

# The Local Offer

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Name of Setting: St Peters Pre School, Little Explorers

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Name of person to contact: Alison Bates

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

Children and their families are welcome to visit our setting and meet our staff, we can be contacted by telephone during the session or by text and email outside of sessional hours. Our setting's policies and procedures, Parent Prospectus and most recent Ofsted report and staff details are available to view in the setting along with photographs of recent activities and events. Our playgroup has an open door policy and so we welcome any visitors and parents to our setting at any time during sessions.

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## *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. Our SENCO (special needs coordinator) will liaise with parents and other professionals in identifying children's needs and ensuring additional support/equipment needs are in place prior to them commencing the playgroup. Our welcome pack is given to all parents to allow you to share your child's interests likes/dislikes, comforters and special words your child may have, the other agencies involved with your child, as well as sharing your family structure. We offer stay and play sessions prior to your child beginning playgroup to meet the staff and become familiar with the setting. Our key person system supports children in the setting and liaising / sharing information. We use pictorial signs throughout the setting and children's coat pegs have their names on to encourage a sense of belonging and a sense of security, helping them become familiar with their cohort group. Each child has their photo on a magnet to self register their arrival each day.

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## *How accessible are your premises?*

Our setting is on the ground floor and is fully accessible for prams and wheelchairs with wide doors to the main hall and a safe secure sheltered outside play area. We have nappy changing facilities, toilets and urinals to support children of all ages (0-5). We use visual signs and notices to support parents and carers and are open to adaptation where possible. Our sister playgroup, little Explorers Sharnford, little Explorers Broughton Astley and Little Explorers Burbage also cater for children with SEND and has adapted equipment that may be borrowed.

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## *How will you keep my child safe?*

Our playgroup is based within the church hall and is purpose built for children. We set up daily, this means that equipment is unpacked and packed away every day allowing us to check equipment used each time it is put out, this also allows us the opportunity to adjust the equipment to suit individual children's needs. We are sole occupiers during the day and access to the playgroup is strictly controlled with all external doors locked and alarmed during session time in line with our policies and procedures. CCTV is also a feature. Child safety is paramount and all staff employed by the playgroup have CRB/DBS checks and are suitable people to be employed in Early Years. They have undergone safeguarding training and are experienced early years workers. To ensure children's safety we maintain a high staff ratio and for children with SEND needs we would offer additional support. Equipment used is always age and stage appropriate and additional equipment would be sourced to support individual needs where required

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## *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; the key person is available at the beginning and end of the session where the key person /SENCO can share details of your child's activities during the session and even send a reassuring text message to let you know that they are having fun and playing safely. With permission from parents we can share photos with you via email, letting you see the activities your child has been enjoying. Your child will also have their personal Learning Journey recording their learning and development within the setting.

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## *How do you work with other professionals?*

We are very familiar with working and liaising with other professionals and welcome them into our setting; we facilitate groups such as social communication groups and small workshops and regularly host IEP (Individual Education Plan) meetings and IEP Reviews in our setting and Transition to school meetings. We are also happy to work with other settings childminders sharing information and working on individual targets together. We have a wealth of experience working with children with SEND; we are supported by regular visits from our Area SENCO and other agencies such as Autism Outreach. All children have an Early Assessment Review as they settle into preschool, if we have any concerns about a child's development we can make a referral with parental consent to The

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Specialist Teaching Service or for a specific area a Single Point of Access (SPA) Referral.

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## *What training have you/your staff had in SEND?*

All staff have knowledge skills and experience working with children with SEND and all of our staff are qualified to level 3 with diplomas in preschool practice or NNEB. In addition to this all staff have undertaken additional training to support specific knowledge and skills, Alison Bates our SENCO has attended appropriate training for this role, these include; understanding the SENCO code of practice and policy writing, partnership with parents, Menphy's special outreach service, Behaviour management training, Observation and play based assessment, Promoting equality of opportunity, Catering for the needs of developmentally young children, Lets communicate with signs and symbols in the early years, Hands on communication and social skills, Autism awareness level 1 and Makaton level 1. All of the staff have undertaken Every Child a Talker (ECaT) training to support developing speech and language. Makaton signing is also used within the setting, as well as visual timetables and PEC Picture exchange system where appropriate. Currently 3 staff are undertaking Autism early years training, to ensure that children with ASD Autistic spectrum disorder are fully supported within our setting. All staff have undertaken safeguarding training, both in-house and external training with the local authority (Leicestershire and Rutland safeguarding board). All staff have a full understanding of any changes and developments in maintaining good practice and the requirements of individual children's needs.

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## *How will you adapt play opportunities for my child?*

We would ensure that appropriate equipment is available to support a variety of ages/stage and abilities. A higher staff ratio allows us to offer more support in play interactions modelling and using social stories to support children in play. Smaller group activities and social communication groups help to support language interaction and confidence. We will also liaise with parents and use documents such as 'All About Me' to identify your child's interests and to offer these to engage your child in activities they enjoy. A picture book of activities may help them choose activities and the use of a visual timetable may help them change between activities within the setting. We would also seek additional specialist equipment if required through hiring or specialist toy library. We would endeavour to give regular reports to parents and have open communication with them again adapting a variety of methods to suit parent's needs.

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

To support transition we would set up meetings with professionals and the Teachers from the new school, to discuss individual needs and begin to plan the transitions with all professionals with your child giving their input and agreeing the actions to be taken. As part of the transition process we offer a range of resources to introduce the new school such as school uniform added to dressing up and a photo board of the school's classrooms and teachers. Visits from your child's new teacher and additional visits to the new school can be arranged. During this process we would continue to liaise with other professionals and keep parents informed, and produce an individual photo book to encourage talking about the move to their new school to share with parents at home. Transition progress summary reports, current IEP documents and reports would also be forwarded to the new school.

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## *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 would support parents during the settling into preschool producing an individual settling in plan if required communicating frequently with parents either face to face or by the methods of communication most suited to them. We invite you to a settling in review during the first 8 weeks of beginning preschool and regularly update parents via reports and meetings on progress and development, as well as an individual Learning Journey for each child. there is also an open session every 1st Tuesday morning of the month that you can attend.