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Name of Setting: Pack-a-way Pre-school

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, Parents Information Booklet, most recent Ofsted report and staff details are available to view on our website which also has links to our Facebook page where photographs of recent activities and events can be viewed. Our preschool has an open door policy and so we welcome any visitors and parents to our setting at any time during sessions.

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 preschool.
Our booklet 'All about me' is given to parents to allow you to share your children's interests likes /dislikes, comforters your child may have, the other agencies involved with your child, as well as sharing your family structure.
We offer a 'stay and play' session prior to your child beginning preschool to meet the staff and become familiar with the setting. Our key person system supports children in the settling and liaising /sharing information.
We use pictorial signs throughout the setting and children's coat pegs have their photographs to encourage a sense of belonging and sense of security, helping them become familiar with their cohort group.

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 secure safe sheltered outside play area, which has an impact absorbent surface to minimise risks of bumps and trips. We have low child friendly sinks and urinals and nappy changing facilities support all ages of children (0-5). We use visual signs and notices to support parents and carers, and are open to adaption where possible. Our sister group, The Playgroup, for children with SEND also share the same premises and has adapted equipment that may be borrowed.

How will you keep my child safe?

Our Pre-school is based within a Church Centre and is 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

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needs.

As a shared building, access to the pre-school is strictly controlled with all external doors locked and alarmed during session time in line with our policies and procedures

Child safety is paramount and all staff employed by the preschool 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.

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; home diaries and photo strips are used, where key worker/SENCO can share details of your child's activities during the session, and even 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 or on our Facebook/ website page 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.

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 pre-school, if we have any concerns about a child's development we can make a referral with parental consent to The Specialist Teaching Service or for a specific area a Single Point of Access (SPA) Referral.

What training have you /your staff had in SEND?

All staff have knowledge, skills and experience working with children with SEND, the majority of our staff are qualified to level 3 or level 2 with diplomas in preschool practice or NNEB. In addition to this all staff have undertaken additional training to support specific knowledge and skills,

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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. Our SENCO is also an experienced parent partnership volunteer as well as being a parent with a SEND child.

The leader and deputies 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 senior staff have commenced the Autism early years program of training, a national recognised 3 stage certificate 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.

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.

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

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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.

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 pre-school 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 would produce a settling in report within the first 6 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.