

The Local Offer

Name of Setting: Bottesford Preschool

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Name of person to contact: Lucinda Tongue

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

You and your child are welcome to come and visit us at any time. We have an open door policy and are open during term time from 8.45am - 3.45pm Monday to Friday, with lunch from 11.45am - 12.45pm. We will give you an Information Booklet with lots of further information about us and how we will work with you and your child. You can also look at our website www.bottesfordpreschool.org.uk where you can view policies and procedures, as well as information on our recent activities and events. There is also a link from our website to our Facebook page where we post updates on our activities.

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

We are a very friendly setting and you and your child will be warmly welcomed by the staff and children. If you would like your child to join us, we will ask you to complete a Registration form and an `About Me` form so you can share information about your child which will help us to get to know them before they start. Our Special Educational Needs Coordinator will talk to you about your child's specific needs and how we can best support them. We would invite you and your child to come in to play so we could observe and assess your child within our setting before they started. Following our assessment and in discussion with you, and any professionals involved with your child, we would then make any necessary adaptations to our practice, staffing levels and resources. Your child will have a named key person who will support your child and work in partnership with you to ensure we are meeting your child's needs. Your child's key person will support you and your child as they settle into Pre-School. We have a flexible approach to settling in and this ensures that your child is given the time and space they need to settle. You are welcome to stay with your child for as long as necessary and we will sensitively support both you and your child as you learn to trust and feel confident in the setting and our staff.

How accessible are your premises?

Our setting is in a purpose built single storey building with wide doors and ramp access. There is a car park just outside the setting and a flat path leads up to our gate. Our large garden has both grassed and hard-surfaced areas and is wheelchair accessible. We have a large playroom and a smaller multi-purpose creative room offering lots of flexibility and space for activities. We have child size toilets and basins in our bathroom area.

How will you keep my child safe?

We provide a safe and secure environment and all staff are trained in safeguarding and follow effective health and safety policies and procedures. Our premises are securely fenced with a high entrance/exit gate and a key pad is fitted to our main entrance door. All the resources and equipment are safe and appropriate for the children in our care to use. Activities are risk assessed and we support children's confidence in their own abilities and encourage them, with adult support, to take risks and start to make their own risk assessments. We will discuss any specific concerns you may have about your child's health and safety and undertake risk assessments and review existing procedures to ensure that we meet your child's individual needs. If your child requires one-to-one adult support to keep safe and healthy we will put this in place before they start at the setting.

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

Our aim is to work in partnership with you to ensure that your child is happy and making good progress with us and an important part of this is clearly communicating with you what your child has been doing and enjoying whilst they are with us. Your child's key person is available at the start and end of your child's sessions to talk to you about what your child has been doing and if this is not convenient for you, they can arrange another time to talk with you. There is also a visual timetable in our entrance hall showing our planned activities for the day. Your child's key person will keep an online Learning Journal of your child's achievements and progress with us and you can look at this at your own convenience at home. We encourage parents to add information and pictures from home to their child's Learning Journal. If your child is cared for by a child-minder we can use a Home Link book to share information directly with you about your child. You will receive a Progress Summary Report in your child's Tapestry Learning Journal in the autumn and summer terms.

How do you work with other professionals?

Our Special Educational Needs Coordinator and your child's key person will work closely with any professionals who support your

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child to ensure that we are providing appropriate activities and learning experiences for your child when they are with us. Professionals are welcomed into the setting to observe and work with your child and we are able to hold multi-agency meetings at our setting. We have a close working relationship with our area SENCO who is able to offer support and advice.

What training have you/your staff had in SEND?

All of our staff have knowledge and experience of working with children with SEND and regularly update their SEND knowledge through training at staff meetings. Our Special Educational Needs Coordinator has completed all the Local Authority SEN training and regularly attends area network meetings to share good practice and keep up-to-date with SEN issues. We have four staff trained in Makaton and two members of staff have received training to support children with autism. We would undertake any specialist training that your child's individual needs required.

How will you adapt play opportunities for my child?

We plan for individual children and adapt play opportunities and activities so that all children can access and experience them. We would follow your child's interests and, in close consultation with you and professionals involved with your child, provide resources and activities that were appropriate to your child's learning needs. As part of our Assess, Plan, Do and Review approach to SEND, we would regularly meet with you, and any professionals involved, to discuss the play opportunities we are providing and how your child is benefiting.

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

Every child is different and we are committed to working closely with you to sensitively support your child and their specific needs as they make the transition to school. We have close working relationships with our local primary schools and this enables us to fully support children with SEND when they make the transition to school. We will work closely with professionals involved with your child during the transition process and seek the support of our area SENCO if appropriate. With your permission, your child's key person will talk to your child's new teacher and the school SENCO to share information that will help the school meet your child's individual needs. The reception teacher and school SENCO will also be invited to visit our setting to observe your child. If it is considered beneficial, after consultation with you and the professionals involved with your child, your child's key person may accompany them on their school visits. With your consent, your child's SEND records will be passed on to the school along with a Transition Progress Summary Report which will contain information that will help the school to support your child (such as their interests at Pre-School, what they enjoy, how they learn and successful strategies used). To further support your child's transition we will incorporate appropriate activities and experiences to help prepare them; stories about starting school, role-playing schools, and encouraging children's independence skills all help to make the transition easier for children.

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

All children at our setting are observed and assessed as per the Early Years Foundation Stage framework and we will record your child's progress in their Tapestry Learning Journal. If your child is with us between the ages of two and three we will complete a Two Year Progress Check which will identify their strengths and any areas of concern. We will regularly discuss your child's progress and how well the support we are providing them with is working out as per our graduated approach of Assess, Plan, Do and Review; adapting and changing our support and activities as appropriate. In our regular communication with you we will also discuss and suggest how you can support your child's learning at home with different activities.