

The Local Offer

Name of Setting: Kibworth Methodist Pre-School

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Name of person to contact: Cathy McGuire (SENCO)

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

Our Pre-school has an open door policy and welcomes all visitors and parents to view our setting at any time. All we ask is that you visit with your child from 9.30 am onwards to avoid the busiest time of the morning. This is important so that your child's first visit is calm, happy and welcoming. During this visit your child will have the opportunity to play and familiarise themselves with the setting. Staff will be there to answer any questions or concerns you may have. Our experienced SENCO (special needs coordinator) Cathy will then arrange another convenient time to meet and get to know your child and their likes, dislikes and individual needs and interests.

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 and carers to our setting. We provide a Parent and toddler group on Monday afternoons 1-3pm so that you can spend time at our setting with other parents/carers and their children to familiarise yourselves with the environment and staff before your child takes the big step of staying without you. This is very beneficial and has been very successful in assuring that parents and children feel comfortable. Our SENCO will liaise with all professionals and identify any specific needs or additional support needed. A home visit can be arranged to help transition into pre-school. Our welcome pack will also provide additional information and allows another opportunity to share information ensuring your child is understood and welcomed for example a comforter your child may have. Our key person system then continues to build on the initial shared information. Children's coat pegs and individual baskets have a picture along with their name to help encourage a sense of belonging and a sense of security helping with the settling in process.

How accessible are your premises?

Our setting is based in a church which is all on one level and is fully accessible with double doors for prams and wheelchairs. Three outside areas provide a secure and safe outside learning environment. Toilets offer disabled facilities.

How will you keep my child safe?

At our Preschool we carry out risk assessments and also have policies and procedures in place in line with government and local authority requirements. As our Pre-school is based within a church hall and church school room, this means that equipment is packed away each day. This allows equipment to be unpacked and checked daily as it is put out. It also means that the room can be set up to facilitate any individual requirements as everything is mobile nothing is fixed to cause an obstruction. Equipment is always age and stage appropriate. External doors are locked and bolted. Child safety is paramount and all staff employed by the pre-school, are DBS checked, and have undergone safeguarding training and are experienced early years workers. To ensure the children's safety and wellbeing we maintain a high staff ratio.

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

We have many strategies in place to communicate with Parents/carers. The key person and all staff are available at the beginning and end of each session to discuss how each child has spent their morning. If this is not convenient we have home diaries that can go between home and the setting sharing information and photos of the session. Often text messages can be sent to reassure you that a child has settled and that they are happy. Some of our activities are posted on Twitter which is also available to see through our website, this along with our noticeboard helps to show the different activities the children are involved in. Your child's key person will also be recording your child's own personal learning and development within the setting. The learning Journey book celebrates his/her experiences and over time tells a story of your child's pre-school journey which is always available to share. Each child's journey is unique and together with you this two way line of communication means planning is more effective and significant learning can be recorded for you to see and next steps can be planned.

How do you work with other professionals?

We have a wealth of experience of working and liaising with other professionals. It is a major part of our role in making sure we achieve the best outcomes for our children. Everyone committed and working together means a child is fully understood and can be helped and guided and then can achieve their full potential. We are happy to work with other settings to ensure consistency. We have good strong relationships with local childminders and Early Years professionals in local settings and schools. Our setting is supported by our area SENCO who is able to advise us when needed.

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What training have you/your staff had in SEND?

Our staff have all had experience of working with children with SEND. We are very happy to access additional training if necessary to support the needs of the child. Jayne Hubbard (Manager) gained a Level 2 qualification in speech and language support for the under 5's (ELKLAN) in 2015. Cathy McGuire our SENCO in practice has attended the all the necessary training to fulfil the SENCO role within the setting provided by the Local Education Authority. She has worked within a special needs preschool setting and undertaken a variety of training including makaton, ICAN , Speech and Language Disorders in children, level 1 of the Autism Education Trust early years programme and signs and symbols.

How will you adapt play opportunities for my child?

All activities are planned to support and enable all children to take part in all aspects of play. A higher staff ratio supports this inclusion as an experienced staff member can assist any child in taking part. Smaller group activities and small communication groups are held each session to support language interaction confidence and social interaction. Picture time lines (visual timetables) are used to help individual children cope with the routines of pre-school and assist in helping children move on to different activities. Additional specialist equipment or props to help children play can be bought, hired or adapted to respond, again to individual children's needs.

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

Transition is excellent between the local schools within our area. Regular meetings are arranged for parents/carers to meet and discuss their child's progress. Parents/carers are supported to continue to work together (parent partnership) to maintain good progress. Everyone has an opportunity to have an input and agree on small steps and action to help achieve good learning outcomes. Teachers visit the setting to meet the children and we visit the school in small groups helping the children to familiarise themselves with the foundation unit. We also have other opportunities to visit the school through the year prior to a child starting school with opportunity to see the nativity play and join in with a mini sports afternoon. The school provides a wonderful book sharing photos of the school and this is shared with the children. Learning journeys and all documents are shared to assist in a smooth transition for parent and child.

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

By having a wonderful key person system in place communication is assured and learning stories document your child's development on a regular basis. The observations and assessments we carry out as part of the learning journeys, help to highlight where a child may need extra support to reach their milestones. Targeted plans enable us to work with you as parents to set agreed goals to work towards. These are reviewed regularly with yourselves enabling us to work together to support you and your child.