

The Local Offer

Name of Setting: Buckminster Pre-School

Telephone: 01476 860315

Email: office@buckminster.leics.sch.uk

Name of person to contact: Mrs Debbie Clarke (Headteacher and Senco)

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

Parents can phone, email or come in to school and speak to one of the ladies in the office. They will make an appointment for you to speak to the Headteacher, Mrs Debbie Clarke. An appointment will, when possible, be made for you within 48 hours. The time of the appointment will depend on the availability of the Headteacher. If, on the odd occasion Mrs Clarke is unavailable, an appointment will be made to see Miss Becky Longley who is the Assistant Head. All information regarding the school's provision for Special Needs, contact details etc can be found on our website www.buckminster.leics.sch.uk

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

School welcomes taster sessions for all new children to ensure they feel familiar with their new setting. The Headteacher/Senco and/or the class teacher would willingly visit you and your child at home and at their current school. There would be a thorough handover of information from their current school to ensure the transition is smooth. Once in our school, your child, dependant on their needs, might have a key person to go to for support (physical and/or emotional). If comforters are required, then the school is very happy to continue any previous strategies which may work. As much information will be gathered from parents, your child and their previous school to give us a clear picture of what your child enjoys doing, finds tricky and what aspirations they may have.

How accessible are your premises?

All classrooms can be accessed by ramps of level flooring. We have a disabled toilet which can also be used as a changing area

How will you keep my child safe?

We believe strongly that everyone should be treated fairly and equally regardless of race, gender, religion or disability. To ensure this, the school has a comprehensive safeguarding policy setting out how we keep all children kept safe. We also have anti bullying policies, a behaviour policy, equal opportunities and an inclusion policy which can all be found on our website. Risk assessments are completed for all activities which do not fall within the normal routine of school. The school is inspected regularly by the Head, site manager and Health and Safety Governor to ensure the school site is safe and fit for purpose. External trips are inspected prior to going by the class teacher to check it's suitability and access for all children and adults. Medicines, when appropriate are administered by the child under the supervision of a member of staff. If the child is unable to administer their own medication, a member of staff will do it with another member of staff present to check all is done correctly. All medication must be accompanied by a school form. All staff have first aid training on a regular basis and staff in the Foundation stage (including the Pre-School) have specific paediatric first aid training. All new members of staff, regular visitors and parent volunteers have a DBS check and their details are help on our Single Central Record. All staff undertake regular safeguard training complemented by addition training such as Prevent. The school actively promotes positive behaviour with many rewards and achievements recognised. Our oldest children are anti-bullying ambassadors who, not only are on the look out for non tolerable behaviours but also model good behaviours. All dietary and allergy needs are recorded and shared with the staff. If your child has a serious condition which would require immediate treatment, their photograph, class, condition, reaction and medication needs are displayed in key areas around the school. All accidents which require treatment are recorded onto an accident form and a copy is sent home. Accident forms are kept in the Head's office for monitoring purposes.

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

Foundation Stage (Reception and Pre-School) In the Early Years, the staff use an online recording of evidence programme called Tapestry. You will be given a personal log in so you can access your child's learning and achievements and also add your own of things your child has done at home. Each child also has a learning journey which you are welcome to look at any time. Daily chats or written communication is welcomed especially in the Early Years. The door is always open if you would like to pop in for an informal chat or to make an appointment with the teacher for a more formal meeting. Display boards in the classrooms show the learning which is going on. We have three parents' evening a year and one written report in the Summer term. If Pre-School children go to another setting as well, staff at Buckminster school will visit that setting regularly to share observations and progress. Key Stage 1 and 2 Display boards Home/school diaries to encourage communication between home and school. The door is always open if you would like to pop in for an informal chat or to make an appointment with the teacher for a more formal meeting. We have three parents' evening a year and one written report in the Summer term which gives a clear progress report. Your child will have a specific Support Plan outlining their difficulties, their needs and their progress. This is reviewed three times a year (in addition to Parents'

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Evenings) with the class teacher, the parents and the child (if appropriate).

How do you work with other professionals?

The Headteacher is a highly experienced Senco and has a vast amount of knowledge of specific learning difficulties. If your child's needs cannot be met alone by just the school's resources, outside agencies will be contacted for support and advice. These may include: Speech and Language, Autism Outreach, Learning Support for learning difficulties such as Dyslexia, Occupational Therapists etc.

What training have you/your staff had in SEND?

The Headteacher has 12 years experience of being a Senco and working with children with needs. All staff have annual training to update their dyslexia and autism knowledge; other training is on a needs basis. The Senco goes to three large Senco Net meetings a year to keep up to date with current knowledge, strategies and interventions. All staff have Epi Pen training on a needs must basis.

How will you adapt play opportunities for my child?

All staff observe children throughout the day and in all situations. These observations provide the school with vital information as to how your child learns and interacts and it informs staff so they can adapt activities to suit. Observations form part of the overall picture of your child's progress. If your child requires specific resources, these will be discussed and recommended by the relevant specialist and then purchased. Each child's needs are different and so their needs will be assessed on an individual basis. Activities will be adapted to meet their needs, working spaces will be sought to best accommodate your child and group sizes will be arranged accordingly. Children learn both indoors and out. We have easy access to the outside spaces so are accessible to all Children's interests are taken into account when planning whole class topics but if your child requires a very individual learning programme, their interests will usually drive the content of their curriculum. Children receive a variety of different forms of presentation, dependent on their needs. Dyslexic children have copied sheets put onto coloured paper, have coloured paper in their own workbooks and have coloured overlays when reading text. The school will take advice from the relevant specialists to meet the needs of children with sensory needs such as hearing and sight.

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

All relevant information will be shared with your child's next teacher or school. Information will include: Their progress levels Their interests Their medical needs Access arrangements Resources used Friendship groups Your child's concerns Strategies which have been tried (worked/not worked)

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

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