

The Local Offer

Name of Setting: Playgroup

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

Before you come, you can have look at our Facebook page and our latest Ofsted report online. We invite the family and child to visit the playgroup, it is not necessary to make an appointment because parents can find us as we are, seeing what is always on offer. We show parents/carers our setting and talk about how we work, what we have to offer, talk about daily routines. Depending on the time the visits take place, we encourage you to talk to other parents and children already at the setting. Once parents have decided they would like their child come to our setting, admission forms and a prospectus is given to parents, we then discuss some settling in visits leading up to a starting date. Settling in visits gives you and your child opportunities to become familiar and comfortable with our setting, staff and children.

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

We recognise and value parents' expertise and knowledge of their child and we work closely with them. We gather information from parents when they visit the setting or if need to, we arrange visits to their home, and additional visits are arranged to suit the child's and family needs. On admission to the Playgroup we will work with parents/carers to ensure that any additional requirements are in place before the child begins at the setting. A settling-in review will be carried out once the child has settled in to ensure that arrangements are working satisfactorily.

How accessible are your premises?

Our Playgroup is on one level. The outdoor area has steps leading down, but if a child is not able to use the steps, then we can access the area by front door as well, where we have a ramp for wheelchair users. The Playgroup is on one level, the toilet area is not easily accessed by a wheelchair, but we will try and adapt our equipment and setting to the needs of your child. In the past we have had children with physical needs.

How will you keep my child safe?

Our main priority is keeping children safe and secure, both emotionally and physically through transition; we work with parents, carers, child minders. We do risk assessments every morning for safety. Playgroup rules are made by children. All staff and committee members are DCB checked. All our staff have got first aid and safeguarding training. Medication record books are kept for children with medication needs.

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

We do talk to our parents on a daily basis either in the morning or at the end of a session. We also have a display board of “what activities are on offer”, “what children have had for snack”, and we have a “feedback book” for each child. If a child is unsettled or settled we “text message or ring parents”. We also hold stay and play afternoons once a term with parents and children giving you the chance to talk to staff and other parents.

How do you work with other professionals?

We work with lots of different specialist services. At present we have been working with parents, area SENCO, speech and language therapists, the educational psychology service and paediatricians, other settings and child-minders and sure start centres. Depending on children’s needs and what service they may need we would be happy to make the contact to get the support needed.

What training have you /your staff had in SEND?

All our staff have NVQ Level 3 in childcare and we have two members of staff who have SENCO training. We have a designated SENCO and behaviour co-ordinator that have completed training; we also attend SENCO meetings every term for local updates. All members of staff have attended Autism awareness training. In the past staff have had epilepsy and sign and symbols training. We also use visual and basic Makaton sign on daily basis. As a setting we would look at an individual child needs to see if we need any further training. We would ensure the key person assigned to your child had the most relevant experience and skills.

How will you adapt play opportunities for my child?

We provide appropriate equipment to support a variety of ages and stages of children’s needs. Higher staff ratios, small group activities and social communication groups are used and our activities are planned on children’s individual interests. We will adapt, where possible, existing materials and equipment to ensure participation, if however it is felt that the child needs more specialist resources, funding will be sought.

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

Transition to school arrangements are planned and based on children’s individual needs, we feed to several schools in the area. To support transition we arrange meetings with professionals involved with the child and the SENCO from the new setting or school and teacher. Visits from the school teacher to playgroup and visits to school with child are encouraged. For children with SEND we would encourage the school and parents to arrange more visits to the new school to ensure the transition is as smooth as possible. All relevant information is passed to the receiving schools/setting along with strategies and practical

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ideas that have proved successful in supporting children. We begin to do school based role play and lots of small group activities to promote what it will be like in school as well as stories and social stories. We also have in our quiet/book corner books about “starting school” and we make “photo books” about schools we feed into, we share information with parents about the child’s needs.

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

We have an open door policy where we communicate freely and regularly with parents and carers either face to face or by a method which is suitable for parents, e.g. at the beginning or end of a session. We do feedback books for parents/carers (other settings/child minder) to keep them informed at all stages about their child’s progress, provision, planning, assessments and review of their children education. We follow the child’s support plan and have meetings with parents to discuss children’s progress once a term. You are welcome to access your child’s learning journey to look at the progress they have been making.