. We are currently open five days a week during term times. Parents are welcome to talk to the manager or SENCo during these visits and ask any necessary questions to ensure the needs of your child are going to meet if you were to take up a place at the setting.

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

The staff members have considerable experience working with children with SEND and staff have the ability to ensure the inclusion of all children and their families into the setting. We will ensure staff and the environment are prepared before your child starts, this will include visits to the setting to meet their allocated key person and other staff, the key worker will ensure they have the relevant information to support your child during the settling in process and throughout their time at the setting. Also, there will be the opportunity to explore the environment both indoors and outdoors and experience the routine of the sessions. It is also possible to arrange home visit by the key person and SENCo if required when your child starts you are welcome to stay as long as you and your child need to, to support their settling in, we can also work through a phased entry to ensure you and your child are happy. Windsor playgroup, encourages other professionals working with a child with SEND to liaise with the setting before a child starts to ensure the best possible support can be provided. The setting will act upon any advice given from these professionals and arrange appropriate staff training for staff members ensure all staff understand the child's individual needs and provide a suitable learning environment and experiences. These will be regularly updated to reflect changing interests and ensure your child's learning opportunities reflect are planned in regard to their needs. We ask that a registration form and 'all about me' questionnaire is completed before your child starts so that their key person and SENCo have the appropriate information about your child including their likes, dislikes, strengths, needs and comforters. This necessary information allows staff to make the appropriate preparations and learning opportunities to support your child. Regular staff meetings are held to discuss the individual needs and next steps of all children to ensure all staff members have an understanding of all children and provide continuity of care.

How accessible are your premises?

The playgroup has a wide entrance suitable for wheelchairs and pushchairs, once inside the rooms are all on one level with wide doors to access all rooms. There is a disabled toilet and changing area. The outside area is accessible by steps from the main entrance there is also a large ramp at the side of the property to access the outside area from the main entrance. The outside area is on one level and is accessed every session.

How will you keep my child safe?

All staff recognise the importance and their responsibility to have arrangements in place to keep children safe, safeguard and promote the welfare of all children whilst at the setting. Policies and procedures ensure all children are safe these include safeguarding, Health and Safety, Equality of Opportunity, Special Educational Needs and behavioural management. All staff receive regular training in safeguarding. We have a positive behaviour policy to support all children to manage their own feelings and behaviour. We ensure children receive praise for their efforts and achievements and support them in a positive way when challenging behaviours occur. As a pack away setting this allows toys and resources to be checked on a regular basis and allows equipment to be adjusted to meet the individual needs of children at each session. Risk assessments are carried out to ensure the safety of all children. A risk assessment would be carried out for a child with additional needs to ensure the environment both indoors and outdoors including activities re safe for them. A health care plan is put into place for those children with specific needs, identifying any relevant support and how this will be achieved, this is available for all members of staff to ensure they are informed and allow continuity of care. Information regarding allergies is recorded on the registration forms, this is then displayed for all members of staff. Policies and procedures support the storage and administration of medication in the setting any medication is stored in a secure location. Permission and medication records require parental consent, exact dosage and times of administration.

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

Your child's key worker will be available to speak to you before and after each session your child attends, the setting SENCo will also be available when necessary. A home diary can be produced to enable staff to share your child's experiences and allow parents to

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add any details of activities you have taken part in. Each child also has their own personal learning journey that records individual learning, development and next steps using observations, photographs and creations. The notice board in the foyer has the weekly planning on and continuous provision. There is also ideas for activities to try at home to enhance your child's learning and information about the Early Years Foundation Stage.

How do you work with other professionals?

The playgroup is confident to work closely with a range of other professionals to ensure your child has the best possible support whilst at the setting. We have built strong relationships with many different services to support children with SEND at the setting. We liaise with these professionals in different ways including telephone calls and meetings to discuss the best ways to support individual children by acting on their advice to develop IEP's and implement different strategies to support your child.

What training have you/your staff had in SEND?

All members of staff are trained in early years. The SENCo has been in the role for ten years and has a level 5 Early Years Sector-Endorsed Foundation Degree and has attended the necessary training to fulfil this role provided by the Local Educational Authority. The staff have attended a wide variety of training including: Food hygiene, Safeguarding, Paediatric First Aid, ECAT Every Child A Talker, makaton, Social Communication spaces, behaviour management and lifting and handling. The staff are happy to access any additional training to support your child within the setting.

How will you adapt play opportunities for my child?

The setting will ensure through discussions with parents and other professionals that any play opportunities, equipment and activities available support the needs of all children attending. The 'All about me' document identifies your child's likes and interests and we would provide suitable play opportunities that incorporate these to engage your child. An individual IEP or behavioural plan will be developed to support your child, their unique learning style and targets that allow your child to work and develop at their own rate. This plan will outline the ways activities will be adapted and resourced. For example, small group activities including social communication groups or visual timetable to support choices and independence. If one to one support is necessary, the setting would apply for additional funding to ensure your child is able to access and enjoy the range of activities at the setting. We would also seek additional equipment if required

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

To support transition to school the playgroup will arrange a meeting with your child's teacher and the school SENCo to discuss your child's individual needs and plan the transition between parents and all other professionals. We would encourage your child's teacher to visit the setting and engage with your child during activities and the routine they have become familiar with. The school provides us with books containing pictures of staff, classrooms and activities that we are able to share with your child. Your child's learning journey and progress summaries will also be shared with the school. If your child is moving to another setting the above steps would also be done to ensure a smooth transition for your child.

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

To support you and your child an individual settling in plan can be arranged, communication between parents and your child's key worker can occur everyday that they attend either face to face or through another preferred method. After up to six weeks and Early Assessment Review will take place using observations of your child taking part in activities. This information is then used to plot your child's starting points on an individual tracker of their developmental levels in line with the Early Years Foundation Stage (EYFS) this allows activities to support your child's continuous development. A child monitoring tool is also used to track your child's language and communication skills. If your child requires an EYFS progress check at age two report this will be completed by your Child's key worker when your child is between 24 and 36 months old. This will show progress in line with the Early Years Foundation Stage and provides an opportunity to seek support and advice from other professionals if necessary. Every six months a progress summary is completed for your child until your child moves to school when a final school transition summary is completed. These summaries provide details of your Child's progress in the seven areas of learning, suggestions of next steps and activities to support learning and development and the opportunity for parents to give some feedback. Additionally, in the school report your child's interests are recorded to support your child's transition.