

The Local Offer

Name of Setting: Playgroup

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

The Playgroup welcomes any parent/carer along with their child if they are looking for an early years setting. You do not need an appointment just call in to see us, or telephone us on our mobile, where we can arrange a visit with you.

On your arrival you would be greeted by a member of staff and shown around our wonderful setting. We would then provide you with all of the relevant paperwork to look through and leave you to make your decision regarding a placement.

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

The staff and children at the Playgroup are very friendly and always keen to see new faces. We offer you the chance to visit as many times as you feel your child may need to. We can arrange an informal home visit from your child's intended key person. If required we could provide a photo booklet showing a picture of your child's key person and the setting layout. In our previous experience this has helped prepare the children prior to starting in the new setting environment.

How accessible are your premises?

The Playgroup is situated on a one way street which has street parking. We also have a car park at the rear of the building for your use. Our main entrance is at the front where we have a ramp leading up to the front door. There is also access to the Playgroup from the side and rear if required. All of these entrances are wheelchair friendly. We also have specially designed toilets for the children, a changing area and a disabled toilet.

How will you keep my child safe?

All the staff at The Playgroup fully recognise our responsibility to have arrangements in place to safeguard and promote the welfare of all children. Your child's safety and well-being is our main priority.

We adopt a child-focused approach based on a clear understanding of the needs and views of children. As a well-established team we provide a safe and child friendly environment for your child.

A risk assessment is carried out daily at the premises. All other assessments are carried out annually or as required. The assessments are carried out on all areas of our premises including outdoors, the toys and equipment.

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All of our staff follow our policies and procedures regarding all areas of safety. These policies are reviewed and updated on an annual basis or sooner if required. They can be viewed on our website.

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

We make all information accessible to our parents. If you need a translator then we would attempt to find someone who could translate or use a converter from the internet. Maybe a family member could help. We involve parents by communication using books that go home with the child each day. Sometimes the use of visuals/pictures could be beneficial too. At the Playgroup we offer the parents or carers the opportunity to stay and play. This enables a partnership and the chance to be able to see the good and enjoyable fun your children have.

How do you work with other professionals?

At the Playgroup we take pride in our relationship with outside agencies. To us this is an important area of our practice. We have regular visits from the Area SENCO and other professionals related to our SEND needs. The Playgroup hosts the SENCO Network meetings. Within these it enables us to communicate with each other and share the passion we have for our jobs. Keeping us up to date with training that is available or of any changes to SEND.

What training have you /your staff had in SEND?

As the setting's SENCO I have had a breadth of experience and I am always willing to explore more knowledge that is made available to me. Here is a list of my current training and those highlighted are training programmes all staff has undertaken.

- The SEN Code of Practice and Role of the SENCO/ Sharing Concerns with Parents and Carers / Observation, Play-based Assessment and Writing IEPs
- Speech and Language Disorders in Children
- **Signs and Symbols**
- Understanding and Supporting Young Children with Autism Spectrum Disorders in Early Years Settings
- **Level 3 NVQ in Children's Care, Learning and Development**
- The NOCN Menphys SOS Working with Disabled Children and Young People
- **Child Protection / Safeguarding Children/ A Shared Responsibility**
- **Paediatric First Aid**
- Makaton Training (This I share with all the staff)

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- Autism Education Trust Early Years Programme

Each member of our staff has their own folder, which holds copies of the various training certificates that they have obtained after courses have been attended and completed.

How will you adapt play opportunities for my child?

- At the Playgroup we like all our children to feel valued and individual despite the challenges they may face. So if the need arises to adapt your child's activities to support them, we would find a manageable and achievable way to put this in place.
- For example: Keeping floors clear of objects, to support wheelchair users.
- Children with a hearing impairment may benefit from communication techniques such as Makaton, Picture Exchange Communication System, or British Sign Language (We use this with all our children).
- For a child who has reduced fine-motor skills, the use of thicker pencils and other tools
- A child with a visual impairment may require large-print books to read. We have a range of stories available to listen to on a CD.
- Children experiencing delays in developing gross motor skills or sensory issues may enjoy large-scale toys such as ball pools and soft foam cushions. Variations in floor and wall texture to help them find their way around.

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

At the Playgroup we work very closely with our feeder schools. We liaise with the teachers and organise additional visits if they are required to support your child.

In the summer term we also work in small groups preparing the children for activities they will encounter at primary school.

For example :

- Getting changed for PE
- Looking at pictures of their new school/ classrooms and teachers.

We make a booklet of their new school and teachers for them to look at over the summer holiday as this break is quite a long period for a child to remember but with this they can look at their leisure and become familiar with faces and rooms.

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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?

We value the benefits and importance of working with parents/carers in supporting each individual involved. We will communicate with the parent/carers via planned meetings, telephone communications or written communication making sure your child's needs are being met. We build relationships in which parents/ carers feel confident that they will be heard and not judged. Working together helps enable the child to develop further and we share all their achievements.

We would provide the parent/carer with shared targets and advise the support we can give, working together at all times.