

Jellytots Playgroup



Charity Number 1037770

Brook Field School, Cartwright Drive, Shaw, Swindon SN5 5SB

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www.jellytotsplaygroup.org.uk

SEND LOCAL OFFER

Manager - Jan John SENCO - Chris Hunt

Jellytots aims are to;

- provide high quality care and education for children primarily below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of its local community; and
- Offer children and their parents a service which promotes equality and values diversity.

As a member of Jellytots Playgroup, your child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our high ratio of adults to children;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure your child makes satisfying progress;
- is in a playgroup which sees you as a partner in helping your child to learn and develop; and
- Is in a playgroup in which parents help to shape the service it offers.

The service offered by Jellytots Playgroup.

- The playgroup is open 38 weeks per year.
- The playgroup is open during school term times.
- We are closed during statutory school holidays.
- We are open 5 days each week, between 8.45am and 11.45am and between 12.30pm and 3.30pm.
- We provide care and education for young children between the ages of 3 and 4/5.

Access Criteria

It is our intention to make our playgroup accessible to children and families from all sections of the local community.

We aim to ensure that all sections of our community have access to the playgroup through open, fair and clearly communicated procedures.

In order to achieve this aim, we operate the following admissions policy.

- We ensure that the existence of the playgroup is widely advertised in places accessible to all sections of the community.
- We ensure that information about our playgroup is accessible - in written and spoken form - and, where appropriate, in different languages. Where necessary, we will try to provide information in Braille, or through signing or an interpreter.
- Receipt of registration form will not guarantee you a place with Jellytots. Upon registration you will receive an email or letter to confirm whether you have a definite place or whether you are currently on our waiting list.
- Our waiting list is arranged in date order (for each school year), from when we receive the registration form, not the age of the child.
- We do not accept referrals, we have a waiting list system.
- We will make every effort to contact the parent of a child on the waiting list. After a number of attempts we will move on to the next child on the waiting list. It is the parent's responsibility to update us on any changes to contact details.
- We describe our playgroup and its practices in terms which make it clear that it welcomes fathers and mothers, other relations and other carers, including childminders.
- We describe our playgroup and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We describe our playgroup and its practices in terms of how it enables children with disabilities to take part in the life of the playgroup.
- We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- We make our equal opportunities policy widely known.
- We consult with families about the opening times of the playgroup to avoid excluding anyone.
- We consider parents preferences when offering children's sessions. We prefer to offer children a minimum of 2 sessions to gain more information on their progress, however in certain circumstances i.e. a child has no other placement then we will take them for one session only.
- We reserve the right to offer a child's place to someone on our waiting list if the child is absent for 1 month or more without prior arrangement being made. The child's place will then be forfeited; this will apply to both funded and non-funded children.

Fees

All children are eligible for nursery funding for up to 15 hours a week, with approved providers, from the term after their third birthday.

Identifying children with SEN

- We have regard for the DfES Special Educational Needs Code of Practice.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- Each child has a key person. Their role is to help ensure that your child's care is tailored to meet their individual needs. They will help them to become familiar with the setting and build a thoughtful relationship with them, working in partnership with parents/carers.
- Jellytots keeps a record of achievement in the form of observations for each child, staff and parents working together on their children's learning are one of the ways in which Jellytots Playgroup and parents work in partnership. Your child's record of achievement at the setting and at home with an achievement diary can be shared during Parent interviews. This helps us to celebrate together his/her learning journey and to work together to provide what your child needs for his/her well-being and to make progress.
- We monitor and review our practice and provision and, if necessary, make adjustments.

How parents take part in the playgroup

Jellytots Playgroup recognises parents as the first and most important educators of their children. All of the staff see themselves as co-workers with you in providing care and education for your child, welcoming any communication regarding all aspects of the Playgroup. Although we do not ask for parents to help during the sessions, there are many ways in which parents take part in making the playgroup a welcoming and stimulating place for children and parents, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff and sharing information by recording in their child's Achievement Diary at home.
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the playgroup;
- taking part in events and informal discussions
- joining in community activities in which the playgroup takes part;
- building friendships with other parents in the playgroup; and
- taking part in Parent/Volunteer Helper sessions and 'Happy Hour' which gives parents the opportunity to come and play with their children in the setting.

Adaptations to the Curriculum

- **Chris Hunt** is our Special Educational Needs Co-coordinator (SENCO), we introduce her to our parents/carers. She attends regular SEN Network Meetings and any relevant training requirements. Chris has been our SEN for the past 15 years and is very knowledgeable.
- All staff have qualifications in Early Years Care and Education and take part in further training to help keep them up to date.
- We provide a statement showing how we provide for children with SEN/disabilities. However due to the size of our mobile, wheelchair users would find it difficult to fully access our provision due to lack of space and no disabled/changing facilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity,
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided. We have an Intimate Care Policy.
- We provide in-house training for practitioners and volunteers.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We have an inclusive complaints procedure with regard any concerns about the provision in respect of SEN (see our Complaints Procedure).
- We monitor and review our policy annually.

