



## **Local Offer**

What does our pre-school offer for children and families with additional needs?

### **The Setting**

The setting is a charity run organisation with a voluntary committee, based within a village hall. It is open term-time only providing sessional day care, Mon-Thurs 9:00am – 3:30pm, with Breakfast Club Tues-Thurs 8am-9am and Afterschool Club Mon, Tues, Wed 3.30pm – 5.00pm (depending on uptake). The setting is registered to take 25 children, aged 2-4 years, in each session.

The children access continuous provision, with the 3-4 year olds going outside for the first hour, and the 2-3 year olds going outside after snack time. Small groups of children (approx. 8) eat snack together, washing up and being responsible for their items, usually within age groups. Similar groups also share circle/phonics time and the book of the week together with an adult. The children all come together for lunch time. In the afternoon, children engage in activities with their key person with older children helping younger children. Each child is assigned a key person, who gets to know the child and their families on an individual basis. This starts from inductions, in the half-term before the child starts, and continues through their learning experience with us. The key person observes and then plans appropriate activities for each child's interests and needs.

In addition to key persons the setting also has practitioners with additional responsibilities; these include a named person with responsibility for supporting behaviour, a named person with responsibility for parental involvement, two nominated safeguarding officers and a SENCO. The setting also has a practitioner trained to run the Early Talk Boost programme for children with speech and language delay. A practitioner has also been trained to assess children speech and language with the Wellcomm programme and then provide appropriate support/interventions when needed.

Part of the manager's role, with assistance from the deputy, is to support the key persons with additional responsibilities, and with monitoring the quality of provision on offer in the setting. The committee, alongside the manager have overall responsibility for the setting.

### **Accessibility and Inclusion**

The pre-school is based within the village hall, and has wheelchair access from the main door, via a ramp from the car park up to the door. The hall has two large car parks and if

required can reserve disabled parking spaces. The building is accessed via a locked side door.

The main village hall has a disabled toilet which could be accessed if required. Although the setting has adult toilets, adaptations are made with steps, removable child seats, and a stability frame, enabling independence.

The village hall allows natural light from high windows, and the walls are painted pale blue with a heated wooden floor.

With the exception of the main access door, all the internal doors are standard door size. There are A4 laminated paper signs which label the toilets allowing easy identification.

There are parent information boards that create the boundary of preschool. These contain information about speech and language, the EYFS, and support for children with SEND. Policies can be found in the setting upon request. We share information and events from the local area with parents via email or on our facebook page. The information from other providers is only available in the format in which it is sent to us. However, setting policies and information are available in large print for families who require it. We would also do our utmost to provide these in a different language or with pictures if needed.

The setting has one room that is well lit with a high ceiling creating a spacious environment. It also has underfloor heating ensuring a steady comfortable temperature throughout the year. Equipment within the setting is not fixed, meaning that it can be rearranged and evaluated to suit individual needs. All the equipment is accessible for the children to choose independently, with laminated labels including photos and words in English, but other languages could be added if required. The tables and chairs are all of child height. Resources are organised into areas of provision and are age appropriate. The setting has a designated quiet area, used for stories, circle time or quiet time. This consists of a large mat, blankets, cushions and soft toys. We have developed this area to include a large soft rug and covered area, to create a smaller, darker space for children who wish to rest or have quiet time.

Activities and resources both inside and out can be put on the floor or at tables allowing all children access, for example sand in trays on the floor or in a child height sand box.

The outdoor environment consists of grassed and stone areas, with a sand pit, water butt and climbing frame with slide. It also has a Wendy house, raised sensory garden and raised planting box for vegetables and flowers. We have various sit and ride toys including different sized bikes.

The artificial grass and stone flooring is fairly flat allowing ease of use for children with walking frames and wheelchairs.

Resources are taken outside on a daily basis and are chosen and adapted to suit the needs of the children attending the setting.

The outdoor area is accessed every day, sometimes as a whole group and during busier periods in smaller age/ability age groups. We provide waterproof dungarees and wellingtons, if children can't provide their own.

Whitechapel Preschool also has free flow access to a smaller decked area from the inside. This has an area covered by a sail shade, is on the same level as the inside and a child sized wheelchair or walking frame would fit. Resources and items outside (crates, wood, tunnels) can be moved around to suit the needs of the individuals accessing the area.

## **Identification and Early Intervention**

Children's progress is closely monitored in our setting. Each child has their own learning journey collated on the app seesaw. This includes photographs and notes about child's learning, photographs and comments from parents/family and friends, tracking information about their progress across the areas of learning and development within the EYFS. More detailed information about learning journeys and what is in them is shared with parents when their child begins attending pre-school. The manager also gives a presentation to all parents about the EYFS and children's learning, in September. This is to ensure parents understand the learning journeys, how they are used in our setting, what is in them and how parents can contribute to them.

As Children's learning journeys are digital they are available for parents to look at any time they would like and they are able to contribute to them as well. Although a child's key person is available to chat to parents at drop off and pick up times, we can make arrangements for the key person to meet with parents at any point to discuss any concerns or questions they may have. This can be in person or via phone. We have an office where these meetings can take place. We have a co-key person system, in case a child's key person is unavailable ensuring parents always have someone to discuss any progress or concerns with.

In addition to the child's learning journey we also undertake the 2-3year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is completed for all children in this age group. The EYFS requires us to report to parents on their child's progress, discussing and identifying strengths as well as concerns. Where the progress check suggests that a child maybe experiencing some difficulties or delay in their development this is shared with parents and options/appropriate next steps are discussed.

Children are constantly 'tracked' against the birth to 5 matters by their key person, who then provide appropriate activities and resources to support their learning and development.

- For some children the next steps may involve the key person targeting a specific area of development. Planning additional opportunities for the child to have experiences designed to support the area of learning and development identified. This enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This would then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.

- For other children the next step may also include developing a targeted learning plan where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parental consent.
- Another next step may be to ask the local authority Inclusion Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can only be undertaken with parental consent.

Our Special Educational Needs and Disability policy provides the context for supporting children through these 'next steps', this is referred to as the graduated response. Our SEND Policy is available to view in the setting.

In our setting we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intensive intervention (wave three). Provision mapping is reviewed termly, based on the children that are attending the setting at the time.

## **Teaching and Learning**

### **Part 1 – Practitioners and Practice**

The setting works within the framework of the EYFS. The setting is resourced according to the age and needs of the children attending. Practitioners use Birth to 5 matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 2-3 age group the prime areas remain significant but there is an emergence on the specific areas of development and learning

In the 3-4 age group the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas.

Activities and provision are adapted to suit the needs of all children in each age group. Practitioners differentiate the activities that they develop and the provision that is on offer in the setting to meet the needs of the children in their group. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the developmental needs of the children in their care and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs.

All children have a key person. It is the role of the key person to liaise with the child's parents regarding their time in pre-school. It is also the role of the key person to help parents to develop ways in which they can support their child's learning at home. In our setting we hold an information evening for parents in September. These sessions introduce parents to the EYFS and ideas for ways in which they are able to support, encourage and develop their child's learning at home. Parent information boards also display information about elements of early learning development and how this can be supported at home. We send information that identify local groups and resources available to parents of young children in the area via email or on our facebook page. Parents are able to speak to their child's key person, manager or deputy manager at any time if they would like further information or advice about supporting learning at home.

Children are regularly asked what activities they have enjoyed, particular areas they like or don't like and why. These are noted and changed or enhanced when needed.

## **Part 2 – Provision and Resources**

The children are provided with resources that are developmentally appropriate for their age group. We ensure there are resources available for children who are developing more slowly or more quickly appropriate to their stage of learning and development. We will use our provision mapping to help us to identify resources and activities needed to support children's needs.

Where children need resources that are not usually available in our setting we endeavor to access these from loan facilities, support services or by purchasing. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO and the manager. For some children it may be the case that at specific times of the setting day they require additional support. As a setting we endeavor to make reasonable adjustments to provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate.

We generally have high staff to child ratios that exceed the requirements set out in the EYFS statutory guidance.

In our setting we like to plan trips and outings, all children are included in these. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. We make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending our setting

## **Reviews**

The setting offers daily updates through informal chats and a weekly explanation of the focus and activities for each group on Seesaw. We organise parent's evenings and stay and play sessions informing parents about the play opportunities that the children may have been involved in during the term.

We use the SeeSaw app on a daily basis as a two way communication tool informing parents what the child has done during their time in the setting and parents sharing what they may have done whilst at home.

## **Transitions**

Before children start attending our setting we encourage parents to bring them for taster sessions, though we appreciate that this is not always possible. We plan with the parents some opportunities for the child to visit the pre-school and spend a short amount of time within the setting. We have a settling-in policy which is shared with parents when they register their child with us. The key person will talk to parents about their child's preferences for a settling-in period and endeavor to meet these needs as best we can. We have an informal chat with parents about their child's progress, which helps ascertain their starting point, alongside observations made by the key person within the first two weeks of starting. An 'all about me' booklet is completed by the parents and child before starting, indicating any likes/dislikes, particular words and interests.

Within the quiet area we have a family board and encourage parents to bring in photos of the child's family which they can view whenever they need, providing reassurance.

We have a transition policy and procedure which we will follow when children leave pre-school to attend a different setting or move on to school. This will be available to parents within our setting or can be viewed on the website. The policy and procedure will include additional factors that may need to be considered when supporting the transition of children with additional or special educational needs, to ensure this is as smooth as possible.

In the last half-term pre-school children will attend induction visits to school and teachers may also come and visit the children within the setting. As soon as a child receives their LCC acceptance letter, any SEND requirements will be brought to the attention of the teacher and a formal report is sent highlighting the strengths and needs of each child, alongside any action plans the child may have in place.

We have an open door policy and parents are able to drop in to the setting at any time. They are also able to contact us by phone or via the Seesaw app if they would like to check in on their child.

## **Staff Training**

The manager of the setting has a degree in Early Years Leadership and Early Years Teacher Status and all other practitioners have Level 3 qualifications.

We have regular supervisions for all practitioners. We value opportunities to support their further professional development and they are encouraged to seek and are provided with opportunities for this.

All practitioners have Level 1 Safeguarding, Level 1 CAF, and Prevent Duty Training.

Management have Level 2 Safeguarding Training and all staff hold Emergency Pediatric First Aid Certificates.

Within our setting we have staff who have experience of:

Working with looked after children;

Children on the autistic spectrum;

Children with mobility issues;

Children with epilepsy;

Children with diabetes.

And staff who have completed the following training courses:

Early Talk Boost

Managing Behaviour in Early Years Settings

Provision for 2 Year Olds

Epilepsy Awareness Course

As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs. We can access support and additional information from our local Early Years Team and Preschool Learning Alliance for both staff and parents.

We also make use of the local authorities Children First website to access information and e-learning modules such as CAF training

## **Further Information**

As a setting we are required to have a procedure for dealing with complaints. This is available to parents and can be accessed in the policy folder sent on your child's admission to preschool, or by asking at preschool.

