

The Local Offer

Name of Setting: Fleckney Baptist Pre-School
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Name of person to contact: Jules Mark

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

You can call us, (Becky Horseman, pre-school manager or Jules Mark, named SENCO) to make an appointment to come and visit. Suitable time for a visit would be during our morning session or early afternoon (after lunch) when pre-school is in full swing and you can see the sorts of activities on offer. For more information about us you can visit our website www.fleckneybaptistpreschool.co.uk. Our prospectus and registration forms are available to download from the website, alternatively you can call in to pre-school for a pack.

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

During your visit, we like to find out as much about your child and family as we can. The more we know about your child the better equipped we are to ensure they settle into pre-school quickly. Your visit is also the perfect opportunity to see how your child interacts within our environment and to highlight any areas we need to address to ensure your child has the best opportunity to engage with all areas of pre-school life. As every child is unique we plan a settling in routine around you and your child and what you feel is most appropriate for them. We know how important comforters are to children particularly when they are in unfamiliar surroundings and so welcome children to bring in a comforter should they wish to do so. All children have their own bag and drawer so have somewhere to keep their special things safe whenever they feel ready to put them away but still have them close to hand. Each child is assigned a key person to work with your child who is responsible for tracking their progress and working alongside you to provide the best care and education for your child.

They will use the information you give us about your child's interests to plan familiar activities to ensure your child feels happy and settles quickly.

How accessible are your premises?

The pre-school is situated on the top floor of church buildings which can only be accessed by stairs. We are happy to work with parents to overcome any issues this raises where possible. The main entrance to the church premises is wheel chair accessible with disabled toilet facilities on the ground floor. The pre-school comprises of a large L-shaped playroom with two smaller rooms which we use for quieter or small group activities. There is a kitchen (not for children's use) and toilet facilities off the main playroom. Outdoors we have use of a large tarmac play area with access to a wild area at the rear of this. The pre-school is located in the central of Fleckney village where there is a pedestrian crossing close by. There is a car park located next to the preschool and should it be required for health and safety purposes we have access to a gated driveway that is located next to the main entrance.

How will you keep my child safe?

All our staff members are DBS checked and have completed safeguarding and first aid training. Our policies include Safeguarding, SEND policy, Promoting Positive Behaviour, Health and Safety, Intimate Care policy, supporting a Sick Child, Missing or Uncollected Child, Whistle Blowing, Complaints procedure and Data Protection. All our policies can be viewed on our website or you can have access to them during your visit. Policies are reviewed annually or amended when necessary. Risk assessments are reviewed annually with additional assessments carried out as necessary. Where a child requires medication, written consent is required from the parent/carer which includes name of medication, dosage and time to be administered. We are willing to attend training where specific health needs require more specialised forms of administering medication or on understanding and handling health conditions. Dietary requirements and allergies are recorded and all staff alerted. These will be considered when preparing snacks for the children and when planning activities. Any accidents or incidents occurring on pre-school premises will be recorded and parents notified when collecting their child, however, if deemed necessary, we will contact parents immediately. We believe that children flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

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

We know how important it is for you to know that your child has had an enjoyable day and what they've been doing during their time with us. We prefer to communicate with you by informal chats on a day to day basis to let you know generally what's been going on. We do use pre-school/home diaries particularly when a child is just settling in or if a child is brought in or collected by someone other than a parent- but we much prefer verbal communication. We also have a private Facebook page and the use of parent mail. You can also use the diary to tell us about things you've been doing together at home. Each child has a learning journey which contains examples of work, photos and observations to which you and your child have access to and we love parents to add things to it as well. A selection of photos showing activities we've done at pre-school can also be viewed on our website (with parent permission of course). Progress summaries/transition summaries will be shared with you by your child's key person. You will have opportunity to add your comments to

these or arrange a time when you can meet with your child's key person for a more in-depth discussion around your child's progress. Your child's key person will happy to talk to you at any time in relation to your child's progress.

How do you work with other professionals?

Our setting is part of a 'Community of Practice'. We regularly get together with local health visitors, teachers from the Foundation Stage of our local Primary School, an outreach worker and other support staff from the local Children's Centre. We aim to provide support for children and families in a variety of situations and with varying needs. As a setting, we take support and guidance from our area SENCO to ensure the learning and development needs of all our children are being met. We have also been involved with a speech and language therapist, an autism outreach worker and The Menphys centre to benefit the learning and development of the children involved with these professionals whilst they attend our setting.

What training have you/your staff had in SEND?

Our SENCO has completed an up-to-date course on SEND and has cascaded relevant information to all staff members. Staff have had training on and experience in ICAN speech and language, ECAT, Autism, Down Syndrome, communicating with signs and symbols, ELKLAN training, epilepsy awareness and first aid. Further training for any other specific needs can also be arranged. All the staff are being trained on using signs and symbols to communicate with the children. Our staff are encouraged to attend further training in specialist areas to keep their skills developing and up to date.

How will you adapt play opportunities for my child?

It's important that we understand your child's needs right from the start so that we can adapt resources where necessary so that they can access all the activities on offer. This may simply be a case of providing a different type of scissors for your child to cut with or to put drawing and painting resources on the floor so that they are more accessible. We have also used a toy library which has enabled us to use a variety of toys and equipment specific to a child's needs. Resources are labelled with a picture of the box's contents so that children can easily make choices about what they want to use. A visual timetable is also displayed to help children make choices and understand what might be happening next. We use free flow play planning and a child centred approach so your child's needs and interests will be incorporated into this to ensure they enjoy their play experiences whilst working towards achievable goals. Advice and targets set by other professionals involved with your child will be incorporated into this too. Some of the activities planned may be carried out on a one to one basis, be part of a small group or whole group activity. Activities are planned for both indoors and outdoors.

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

We have a great relationship with our local primary school and excellent transition for the children moving there. Following an open evening Foundation stage teachers visit us at pre-school to introduce themselves again to children and parents. During this time, we talk to the teachers about all the children and they make a note of friendship groups and any support we feel the children may need as individuals. The school organises several visits involving children and parents and on one visit the pre-school staff accompany the children to school for an afternoon. We take photos of the children whilst on their visit to school and make a book with them so that we can look at it together and use it as a talking point. For children requiring extra support in their transition, the school provides additional visits and individual photo books for the child to take home and look at with their parents. It shows different areas of the school such as the toilets and playground and the foundation teaching staff and lunchtime supervisors so that they can become a little more familiar with their new surroundings.

Transition meetings with the child's parents, the school SENCO, pre-school SENCO, foundation stage teachers and sometimes other professionals involved with the child are arranged. Parents can discuss any concerns and then decisions about how best to support the child may be made. Where a child is due to attend any other primary school or specialist unit we will work with teaching staff and any other professionals involved to ensure a smooth transition for the child. Copies of children's transition summaries along with any other progress summaries and progress trackers are passed on to the school after sharing them with the parent.

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

Observations of your child are very important to us as they help us determine the stage of development your child is at. They help us to plan further activities to move your child's learning on and to alert us if there are areas of development where your child requires additional support. We use this information to devise an Individual learning plan, which we share with you and ask you to add your own ideas about how we can support your child's learning or what you are doing at home to help too. These plans are revised when we complete your child's next progress summary or if they have moved on quickly and have reached the next stage of development. Progress summaries are completed twice yearly and shared with you. On the summaries, we give your ideas on how you can support your child's learning with simple activities at home. Of course, we are happy to offer ideas at any time. We also ask you to complete 'All about me' sheets which also help us when planning future activities for your child. Plans devised by other professionals are shared with you and are incorporated into our learning activities. We truly value our partnerships with parents and welcome your opinions and questions on your child's learning at any time.

I am concerned and worried about my child's learning and development how will I be supported?

The child's key worker and setting SENDCO will talk to parents/carers about their concerns, then additional observations will be taken to we can assess where the child is developmentally functioning and then plans can be put into place which will allow the child to flourish. It may be necessary to refer the child to external services such as Early Years Specialist Teaching Services or Speech and Language. We will support the family every step of the way as it can be a challenging and stressful

time.

When a child with SEND starts with us it is important to be able to assess and review their progress this is achieved by developing the child's cultural capital by using a graduated approach. We will watch your child at play and interactions with their peers to find where they are functioning and following the EYFS guidelines we can then establish what pathway to follow in order to best support your child. As a parent/carer you will be kept in the loop every step of the way either by face to face meetings, email or telephone calls and as we have an open door policy you are welcome to come in and have a chat with us at any time regarding your child's progress. You will also be heavily involved and able to contribute to any plans that need to be written.

How will we teach a child with SEND?

Different teaching methods work different for different children and working alongside any specialists assigned to your child we will figure out what style will work best for your child. This could include the use of visual aids or signs and symbols, your child may need lots of pre warning when transitioning to other activities or even one to one support. The curriculum and learning environment will be very flexible according to the needs of your child and their cultural capital for example if the child responds better when outdoors then we will utilise our outdoor space in order to improve their learning outcomes.

How do we evaluate the effectiveness of our provisions for SEND?

By constantly using the 3 I's, intent, implementation and impact we can constantly assess and review how our strategies are working and if they are not we can change and adjust until we have a model that suits the individual child.

Providing additional support, equipment and facilities

Sometimes it is necessary to provide one to one support for a child with SEND this could range from full time support to just a few hours per week dependant on the child's needs. We will apply for inclusion funding in order to be able to provide an additional practitioner and we may have to self-fund hours if we have not been given enough additional funding.

If a child is in receipt of DLA then we are able to claim a yearly lump sum of money called disability access funding. This enables us to provide additional equipment, resources or facilities that will allow us to support your child. Parents and specialists are also consulted to give ideas on how this money is best spent. If funding is not available, we will look into ways of providing the necessary equipment/resources for your child.

How are children with SEND enabled to engage with their peers?

We provide social communication groups for a child with SEND this not only provides opportunities for speech and communication but it enables engagement with peers via different activities and games. With adults taking lead during normal play we will be positive role models and show how engagement happens with their peers by modelling correct play.

What support is available for improving the emotional and social development of a child with SEND?

We will allow a child with SEND more settling in sessions first with parents/carers then they can be left for an hour or two before finally being able to attend full sessions. Every child is different so settling in will be tailored around them. When a child is getting ready to transition to school we will accompany the child for extra school visits. We also have a lovely quiet/sensory room which is fantastic when it comes to a child's emotions.

Please follow the link for our SEND policy

<https://www.fleckneybaptistpreschool.org/info/policies/sen.pdf>