

Introduction

Woodlands Pre-school is a friendly, welcoming provision, forming part of Ruishton C of E Primary School, Taunton.

We offer sessions of child care for families of children from 2 to 4 years 10 months. At our pre-school we aim to enhance the development and education of each individual child through play. We aim to provide a safe and stimulating pre-school environment and to work within the EYFS framework, which ensures equality of opportunity for all children and families.

How will Woodlands Pre-School help my child settle in?

You and your child will be invited to a 'stay and play' session. During this visit you will get to meet your child's key person and together you will complete a registration and pre-school entry form. This enables us to gather as much information about your child's interests and needs, to help ensure their transition into pre-school is a positive, happy experience. It also gives you the opportunity to discuss any worries or concerns you may have regarding your child's development.

We encourage parents to stay during the first couple of sessions with their child, leaving them for more prolonged periods of time until they are settled.

If parents let us know of a child's needs before they start, we can arrange a planning meeting.

Who do I contact or speak to if I have concerns about my child?

If you have any worries or concerns about your child's development, you could speak to your child's key person, the Early Years Teacher or the Supervisor. All members of staff are involved with your child's care, well-being and development, so it's with whom you feel most comfortable talking.

What training do the staff have in supporting children?

At Woodlands Pre-School, staff are actively encouraged

by the Early Years Teacher and Ruishton school to attend courses and workshops to extend and update their skills.

All members of staff are either at least NVQ level 3 qualified in childcare or working towards the qualification, and have an extensive knowledge of the EYFS.

We use signing, photos/symbols and visual timetables to help support all our children, especially those with speech and language difficulties, and a self-registration system to help children feel a sense of belonging.

Our named SENDCo, Hayley Allen (w.e.f. 25.2.2019 Hayley will be replaced by Emily Wright), has experience in working closely with children who have additional needs and has attended a two day course. Training is ongoing.

Regular staff meetings are held to discuss long and short term future plans, such as topics, themes and activities, based around the children's interests and needs.

How do the setting know if children need extra help?

Staff continually monitor their key children through observing them during play and planned activities. Staff also complete a pre-school entry, 2 year check, observations throughout the year and continuous learning journeys to ensure that the children are progressing in all of the areas of learning throughout their time with us. In addition to this an ECAT (every child is a talker) is completed with those children who we feel may need extra support with their speech, language and communication.

How will the early year's practitioners support my child?

If we identify that your child is not making expected progress in one or more of the areas of learning, the key person and/or named SENCo will meet with you to talk about their specific needs and we will work together with you, to put a support/care plan in place with appropriate outcomes for your child. We

continually review these outcomes with you, and if we still have concerns that these outcomes are not being met, we will, with your consent, contact the area SENCo for general support and advice.

If your child has medical needs, we would do a medical care plan and any training needed for staff would be arranged prior to your child's start date if appropriate.

Involving specialist services and expertise.

We will liaise with the relevant professionals if needed. This may involve the area SENDCo, speech and language and occupational therapists, physiotherapists, health visitors, psychologists, social workers, paediatricians, portage workers and other settings to ensure that we continue to meet your child's specific, individual needs.

How will I know what my child is doing?

We liaise with parents regularly. Every family is given a home contact/communication book. This is written in by practitioners so that you can get feedback from the session. It also enables parents to let us know what their child has done during the weekend / days out, achievements etc. All children have an online learning journal on Tapestry, which can be accessed by parents and carers to see what your child has been learning. We hold parent evenings during the year and will always make time to talk to parents about their child's development and progress; this may be through planned meetings or informal chats.

How accessible are the premises?

We, at Woodlands, encourage children to develop their self-help skills and independence. We have low level sinks and toilets (including a disabled toilet/bathroom) to help progress with personal hygiene. Our pre-school room has plenty of space in-between tables to allow free movement for wheelchair users. We have low-level shelves so that children can select toys and activities of interest. A care plan and/or risk assessment, will be put into place before your child's start date, so that your child's educational

and medical needs are met and catered for. We have wheelchair access to the pre-school building and garden and there is disabled parking in the school staff carpark.

How will my child be included in trips and visits?

Parental permission will be sought at registration for children to be taken out of the pre-school premises on group walks to the local park or around the village along tarmac footpaths.

We are very fortunate to have regular trips to Huish Woods, and walks around the village, visiting the local amenities, such as the hairdressers, library, park and church, to help children learn about their environment and people who help us.

A risk assessment of the journey and destination will be carried out which will help to assess its suitability and maintain the safety of the children and adults. General provisions of the destination will also be carried out so preparations can be made with reference to appropriate clothing.

Children will be prepared for these visits by using visual timetables and photos to help explain what is going to happen when we are on our outing. Arrangements will be put into place so that all children will be included on our trips/walks.

What support will there be for my child's overall well-being? We, at Woodlands, pride ourselves on ensuring that the children receive continuity of care to help them feel settled, safe and welcome during their time with us.

We work closely with parents, holding regular parent evenings to discuss their children's development and to look through their child's learning journey, discussing next steps so that parents can be involved with their child's learning.

We provide a quiet area in the pre-school room, where the children can sit looking at a book, to rest if they need

some peace and quiet, or an area to go to if they need to calm down. We have sensory toys to help aid with this, and staff have been trained to give children calming strategies to help ease their frustration or anger.

We encourage children to talk about their feelings and thoughts and for those who are unable to verbalise how they feel, we use emotion photos, pictures, stories and props to help them understand, and manage their feelings and behaviour.

How will my child be prepared and supported with transitions such as starting school? The children have planned visits to their school leading up to their start at school.

If attending Ruishton Primary school, a member of staff from the pre-school takes a small group to the reception class for half hour visits, where they will stay with them whilst they play, to help them feel settled.

If we feel a child would benefit greatly from going to the class with a member of staff on a 1-1 basis, then this will be arranged with the teacher.

If your child is attending a different primary school, the reception teacher will usually visit your child at Woodlands and talk to your child's key person. This is very beneficial to both the reception teacher and the child. We discuss the children's development and individual needs with the teacher (of whatever school the child is attending) so that we can ensure a smooth transition. A school entry plan will be devised where required. You can visit www.alfredthemouse.co.uk to see your child's new reception class in pictures.

A booklet with photos of the teacher and their classroom may be used, and this could be taken home so that parents can be involved.

Our SEND Offer



Ruishton CE Primary School
Newlands Road,

Ruishton
Taunton
Somerset
TA3 5JZ

Tel: 01823 444 302

Email: Woodlandsadmin@ruishton.oak.education

You could call or email to arrange a visit.

We'd love to see you!

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