

# The Local Offer

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Name of Setting: Peter Pan Pre-school Playgroup

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Name of person to contact: Hilary Dixon Manager or Caroline Colledge Senco

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

We are open 5 mornings per week and usually two afternoons during term time. We have an open door policy welcoming all families to look around the setting prior to a child being enrolled to start pre-school. Parents are free to look around the setting at any time or can ring beforehand to arrange a visit. Please feel free to make as many visits as you require so that you are comfortable with the setting and ask all the questions you may have about ensuring the needs of your child are going to be met if you were to take up a place. We hold stay and play sessions of one or two hours when you are able to leave your child for shorter periods of time to enable them to settle into their new surroundings. We welcome you to meet and talk to the Manager, Deputy / Special Needs Coordinator (SENco) at the group to ensure you feel the setting suits the needs of your child. We can jointly complete a registration form and discuss when you would like your child to start. This discussion will include the available funding for a place at our setting.

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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?*

Peter Pan Pre-school has a well-established team who have considerable experience in working with children. Our team members are dedicated to including all families into the setting. We ensure that the whole family is made welcome and each child's individual needs and interests are catered for through preparation before they start. This includes visits to the setting to meet the staff, the other children and becoming comfortable with the environment – both inside and outside. Parents are given a welcome pack with information about the setting and how to become involved in their child's learning and we can talk through the running of the sessions. Home visits are available for children with SEND to enable us to share information and additional visits to the group are also possible. Peter Pan pre-school encourages the professionals working with a child with SEND to liaise with the setting before a child starts. We aim to keep this liaison open to ensure the best support possible is maintained. The setting acts upon advice from the professionals to prepare for a child with SEND and arranges training for individuals or the whole team if required to ensure the needs of the child are understood and the environment provides the best learning opportunities. If your child has a Support Plan or Statement Of Educational Needs, this is reviewed carefully and systems are put in place to support individual needs. Each child and their family are allocated a key person who ensures that they have information to help with the settling in process when your child starts at our setting. This key person will give support to you and your child whilst at Peter Pan. We request that you complete a registration form and an 'All about Me' questionnaire before your child's first day so that the key person has a sound knowledge about your child and can make necessary preparations. This documentation provides information about your child's current interests, strengths, needs, likes and dislikes and is crucial in helping to make those first few days and weeks a positive experience. We include the child's individual interests in planning experiences and aim to build their self-confidence and self-esteem in order for them to fulfil their full potential. We hold regular KIT (keep in touch) meetings to discuss all the children in the group to ensure we meet the needs of all who are in the setting. Therefore, all staff members have an understanding of all the children should the key person be unavailable at any time. When your child's starts, you are welcome to stay and help your child settle and we are more than willing to work through a phased entry so that both you and your child are happy.

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## *How accessible are your premises?*

Peter Pan Pre-school operates in the Village Hall at Fleckney. We have ground level access with double doors to enable double pushchairs or wheelchairs easy access. There is a doorbell entry system after 9.30 am. All doors can be opened for wheelchair access and we have a disabled toilet facility. Our team are able to change nappies in a dedicated area and we ask you to provide your own nappies, wipes and disposal bags. Peter Pan's inside play area is in the large main hall. The play areas alter daily and space can be made for wheelchairs to move around if required. We are fortunate to have access to the small outdoor play areas through two double exterior doors. A slope can be provided for access to the fenced grassed play area. Peter Pan Pre-school promotes inclusion and welcomes all families from a range of cultures and background. We are happy to seek support from other agencies to ensure equality of opportunity in all areas. We can have documentation translated into other languages to help parents to apply for funding. The resources promote positive images of other individuals including children in wheelchairs and those with additional needs.

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

All our members of team hold DBS checks and receive regular training in safeguarding. We maintain regular supervisions with the team to ensure that there have been no changes in Health or DBS status to make them unsuitable to work with children. Policies and procedures ensure that all children are kept safe. These include reference to Safeguarding, Health and Safety, Equality of

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Opportunity, Special Educational Needs and Behaviour Management. A positive behaviour management policy is in place to ensure that all children are supported in managing their feelings and behaviour in line with their individual needs and development. We ensure that children have verbal praise for their achievements and support them in a positive way when they exhibit challenging behaviour. We work with parents at all times to offer support to the child and the family. Policies and procedures support the administration of medication in the setting – medication is stored away from children with permission and medication records required by parental consent, exact dosage, and time of administration. A Health care plan is available to put in place for children with specific needs identifying how support is put in place and we display this for members of the team each day to ensure all are fully informed. Daily risk assessments are in place to ensure children are safe from harm. We complete a risk assessment for a child with additional needs prior to starting the setting to ensure the environment is safe for them. Information about diet and allergies is recorded from registration records and displayed for all the team to see with a photograph of a specific child and the known allergy. Peter Pan Pre-school operates a no nuts policy with the foods that it purchases for snacks and we request that parents do not bring foods containing nuts for packed lunches. Safeguarding and Confidentiality is paramount and we use photographic devices only for recording children's achievements and events with parental consent. Before taking children on outings we carry out a risk assessment to ensure that children are safe and increase the numbers of adults for support in caring for the children. The setting is inspected by Ofsted to ensure that it meets the requirements to keep your child safe – [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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

The key person (primary or secondary) talks to parents on a daily basis and the SENco is available to meet with parents whenever convenient. A daily diary is provided for you to make comments and ask questions about what your child has been doing or how they have been and the key person responds daily or at least weekly. We provide all children with a Learning Journey book which records the achievements in a variety of ways - photographs, children's creations, observations and explains the learning behind the experiences. These Learning Journeys are available at all times and can be taken home to share with your child and the family. A system of record keeping and assessment is used to track your child's progress in terms of development which is age and stage related and is shared with you. You are welcome to meet your child's key worker at any time to discuss your child's progress. We encourage you to attend termly meetings with your key worker for an informal progress discussion and sharing of your child's achievements. The noticeboard in the main hall provides photographs of all the children taking part in enjoyable experiences and how their activities inform learning in the Early Years Foundation Stage. Other forms of communication include newsletters and our facebook page.

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

Peter Pan Pre-school is confident to work with other professionals and has built strong relationships with the Community Practice and Care services. These include: The Area SENco, Speech and Language Therapists, Memphis Outreach Worker, Paediatricians, Social services Health Visitors, Children's Centre family outreach workers. We have worked effectively with outside professionals to meet children with SEND needs. We liaise with professionals in a variety of ways – telephone, meetings to share information about children and the best ways to support them – and act upon their advice such as updating an IEP or implementing different strategies.

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

All members of our team are trained in early years and we have a wealth of experience in child care and child development. The Special Needs Co-ordinator (SENco) has attended the necessary training to fulfil the SENco role within the setting provided by the Local Education Authority. Our team have attended a wide variety of training: Paediatric First Aid, Basic Food Hygiene, Safeguarding, Makaton, Autism, Epic pen, Diabetes, ECAT – Every Child a Talker, Elklan – Speech and Language Support for the under 5's, Speech and Language development, Social Communication groups, Behaviour management, Lifting and Handling, Meaningful play, Parents Play Project. We are happy to access additional training if necessary to support the needs of a child.

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

The SENco and key person makes regular observations on your child and keeps you updated on their progress. With parental agreement, we liaise with outside agencies for support and guidance and encourage you and your child to contribute to planning experiences. A joint discussion with all involved enables the play opportunities to be adapted to the needs of your child and an Individual Education Plan (IEP) or behaviour plan may be drawn up to support your child's unique style of learning and learn at their individual pace. The IEP or Behaviour Plan is shared with you and updated at regular intervals. The IEP shows how the play opportunities could be adapted to accommodate your child's needs and includes strategies to support learning. This may mean setting up smaller group work (social communication groups), sourcing additional equipment and providing a support for changes to routines (visual timetable) etc. If necessary, we would seek additional funding to pay for a one-to-one support worker to ensure your child has access to the play opportunities on offer.

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

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Transition is an important aspect within the setting and systems are put in place to support transition as the need arises. If your child leaves Peter Pan Pre-school and transfers to another setting before starting school, the Learning Journey folder and a recent Progress Summary report is written and sent to the new group. Your child's key person is happy to share information with the new setting if necessary. If your child attends more than one setting we are happy to share termly progress records and yearly Progress Summaries. When your child prepares to leave Peter Pan to move on to school there is a planned period of transition. Transition books about the new school are shared with the children and there is school based role play where children dress up in school uniform and pretend to be at school. We try to explore how both you and your child are feeling at this time and offer strategies to deal with emotions which can be difficult at this time. We hold meetings with the reception teachers from our local Primary School who visit our setting to meet the children and to share information about children moving to the school. We later visit the school with our children to introduce them to new surroundings and routines. Children will then visit with their parents before the end of the Summer term. For children with SEND, the Pre-school SENCO/ and or Manager meets with the SENCO within the school to share information to ensure that there are appropriate measures in place to receive your child. This may involve the parents and reception teacher. If your child is moving to another school, Peter Pan Pre-school will make contact with that school and share information about your child and how best to support transition. We are then able to discuss how to organise transition visits suited to the individual needs of the child, family, key person and school. If time permits we will organise a time so the key person and/or one-to-one worker accompanies the child on a transition visit to school. This allows the sharing of important information to enable the school to prepare for your child. The 'Transition to School' document devised by The Specialist Needs Teaching Team is completed and sent to the school along with the child's records – Transition Progress Summary report, Individual Tracker and Child monitoring Tool. We encourage your child to share the Learning Journey folder with teacher and take pieces out to start their new Learning Journey folder in 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?*

How will you and I know how my child is doing and how will you help me to support my child's learning? Regular Newsletters and events will suggest ideas in providing play activities in the home environment to support your child's learning at home. These include such things as a recipe for playdough, healthy eating guide, early literacy and maths etc. A selection of story and play sacks are available to share with your child at home. The key person for your child will communicate with you on a regular basis to track your child's progress and suggest ideas for home learning based on observations of your child in the setting. The daily diary is available for you and the key person to have a two way dialogue and if your child attends another setting or a child minder they can be included in the sharing of the diary with information. On entry, your key person will make observations on your child and use this information along with that given by you to complete an Early Assessment Review (EAR's). This information is used to plot your child's starting points on an Individual progress Tracker which shows the developmental levels in line with the Early Years Foundation Stage. At the same time a document called a Child Monitoring Tool will be completed to record your child's development in Speech and Language. Your child's key person will write a short 'Settling in' report in your daily diary providing information about how they will plan the next steps in your child's learning within the setting and ideas to support you with their learning at home. If your child requires an EYFS (Early Years Foundation Stage) Progress Check at Two report, this will be written between the ages of 24-36 months. This will show progress in line with the Early Years Foundation Stage and provide an opportunity to seek advice and support from other professionals if necessary. After 6 months a Progress Summary report will be written showing progress and your child's Individual progress Tracker and Child Monitoring Tool will be updated. A Progress Summary report will be completed every 6 months until your child leaves to go to school and then a final report will be written called a Transition Progress Summary. These reports will provide feedback on your child's progress, suggestions for next steps and the Transition Summary report will provide the school with information about the child's interests and support them as they transfer. At all times you and your child are invited to comment on the learning and contribute to planning their individual next steps in learning at home and in the setting. To ensure that we evaluate how well we are supporting children with SEND, we encourage you to complete questionnaires at the beginning when your child starts in the setting and again when they leave so that we evaluate the practice. We aim to be inclusive to Everyone.