

Name of early year's provider/ setting: *St. Marys Pre-School Ltd, Yate*
Name of Person/ Job title: *Rachel Brooks and Liz Jardine – Company Owners*

The Setting

What type of setting is St. Mary's? *The setting is a full day care setting which operates from Monday – Friday term time only (South Gloucestershire's academic term dates). We are open from 09:00-15:00 for 38 weeks of the year (September – July). Places are available for children from 2-5 years. Sessions are for 3 hours and can be mixed from half days – mornings/ afternoons or full days. Each session has between 24-30 children in attendance, with 4/6 members of staff. The premise is an old school listed building and we have one main room with a smaller room and outside area. The children are integrated together, (this enables children to learn from each other through scaffolding behaviour and develop the understanding of how to care and nurture their peers, enabling the setting to foster a caring environment where every child matters). The setting has a nominated safeguarding officer and SENCO. The owners have overall responsibility of the whole setting. The building is owned by the local church and has a group of trustees that are responsible for the building.*

1.	Accessibility
	<ul style="list-style-type: none"> <i>How accessible is the building?</i> <i>Is the building wheel chair accessible?</i> <i>Does the organisation of the room take into consideration children's mobility/hearing/visibility?</i> <p><i>The building is situated in a small car park with two steps into the main entrance; there is wheelchair accessibility through the back entrance via a small ramp. There is a disabled parking space outside the main entrance door. There is a disabled toilet, with two further sets of toilets. The main room and outside area are accessed via a hallway and ramp. The building is accessed via a door bell system and then through two separate locked doors. There is limited storage for pushchairs/car seats/mobility aids in the main building. The main room is set up daily with consideration for mobility taken into account when putting equipment out. The main room is large with high ceilings and wooden floor, the smaller room has lino flooring and a lower roof. Play mats, cushions are used for comfort and relaxation. Children's equipment and resources are laid on the floor, tables or accessible from the children's toy trolley, which have visual aids printed on to them to identify the activity. There is one captain's chair and two difference sized pre-school chair's and table's. There is a small cornered off sleeping area, with sleeping mat and sleeping bags for children to access if they are tired or sleep during the day.</i></p>
2.	Inclusion
2.1	<p>What systems and strategies do we have in place to identify children have special educational needs (SEND)?</p> <ul style="list-style-type: none"> <i>How can parent carers raise any concerns they have with us?</i> <i>How do we raise any concerns with parents?</i> <i>How do we identify children with special educational needs?</i> <i>What SEN experience do staff in my setting have?</i> <i>What other agencies do we consult with?</i> <p>Children's progress is monitored continuously during their time at St. Mary's. Each</p>

	<p>child has their own learning story which includes narrative and visual observations of them during their time at pre-school along with information from home that parents provide, Through the observations and tracking information is gathered to track children's progress across the early year's foundation stage.</p> <p>In addition to observations, assessments are carried out through-out the year and 2 year old progress checks are made when a two year old attends pre-school.</p> <p>If any children are experiencing some difficulties or delays in their development, these findings are shared with the child's family and next step, planning, or appropriate action is then discussed. This may result in a child requiring specific areas of development to be designed to support this area of learning or it may result in other professionals being sought for help and support in a specific area. These steps are reviewed and monitored regularly to ensure progress is being made or further action can be sought to enable the child to achieve their potential.</p> <p>All children have parent progress meetings throughout their time at St Mary's as well as parents having access to the children's learning stories at all times. When parents have a concern, they can speak to their child's key worker or the owners at the nearest available time to discuss this concern and set actions if required. The setting has an open door policy where parents can come in when they want and there is always a member of staff who will be able to listen to your concerns and arrange a meeting. During parent progress meetings parents and practitioners alike can discuss each individual child's development and progress along with what the particular child's individual planning is and how it can be reinforced. If we have any concerns, we ask families to attend a meeting to discuss these concerns at the earliest convenient times. Targeted / specific planning has specific aims which are developed to be challenging yet achievable for the child, reviewed and altered with families as and when necessary. When appropriate other professionals may be sought, this could be a physio, speech therapist, occupational therapist, paediatrician, health visitor, social care or inclusion worker from the local authority with parental consent.</p> <p>The setting has a nominated senco, who supports all staff with setting targets, talking with parents and arranging meetings with other professionals as well as seeking any further training if required to support a child and its family.</p> <p>The staff and setting has experience of working with children with additional needs, which includes hearing, speech, mobility and visual disabilities along with children with autism, downs syndrome, cerebral palsy, epilepsy and children with rare health conditions. However, each child's needs vary intensely and more information may be sought to ensure the setting can support and provide the safety and care and learning resources necessary to ensure that the child can reach its potential.</p>
2.2	<p>How will our setting's staff support your child? How do we communicate effectively with all parents?</p> <ul style="list-style-type: none"> • <i>Who will oversee and plan the next steps in learning for the child?</i> • <i>Who will be working with your child and how often?</i> • <i>What will be their roles?</i> • <i>Who will explain this to parent carers?</i> <p>Each child has a key- worker, the child's key worker will oversee and plan next steps for each of their key children. The key worker work's their children every session along with the other children in the session. They key worker spends as much time as is possible working and playing with each of their children and updates the children's learning stories as and when time allows. As a team we discuss our key children together to ensure all staff are aware of what different children's learning targets are so all staff can help support each child in their learning. When a child has a specific learning need, the key worker may ask other staff for advice or the setting senco for ideas to help their child with their learning needs. The key worker is the parents main communicator, however the managers are available at most times to talk and discuss any concerns with parents and families.</p>
2.3	<p>How can I get help/support and be involved as a parent/family?</p>

	<ul style="list-style-type: none"> • <i>What if my child already has a diagnose?</i> • <i>How can I access additional support?</i> • <i>What if I don't agree?</i> <p>We ask for all our children to fill in information and “all about me” books before they begin, We offer families stay and play visits before their starting dates. If your child already has a known need/diagnose/health condition or delay, we will discuss this during your visits and stay and play to ensure the best support is available and that all other professionals involved with your child can pass on any relevant information on how to best support your child and what targeted learning needs your child may have.</p> <p>There are many organisations available that offer support to families and parents, one such organisation ‘supportive parents’ is run by volunteers who are parents that have been through the system, parents who have children with additional needs and have and hold a wealth of information about the processes as well as the benefits/funds that may be available to your child and family.</p> <p>All through the process of identifying if a child is experiencing problems or is delayed in any area, parents are fully informed and consent from parents is always sought before any other professionals can be spoken to, unless the child’s needs are a safeguarding concern when the best interest of the child must be the highest priority.</p> <p>All children develop at different times and in different areas, a child may be exceeding in one area and struggling in another, often spending a little bit more time in the area of concern, will result in a child catching up in their own time. By working together we hope to ensure all children have the best possible start to achieving their potential.</p>
2.4	<p>How will you know how your child is doing and how will we help you to support your child’s learning?</p> <ul style="list-style-type: none"> • <i>How do we know how well your child is doing?</i> • <i>What opportunities – additional to normal reporting arrangements – will we offer to discuss your child’s progress?</i> • <i>How will we inform you about the progress your child should be making</i> • <i>What opportunities will be available to have regular contact about things that have happened during your child’s day?</i> • <i>How we will explain to you how your child’s learning is planned and how they can help support this (what strategies do we put in place to enable you to support your child’s learning?)</i> • <i>What training or learning opportunities are available to you as parents/carer?</i> <p>If your child has SEND, you will have additional meetings to discuss your child’s progress, your child will likely have a specific learning target which should be reviewed approximately every six weeks, parents are always involved in the reviewing process. On top of this you can speak to your child’s key worker daily or the owners of the setting for additional updates. Working parents are also given the opportunity of phoning in if they are unable to meet up at a convenient time. We try to get all professionals involved in regular updates at a convenient time and place to parents.</p> <p>The local authority, national charities and organisations offer some more in-depth training in some circumstances. Any information or training that is available to our provision we will share and invite parents to if relevant.</p>
2.5	<p>What support will my/ our setting provide for your child’s overall wellbeing?</p> <ul style="list-style-type: none"> • <i>What emotional, personal and social support is available in our setting for children with SEND?</i> • <i>How does our setting manage the administration of medicines and providing personal care?</i> • <i>What funds are available?</i> • <i>What if my child needs 1:1 inclusive support?</i> • <i>How will our setting enable your child to share their views?</i> • <i>How will our setting support your child to do this?</i> <p>When children require medication to be admitted, this medication must be prescribed by a doctor for us to administer the medication. Training may be required to give certain medication to children. This is usually arranged from the parent to us or from a nurse from the community to come and train the setting to administer the medication.</p> <p>Any administered medication is recorded on a medication form. which is signed and dated</p>

	<p>at the time of administering. There is a separate area which is screened of for personal care and nappy changing. Depending on a child's needs and what funds are available to what inclusive support can be offered. Funding will be sought from the local authority whenever possible to enable the child to receive the target support they require to keep them safe, healthy, learning and developing. Each stage of this process will be discussed with parents. Each child is observed playing and through discussion with parents and spending time with each individual child, their views can be learned, when a child cannot verbally express their views the child's parent/carer/key worker will interpret the child's views in the best way they can. Every child's emotional, social and personal development is one of the EYFS areas of learning and development, the personal, social and emotional development is one of the 'three crucial areas for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relations and thrive (statutory framework for the early years foundation stage:DEFS:2012). By fostering an environment that works closely in ensuring that every child matters we focus on children's personal, social and emotional development as a priority.</p>
2.6	<p>What specialist services and expertise are available at or accessed by my/our setting?</p> <ul style="list-style-type: none"> • <i>Are there specialist staff working at our setting and what are their qualifications?</i> • <i>What other services does our setting access such as Speech and Language therapy, advisory teaching service, Educational Psychology, etc</i> <p>All staff are trained in early years care and education to at least a level 3 with one member of staff having a qualified teachers qualification and one having a degree in early years. The majority of staff are makaton trained to at least a level 2. Our setting can refer children to speech and language, educational psychologists, physiotherapists, occupational therapists and paediatricians along with health visitors, social workers and other professionals when relevant. We invite other professionals into the settings and have physiotherapists and speech therapists that have visited the setting regularly and are known to the children in our care.</p>
2.7	<p>What training/teaching to support children with SEND have we had or are receiving?</p> <ul style="list-style-type: none"> • <i>How do we access training in relation to children with SEN and disability?</i> <p>Most of the teaching and training that our provision has, has been through experience and working with families and children, along with staff attending specialist training. One staff member is the groups SENCO, who has attended training in physiotherapy, speech therapy, behaviour management, autism, writing IPP, managing the role of senco, supporting children's learning, social and emotional wellbeing, makaton, inclusion, English as an additional language, travellers and gypsies inclusion, children in care, children as carers, mental health, parenting capacity, children living with domestic violence, visual disabilities and a range of other training. The senco also attends regular network meetings along with the owner of the setting. Three members of staff have attended English as an additional langue and supporting ethnic minorities training. One member of staff has been on epilepsy training. One member of staff has attended autism training event. Most staff members have attended inclusion conferences. When a child attends our setting, we will actively pursue information and training to ensure that we can support and give the child the necessary tools to help them learn and develop and keep safe and healthy.</p>
2.8	<p>How will we include your child in activities outside the setting, including trips?</p> <ul style="list-style-type: none"> • <i>Will your child be able to access all of the activities in our setting and how will we assist him or her to do so?</i> • <i>How do we involve you in planning activities and trips? (where applicable)</i> • <i>How will we assess and plan for safe access to all activities?</i> <p>We have one captain's chair and chairs and tables of two differencing heights to support children mobility and stability. We place activities on different levels and adapt activities and resources so they can be accessible to all. Risk assessments are carried out daily and for different purposes. Some risk assessments have been specifically designed for children who have specific disabilities. We plan and design activities so that they can be alterned and adapted so suit individual</p>

	<p>children's stages and developmental needs. When going out a risk assessment will have been completed and carried out. For any other activity parents/carers may be invited to help and further support us to ensure all children are able to participate fully.</p>
3	English as an additional language.
	<ul style="list-style-type: none"> • <i>How does our setting communicate with parent carers whose first language is not English?</i> <p>We will do the best to our ability to communicate efficiently with all our parents. Where possible we will apply for an interpreter and apply to access communication which can be made available in different languages and dialects. This may be done through EMAS. Some children centres offer groups which specialize in getting people from ethnic minorities/cultures together and are able to provide support to ensure that communication is made as efficient as possible.</p>
4	How will my/our early years setting prepare and support your child to join the setting or to transfer to school or another setting?
	<ul style="list-style-type: none"> • <i>What preparation will there be for both our setting and your child before he or she joins the setting.</i> • <i>How will he or she be prepared by us to move onto the next stage?</i> • <i>What information will be provided by us to his or her new school?</i> • <i>How will we support a new school to prepare for your child?</i> <p>Before any child attends our setting, we invite parents and child to come for a visit and have a tour and information session and then once the place has been accepted and before the start date to attend some sessions. During the transition and settling in process we monitor children and offer them as much time with their key worker as required to help them with their settling in process. Each child is different and each settling in process can be unique to each child. The observations, assessment and learning stories that we carry out during the time your child attends our setting will be made available to their next setting with parental consent. We will invite the child's new setting/school to come in for a visit and if offered we will take the children to the new school for visits when achievable. We have meetings with all the schools that the children from our setting move on to before they start, where we discuss strategies that have worked to help and support children during their developmental stages.</p>
5	How are parents involved in the setting?
	<ul style="list-style-type: none"> • <i>Can I be involved in the setting?</i> <p>Parental involvement is paramount in helping children to learn and achieve and we value any parental participation. Parents can come into the setting for a stay and play, to help as a volunteer, or to run a circle time or activity. We ask parents if they would like to help when we go on outings, when we receive visitors, have parties or go on nature trails. We invite all families to an annual trip and have held coffee mornings and get to know sessions for parents. Parents are encouraged to be involved as much as they choose in their children's daily planning and development decision making.</p>
7	Who can you contact for further information?
	<ul style="list-style-type: none"> • <i>Who would be your first point of contact if you as the parent carer wanted to discuss something about your child?</i> • <i>Who else has a role in your child's education?</i> • <i>Who can you as the parent carer talk to if you are worried?</i> <p>Your first point of contact when discussing your child is your child's key worker or the managers. Your child's key worker will have more personal information regarding your child's development as they will know your child best. However, you can speak to any members of staff. All staff members have a role in your child's education and we share concerns and targets between our staff to ensure that all staff use continuity with each of the children.</p>
8	Where can you find our SEND policy?
	All policies are available to view in the setting

	Policies are also available on our website (waiting to be published)
9	What can you do if you are not happy?
	<p><i>Who can you contact if you have a concern or wish to make a complaint</i></p> <p>If you wish to make a complaint, at first you can speak to your child's key worker, or the managers. You can also speak to the local authority, Ofsted or first point. Please see how to make a complaint/complaints policy.</p>
10	How can parents/carers arrange a visit to my/our setting? What is involved?
	<ul style="list-style-type: none"> • <i>Where are our contact details made available?</i> • <i>When considering if you would like your child to have a place what should you do?</i> <p>If you are interested in taking a place at St. Marys Pre-School, Yate, Please contact Rachel or Liz on 07779570239/07970644328 or if you are passing our premises please ring the bell.</p> <p>We will invite you in for a tour and brief information session, you can come at any time but the best times are between 09:15-11:30 when a member of staff may be free to give you a tour.</p> <p>We will put your child's name on the waiting list and advise you of a time when we will next contact you regarding starting/ available sessions or setting a stay and play date.</p>
11	When was the above information updated?
	This information was updated on April 12 2015 and will be reviewed before April 10 2016