**Tring Stepping Stones Early Years Offer**

1. **Accessibility Arrangements**

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| Our setting is all on ground floor level, with a ramp down to our front door, the doors are all double to accommodate a wide wheelchair or buggy. Our outside space includes a level paved area, as well as a covered area/ porch, we do have access to a small grassed area which does have a slight slope. We have an accessible toilet which was installed in 2015 and we are fully equipped for nappy changing. The hall is set out so that children can access some of the resources independently, there are photograph and text labels on all drawers and boxes. Our activities are set out on a range of carpets, tables and storage trolleys which can be positioned to meet everyone’s needs. Sensory play is always available; sand, playdough, water and messy play as well as sound buttons, musical instruments, natural and holistic resources. Our book corner is laid out to be a very cosy, quiet, covered area with puppets and books displayed together. We have photos and symbol visual prompts and a time line available to support individual children with play and transitions through the morning. Sand timers are used as a visual prompt for turn-taking and transitions through the routine.We evaluate and audit our setting, routine, environment and resources regularly and we can adapt them on a daily basis to meet the needs of the children who are in pre-school. When we plan our outings we consider all the children in our care as we do with all activities. |

1. **How does your service cater for children and families with SEND**

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| We have a visit before your child’s first day so you can meet your child’s key person and we can find out about your child’s interests, favourite toys and activities as well as their stage of development to help us to make their start at pre-school a positive one. If you have any concerns about your child you can share them with our staff during the visit. We invite all new starters to our messy play sessions to help familiarise the setting and staff and we are happy to arrange extra visits if you would like more. We work to build positive and nurturing relationships with all our key children so we can plan activities we know they enjoy and follow their interests so we can support and review their development and progress using the Early Years Foundation Stage Framework. We aim to identify any specific needs through our observations and respond to those needs together with parents using an assess, plan, do and review approach.If your child has an identified need please do contact us before your child starts so we can ensure that everything is in place for them (e.g. special equipment, staff training and accessibility to activities). We will work closely with you and other professionals such as health visitors, speech and language therapists, physiotherapists, paediatricians, educational psychologists as well as shared care settings, childminders and nurseries, to ensure that your child is happy and is given appropriate support to enable them to reach their full potential during their time at pre-school.We have experience in attending formal meetings with other professionals and team around the child and family meetings, we will make sure that staff are available to attend and or necessary reports are prepared. |

1. **How will staff support my child's needs**

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| All our parents are welcome to chat to their child’s key person informally at the setting or if you prefer contact us by email. We compile a learning journal for every child in the setting which includes photographs, our written observations and artwork. In the journal we write a termly ‘Unique Child Summary’ which gives you a short report of what your child has been enjoying and achieving over the past term and a ‘What next?’ which is what we plan to focus on in order to support your child to develop to the next stage. This will give you an opportunity to see what your child is doing at pre-school, it is also a lovely keepsake for you as they grow up. By spending time getting to know all the children in our setting and observing how they play, assessing their stage of development and what their interests are we are able to plan activities to support their development. We then extend and change the activities to help children reach their next stage of development, or simply change to meet their changing interests and favourite things to ensure they remain engaged. We have created activities, story sacks, posters and topics for specific. We do try to update our resources regularly we have purchased smaller ride-ons and adapted our easels to meet the needs of our 2-year-olds. Some dual-language books have been purchased for children to share stories at home and at pre-school and we are always pleased to hear of new favourite songs and stories so we can share them at pre-school too. We have star moments post-its so parents can share achievements children have made at home so we can celebrate them at pre-school e.g., sleeping in their own bed, singing a new song, completing a jigsaw or helping with a job at home.We have good relationships with all local schools and invite them in to pre-school as well as meeting with them before each group of children move on to nursery in order to pass on information and learning journals. We have also attended Team Around the Child transition meetings for individual children. |

1. **Staff training experience**

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| All our staff are parents, have years of experience in child care and regularly attend training and access on-line courses to update and develop their knowledge. Our regular staff include a Qualified Early Years Teacher, 2 Staff with a Level 3 Qualification, 1 member of staff due to shortly complete a Level 3 qualification and 1 staff member due to commence -Level 3 training. Staff do have experience of supporting children with different needs. We do have two members of staff who are trained SENCos, Lucy Brittain and Nicola Poulton. Staff have willingly undergone specialist training to meet the needs of individual children. Our pre-school has purchased the Wellcomm Pack and attended relevant training with local Speech and Language Therapists so we can use the pack to support children with their speech and language. Staff have used the pack to assess and identify areas children need a little extra support in and then used the pack with parents to plan strategies and fun activities to do with the children at home and pre-school. Many children have made good progress. We always have good child:adult ratios at pre-school and have regularly met the needs for 1:1 where children need the extra support. |