

Testimonials from parents

“Very welcoming, felt at ease with all the Pre-school teachers”

“I loved the stimulating, nurturing and wonderfully caring environment”

“Experienced, friendly staff always very welcoming”

“Such a lovely friendly Pre-school”

“I would definitely recommend the Pre-school”

“Large child friendly areas, easy to access”

“Both my children have had a very happy time whilst at Pre-school”

Our Aim

This brochure is part of our operational plan and includes our policies and procedures.

The Pre-school welcomes all children regardless of their culture, ethnicity, gender or additional needs. Children are encouraged to participate and experience a range of play-based activities within a Christian environment. In so doing our curriculum provides opportunities for children to enjoy learning, grow in confidence and to progress towards early learning goals, as detailed in the Early Years Foundation Stage framework, in a happy, caring and stimulating environment.

Through play, conversation and interaction with adults and peers, the children will be motivated to learn and develop skills that will allow for a smooth and confident transition to school.

Our policies and procedures are outlined using, as headings, the outcomes for children that are set out in the Children Act 2004.

1. ORGANISATION

1.1 Whetstone Baptist Church

The Pre-school is part of the work of the Whetstone Baptist Church and is a registered Ofsted sessional day care provider (Ofsted Registration No: 226504). Last Ofsted inspection 11 April 2018 – Graded GOOD. It is ultimately subject to the supervision and control of the Church Members which delegates day-to-day responsibility to a Management Committee. This comprises:

Mr John Denney – Chairperson

Mrs Sarah Bywater – Church Secretary

Mrs Fiona Bedford – Management Committee Member

Mrs Lisa Cleaver – Pre-school Leader

Mrs Jane Phillips – Deputy Pre-school Leader

Our telephone number, if you need to contact us is 0116 2863145 and the email address is playgroup@wbconline.org.uk.

1.2 Our Staff

The Pre-school has a permanent team of nine, most of who work on a part-time basis albeit that each will work regular sessions to ensure continuity for the children. Our staff are:

Lisa Cleaver (NVQ3, Level 5 Foundation degree) – Pre-school Leader

Jane Phillips (QCF Level 3 Diploma) – Deputy Pre-school Leader

Sally Harris (NVQ3, Level 4 Advanced Practitioner) – Tapestry Lead

Laura Lodge (Level 3 Early years practitioner)

Emily Bevans (Child Studies BA Honours) – Senco

Letasha Judge (NVQ3, working towards Level 4 Advanced Practitioner) - Senco

Joanne Holt (NVQ3)

Sarah Jenney (Working towards level 3)

Jane Warren (NNEB)

1.3 Procedures for Appointing New Staff

Staff are appointed using the Leicester, Leicestershire & Rutland Safeguarding Children Board (llrscb) Procedures Manual, Section 3.8 "Safer Recruitment, Selection & Supervision of staff" after having been assessed for their suitability, experience, and qualifications. All members of staff have been checked by the Disclosure and Barring Service (DBS) and issued with an Enhanced Disclosure certificate. Procedures are in place within the appraise system and return to work interview, e.g. following long term sick, to ensure their ongoing suitability. Any volunteers/students helping on a regular basis will have their DBS certificate checked to ensure that it is up to date. In the event of staff being absent these volunteers may be called upon. Any person in the setting who has not been checked or is awaiting clearance from the DBS will not be left alone with the children or be asked to take children to the toilet.

1.4 Training

All staff undertake induction training, which includes, amongst others, the Health & Safety, Safeguarding Children and Confidentiality policies. The training and development needs of staff are regularly assessed. Staff attend on the job training and external courses which adds to their ability to recognise and support the children's needs. This ensures that the children's learning experience continually improves.

All staff have basic Makaton training (simplified sign language), with one member having a broader knowledge. All staff attend training to comply with the current requirements in the Safeguarding of Children and First Aid. All staff work with the EYFS (Early Years Foundation Stage) and sign to say that they have read, understood and agree to work with the settings policies and procedures.

1.5 Admissions

The Pre-school is open to all children aged two until they start full-time education.

1.6 Sessions

Monday: 9.00am – 12.00 pm 12.00 pm – 3.00 pm or 9.00 am – 3.00 pm

Tuesday: 9.00am – 12.00 pm 12.00 pm – 3.00 pm or 9.00 am – 3.00 pm

Wednesday: 9.00am – 12.00 pm 12.00 pm – 3.00 pm or 9.00 am – 3.00 pm

Thursday: 9.00am – 12.00 pm 12.00 pm – 3.00 pm or 9.00 am – 3.00 pm

Friday: 9.00am – 12.00 pm 12.00 pm – 3.00 pm or 9.00 am – 3.00 pm

1.6 Sessions (Contd)

Each session consists of self-registration, a short prayer, supervised free play, adult-led and child-initiated activities, creative activities, quiet time and physical exercise. During the session a 'snack bar' is run where children can help themselves to milk or water and a healthy snack, encouraging them to socialise and be independent. Should a child have specific dietary requirements these will be discussed with the child's parent/carer and all staff will be made aware. Drinking water is available at all times. In line with local schools, we ask that the children's packed lunches should be well balanced and should NOT include sweets, chocolate, fizzy drinks or any nut product. The lunch box should be named and preferably insulated. Please note that we cannot store these in refrigerated conditions. We would also stress that grapes need to be cut in half length ways, this is advised by Paediatric First Aid trainers as children have been known to choke on whole grapes.

1.7 Premises and Equipment

The Pre-school has the use of all the facilities provided in the church hall rooms. This includes the toilets, kitchen and office; although much of the activity takes place in the church hall and two adjoining rooms which conform to the appropriate safety standards for under five-year olds. There is also a secure outside garden area adjacent to the building. There are at least 5 members of staff at each session supervising up to 30 children (the required adult:child ratio being 2-3yrs 1:4 and 3-4 yrs 1:8). Since the church hall rooms are used by others, it is necessary to set out the equipment before the start of the session and pack it away at the end.

The premises and the equipment used are continually reviewed to ensure that it is safe for use by the children and staff alike and that it remains suitable for encouraging learning at all stages of development and a thorough Risk Assessment is undertaken annually.

A list of new toys is made so there are always on-going items we are looking for.

1.8 Fees

The cost of £13.00 per session will be invoiced monthly. Regrettably, we will still need to charge for absent children since the expenses incurred by the Pre-school remain the same. Payment can be made by Bank Transfer, cash, cheque, or childcare vouchers issued by employers.

Free Early Educational Entitlement funding (FEEE) for up to 15 hours a week (maximum 38 weeks or 570 hrs per year) is currently available from Leicestershire County Council, from the term after a child's third birthday. If you are eligible for the extended entitlement this equates to a maximum of 30 hours per week (maximum of 1140 hours per year). Parents will have to apply directly to County Hall to confirm eligibility for the 30 hours. A 'Parents Statement of Undertaking' will require completing and a copy of the child's birth certificate will be needed, as both are a requirement of the funding. Should funded children attend more than 15 hours a week, the charge for any additional session/s will be at the same rate of £13.00 per session (for those that do not have access to the 30 hours funding).

1.8 Fees (Contd)

When a child is absent due to illness, holidays, or medical appointments we need to be informed by letter, or our 'non-attendance log sheet' completed, as proof of absence. Non-authorised absences include shopping, swimming lessons, visiting relatives or failure to get up on time. Should evidence not be available to show good cause for non-attendance or should a child's attendance be sporadic or consistently lower than the FEEE time claimed for, funding may be reclaimed by Leicestershire County Council. We would, therefore, have to re-negotiate the 'Parents Statement of Undertaking' to reduce the hours claimed to realistically reflect those required by the parent/carer.

If a child should move settings during the term the funding will be transferred to the new provider. Funding can also be shared between 2 settings.

There is also funding available for some 2 year olds. For further information go on to: www.leics.gov.uk/educationandchildren/earlyyearsandchildcare/freeearlyeducation

Why should I use FEEE?

When your child attends an early years setting, they will follow the Early Years Foundation Stage, which is a play-based curriculum. Children will learn how to develop their social, physical, speaking, listening, reading and writing skills and will learn through mathematical and creative activities. Access to high quality education and childcare can give your child the best possible start and prepares them for starting school. Your setting will create a 'Learning Journey' detailing your child's progress and achievements, this will be shared with you throughout their time at the setting it will also aid their transition into school.

Restrictions on accessing the funding.

- You cannot take more than 10 hours in any one day
- You cannot use it less than 2.5 hours in any one day
- You cannot access your 15 hours between 7.00am and 7.00pm
- You can spread your 15 hours between a maximum of 2 providers
- Your child must be in attendance for all of the funded time claimed for by your early year's provider, unless there is a valid reason such as illness or holiday

Do I need to pay anything upfront?

No, your FEEE hours are totally free. If you use more than your 15 hours, then we will charge you at our going rate. Funding does not cover lunches; you will have to provide this yourselves.

Can I access the FEEE in the holiday periods?

1.8 Fees (cont'd)

If you do not wish to take up all of your 570 hours during term time, you may be able to utilise some of your hours during the holidays – this is called a stretched offer.

Unfortunately, we are a term time only setting so you would have to access this elsewhere.

Is there additional support if my child has Special Educational Needs or Disabilities (SEND)?

If your child has SEND and attends Sketchley Hill, Wigston Menphys Centre or Beacon Academy you may be able to access up to an extra 6 hours of FEEE per week.

For information on school admissions please visit:-

www.leics.gov.uk/admissions

1.9 The Early Years Pupil Premium (EYPP)

From April 2015, nurseries, schools, childminders, and other childcare providers have been able to claim extra funding through the Early Years Pupil Premium to support children's development, learning and care.

The Early Years Pupil Premium provides an extra 53 pence per hour for three and four-year-old children whose parents are in receipt of certain benefits or who were formerly in local authority care but who left care because they were adopted or were subject to a special guardianship or child arrangement order. This means an extra £302 a year for each child taking up the full 570 hours funded entitlement to early education. This additional money could make a significant difference to us.

We can use the extra funding in any way we choose to improve the quality of the early years education that we provide for your child. This could include, for example, additional training for our staff on early language, investing in partnership working with our colleagues in the area to further our expertise or supporting our staff in working on specialised areas such as speech and language. Therefore, we encourage all parents to see if they are eligible for this extra funding.

1.10 Clothing

The Pre-school does provide overalls for messy play activities, but accidents can still happen. We therefore advise that children are not sent in their best clothes. We would also ask that all clothing such as, coats, cardigans, jumpers, and wellington boots are '**named**' to assist us in encouraging the children's independence. Should a child be in nappies/pull-ups spare ones must be supplied together with a change of clothes. These should also be in a '**named**' bag.

1.11 Partnership with Parents

We endeavour to work with parents to develop a trusting and mutually supportive partnership by, exchanging information, knowledge, and expertise, to benefit their child's development and progress. This is undertaken by: -

- Giving all parents an opportunity to visit the setting prior to their child attending Pre-school, where information can be exchanged, and any questions asked
- Ensuring all parents are included, which may mean adopting different strategies for involving Fathers, or parents who work or live apart from their children.
- Consult with parents to find out what works best for them.
- Ensure ongoing dialogue with the parents to improve our knowledge of the needs for their children and to support the families.
- We inform the parents on how the setting is run and its policies, which are available to them in the Welcome Book.
- We inform parents of their child's progress on a regular basis, by operating a key person system and arranging 'stay and plays' and producing newsletters. We also have an open-door policy.
- Parents can request access to their child's records at any time and/or an appointment can be made (if it is not immediately convenient) to discuss any relevant issues with a member of staff or the child's Key person. Staff are committed to maintaining privacy and confidentiality.
- We provide information about opportunities for parents to be involved in the setting for example – reading to the children on world book day.
- We welcome the contributions of parents; in whatever form this may take.

1.12 Hardship

Whetstone Baptist Church is concerned for the welfare of the children and families associated with the Pre-school. Any parent or carer experiencing financial or other hardship which might affect the ability of their child(ren) to participate in Pre-school activities is invited to speak, in confidence, to the Pre-school Leader in the first instance.

1.13 Confidentiality

We aim to ensure that all parents/carers can share their information in the confidence that it will only be used to enhance the welfare of their child. We, therefore, respect confidentiality in the following ways:

- Parents have access to files and records of their own child but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes the importance of maintaining confidentiality.

1.13 Confidentiality (Contd)

- Any confidential concerns/evidence relating to a child's personal safety are kept in a secure file and are shared with as few people as possible on a "need to know" basis, this will include parents, following a written request, unless the disclosure of the information to them could cause harm either to the child or to any other individual.
- Personal information about children, families and staff is kept securely, in a lockable file whilst remaining as accessible as possible.

1.14 Data Protection Policy

In order for us to provide a quality early years childcare service and comply with legislation, we need to request information from parents about their child and family. Some of this will be personal data and some may be classed as special category data. We will process any personal data according to the seven principles below:

- We must have lawful reason for collecting personal data and be clear on what we are collecting and why.
- We will only use the data for the reason it is initially obtained. This means that we won't use a person's data inappropriately or to market a product or service to them that is unconnected to the reasons for which they shared the data with us in the first place, unless required to do so by law.
- We won't collect any more data than is necessary, we will only collect what we need to provide appropriate childcare services and abide by relevant laws.
- We will ensure that the data is accurate and ask parents to check annually and confirm that the data we hold is correct.
- We won't keep any data longer than needed. We will only keep it for as long as we need in compliance with the relevant laws.
- We will protect personal data. It will be stored securely.
- We are responsible for the data and this means we will be able to show how we are complying with the law.

We are registered with the Information Commissioner's Office, this is the UK's independent authority set to uphold information rights in the public interest, promoting openness by public bodies and data privacy for individuals.

We expect parents to keep private and confidential any sensitive information they may accidentally learn about our families, setting or other children and families attending the setting, unless it is a child protection issue.

We are required to ask parents for personal data on themselves and their children in order to provide the best service and comply with the statutory framework for the Early Years Foundation Stage, Ofsted, Department for Education, and my local authority.

Individual rights

The GDPR provides the following rights for individuals:

1.14 Data Protection Policy (Contd)

- The right to be informed
- The right of access
- The right to rectification
- The right to erase
- The right to restrict processing
- The right to data portability
- The right to object
- Rights in relation to automated decision making and profiling

Storage

We will keep all paper-based records about children and their families securely locked away in filing cabinets and the key will be stored safely. All files on our computer or kindle will be deleted after the child has left our setting (Tapestry). All kindles with information on them are kept in a locked cabinet and the keys kept safely.

Information Sharing and authorised disclosures:

We are expected to share information with other childcare providers if a child attends another setting. We are also required to share information with the Leicestershire County Council in regard to childcare and early years entitlements. In some cases, we may need to share information without the parent's consent, these are strictly limited to:

- Child's data disclosed to authorised recipients of a child's health, safety and welfare.
- Child's data disclosed to authorised recipients related to education and administration necessary for the Pre-school to perform its statutory duties and obligations.
- Child data disclosed to parents in respect of the child's progress, achievements, attitude and behaviour whilst at Pre-school.
- Staff data disclosed to relevant authorities in respect of payroll and administrative matters.
- Should a safeguarding issue/concern arise, both pupil and personal data will be shared as detailed in the Safeguarding Children Policy. The Pre-school will not disclose anything on pupils' records which would be likely to cause serious harm to their physical or mental health.

Ofsted may require access to our records at any time.

Record Keeping

We record all accidents on accident report sheets which are then kept in the child's private file. We record all significant incidents in an incident book, and we will share these with parents so that together we can work to resolve any issues.

1.4 Data Protection Policy (cont'd)

We will only share information without prior permission if it's in the child's best interest to do so eg: medical emergency, safeguarding a child.

Safe Disposal of Data

We are required by law to keep some data for some time after a child has left the setting. This is disposed of with a crosscut shredder when the set time has ended. Data will NOT be kept longer than necessary, in accordance with protection guidelines.

A deliberate breach of this Data Protection Policy will be treated as a disciplinary matter and serious breaches could lead to dismissal.

1.15 Complaints

In the first instance complaints of any nature should be addressed to the Pre-members of staff available at the beginning and end of each session to answer any questions or queries. In the event that this cannot be resolved informally, then the complaints should be addressed to the Management Committee, who can be contacted via the Church Office on 0116 2863245 or at 2 King Street, Whetstone, Leicester, LE8 6LS. Appropriate and prompt action will be taken, and the complaints will be notified of the outcome within 28 days.

Should the complaint include an allegation of abuse by a member of staff, this would then be referred to immediately to the Management Committee (see Safeguarding Children Policy).

If any issue cannot be resolved you should phone Ofsted on: 0300 123 1231 or write to: Ofsted, National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD.

1.16 Anti-bullying and Harassment Policy

Bullying and harassment in any form, is considered unacceptable by Whetstone Baptist Church Pre-school. We define this as the deliberate repeated harassment of others through emotional, physical, psychological, cyber, or verbal abuse. This relates to instances involving children, staff, or parents/carers. Any behaviour that is considered to amount to bullying or harassment will be recorded and addressed with the individual concerned. Every individual member of staff has the right to be treated fairly and with dignity and respect. Harassment occurs when someone engages in unwanted conduct which has the purpose or effect of violating someone else's

1.16 Anti-bullying and Harassment Policy (Contd)

dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It is not the intention of the perpetrator which defines whether a particular type of conduct is harassment but the effect it has on the recipient.

In the case of a child, this will be within the framework and procedures of the Pre-school's Positive Behaviour Management Policy.

Allegations of bullying or harassment involving members of staff will be dealt with through the complaints procedure as outlined in the WBC Welcome Booklet.

Repeated instances of behaviour that amount to bullying or harassment of staff by the users of the Pre-school services will result in the family being excluded from the Preschool.

Aims

- To promote the good health of the children in our care, in line with the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and, also to promote good and healthy relationships between staff and parents/carers.
- To provide a supportive, caring, and safe environment for all without the fear of being bullied or harassed.

Procedures for Pre-school children

Prevent bullying behaviour.

Pre-school staff will promote an anti-bullying ethos, and supportive environment, in the following ways:

- Encouraging caring and nurturing behaviour.
- Playing and working for a caring and co-operative ethos.
- Discussing friendships and encouraging paired, group and team play.
- Encouraging children to report bullying without fear.
- Staff will discuss the issues surrounding bullying and harassment, including why bullying behaviour will not be tolerated.
- Staff will discuss the consequences of bullying behaviour.

Responding to bullying behaviour

Whetstone Baptist Church Pre-school acknowledges that despite all efforts to prevent it, bullying behaviour can occur on occasion. Should such incidences occur, the staff will respond by showing the children who have been bullied that we are able to listen to their concerns and act upon them.

1.16 Anti-bullying and Harassment Policy (Contd)

Procedures for Pre-school Staff and Parents/Carers

- We address incidents concerning staff members and parents/carers thoroughly and sensitively.

In some cases, it may be possible to sort out the matter informally. At times adults are not aware that their behaviour is unwelcome, and an informal discussion can lead to greater understanding and an agreement that the behaviour will cease.

If the matter is unresolved following an informal approach, the employee should make a formal complaint without unreasonable delay. This should be to the Pre-school Manager or the Pre-school Management Committee. They are responsible for ensuring that any such complaint is investigated promptly and confidentially, and that any necessary formal action is initiated. They will ensure that the result of the investigation is fed back to the complainant.

After investigating the complaint, the Management Committee may decide to do one or more of the following:

- Counselling, conciliation, or mediation.
- Take disciplinary action against the bully/harasser in accordance with Whetstone Baptist church Pre-school's disciplinary procedure.
- Take some other action as appropriate to the outcome of the investigation.

2. HELPING CHILDREN TO BE HEALTHY

2.1 Health and Safety

We ask parents to keep an unwell child at home – particularly if the child has a temperature. **Please note we cannot administer calpol or any children’s pain killers unless prescribed by a Doctor.** Therefore, the medicine MUST have a prescription label on it. If a child has suffered from sickness and/or diarrhoea **48 hours** must elapse before returning to Pre-school. A letter confirming a child’s absence is required and a telephone call advising us that a child is away is helpful. Every effort will be made to contact a parent/carer if a child falls ill whilst at Pre-school.

It is also important if you let us know if your child has contracted an infectious disease, such as chicken pox or measles. We are required to advise Ofsted and RIDDOR (Reporting of Injuries, Diseases & Dangerous Occurrence Regulations 1995) of any cases of notifiable infectious diseases as listed under the Public Health (Infectious Diseases) Regulations 1988.

Reporting of ‘notifiable diseases or infections’

- If a child or adult is diagnosed as suffering from a notifiable disease/infection, the setting will inform Ofsted and act on any advice given by the Health Protection Agency.
- We can take the child’s temperature with a non-intrusive thermometer for the forehead, to ensure the child’s wellbeing, but if it shows that the child does have a temperature the child will have to go home.

Where necessary, we are willing to discuss the specific medicinal needs of a child and are willing to administer medicines subject to written consent by their Doctor and, where necessary, we will give appropriate staff training. We also ask for written consent, or otherwise, for the provision to your child of emergency medical advice or treatment.

A first aid kit is kept on the premises and checked/updated regularly. A written record is kept in an Accident Book of accidents or injuries and any first aid treatment given. Parents/carers will be informed of any accident/injury sustained by their child on the same day or as soon as reasonably practicable, and of any first aid treatment given. In the extreme case of a serious accident or illness of a child Ofsted and local child protection agencies will be notified within 14 days and of the action taken. As a routine, if a child comes to Pre-school with an existing injury, the details are recorded and kept in the child’s file.

Smoking is prohibited in the building and outside play area. A fire drill is practised every term.

Premises doors are locked after the session begins and all unknown adults challenged. Visitors are asked to sign in and wear a visitor’s badge.

All staff hold a current Paediatric First Aid certificate.

2.2 Physical Development Policy

Our aim is to provide purposeful and developmentally appropriate physical activities to promote physical development, for all children to enjoy during each session. This is in line with the Department of Health Guideline 2011 which says, “children under 5 years old who are capable of walking unaided should be physically active for at least 180 minutes a day”. Activities will also support other areas of learning and development.

To implement this, we:

- Plan and provide an environment that supports physical development.
- Encourage children to select resources and contribute to the planning of physical activities available.
- Work in partnership with parents to promote and support physical development.
- Encourage physical development with child initiated and adult led activities.
- Encourage children to be active travelling to and from the session and provide a secure room for scooters and bikes to be stored.

Children are required to wear suitable clothing and footwear for physical activities and weather conditions:

- During hot weather, sun cream must be applied by parents before coming to Pre-school (**we cannot apply the cream at Pre-school**) and a hat with their name in it should also be provided.
- During cold/wet weather, coats, hats, gloves and scarves with wellington boots and waterproof clothing should be provided by parents.

To help children to be independent in accessing the outside environment ALL items MUST be named. A limited supply of spare items is available in Pre-school.

2.3 Risk Assessment

Premises, toys and equipment are checked daily to identify any hazards or risks and action is taken to minimise risks and general rules of safety and cleanliness are applied. General health and safety requirements and regulations are monitored/checked on a daily basis, with a thorough Risk Assessment being undertaken annually.

Our risk assessment process covers adults and children and includes:

- Determining where it is helpful to make some written risk assessments in relation to specific issues.
- Checking and noting hazards and risks indoors and outdoors, in relation to our premises and activities.
- Assessing the level of risk and how might be affected

2.3 Risk Assessment (contd)

- Developing an action plan that specifies the action required, the time scales for action, the person responsible for the action, and any funding required.
- Reviews are undertaken on a regular basis.
- Risk Assessments are also undertaken when there is a change of equipment/resources or a change to the premises; to meet the particular needs of a child or if an incident has occurred.

2.4 Asthma Policy

Our aim is to develop a successful working partnership between parents/carers and children to enable us to support any child with asthma whilst in our care.

To implement this, we would:

- Ask parents/carers to complete a 'School Asthma Card' which would detail what medicine is to be taken; when it is taken; how it is taken; how to tell when the child's asthma is getting worse and what to do if it does get worse. Emergency contact details would also be listed.
- Ask parents/carers to complete an 'Open Consent Form for the administration of medication'. A record would be added to this as and when the child has had their medication and the parent/carers informed upon collection of the child.
- In case of an emergency a spare inhaler and 'in date' medication would be kept in the office, labelled with the child's full name, together with the school asthma card.
- If and when necessary, further and full training would be undertaken to enable staff to respond to a specific child's condition.

2.5 Head Lice Policy

We do all we can to prevent head lice, but we would suggest that long hair is tied back to reduce contact with other children's hair and the 'wet combing' method is used regularly – after washing the hair, apply lots of conditioner and comb it thoroughly with a fine-tooth nit comb. By using this method, you can see whether or not there are any head lice and/or start to get rid of them. For more detailed information please see a member of staff.

Should a case of head lice be drawn to our attention, we will notify all parents so that prompt treatment can be started, if appropriate and all family members should be checked.

3 SAFEGUARDING CHILDREN, FROM HARM OR NEGLECT AND HELPING THEM STAY SAFE

3.1 Collecting and Delivering Children

A parent/carer will be responsible for the child until the session formally starts and upon collection. Children can be collected only by adults known to the Pre-school staff. To assist in the safe handover of children we require names, addresses, telephone numbers and signatures of any adults who are authorised by the parents to collect their child. This information will be kept on file. Parents/carers should tell us in person or by telephone that their child is being collected by an authorised adult.

A self-registration system is used when a child finds their name card and brings it to the member of staff who has the register. All members of staff sign in.

In the event that you do not collect your child, we will make every effort to contact you or, failing this, the emergency numbers provided. Nevertheless, two members of staff will stay with your child on the premises until he/she is collected and a charge of £5.00 will be incurred (after the first 5 mins) for every 15 minutes or part thereof for late collection of your child.

3.2 Outings Policy

Prior to any outing a risk assessment will be undertaken, in some cases a 'Risk Assessment Record' completed, and written parental permission obtained. Adult: child ratios will be adhered to – 2-3 yrs. 1:4 and 3-4yrs 1:8 or increased if necessary. Contact telephone numbers of parents/carers and emergency numbers; any relevant equipment; a first aid kit and a charged mobile phone for emergency use, will be taken on outings. At least one member of staff with a current Paediatric First Aid certificate will accompany the children. Should parents/volunteers assist with the outing they will not be left alone with the children or be asked to take children to the toilet. Staff responsibilities regarding the children will be issued before the outing so that everyone is aware.

3.3 Outside area

A risk assessment will be undertaken before use to ensure that the physical environment, resources, and any fixed equipment are safe and free from hazards and that both gates can be securely locked.

3.4 Lost Child Procedure

We are required to have a procedure for the unlikely event of a child going missing. In the first instance the Leader or Deputy will take responsibility and a thorough check of the premises will be undertaken. If this is not successful, we will inform you that your child is missing. The police will also be notified. Obviously, we also need to

3.4 Lost Child Procedure (Contd)

look after the other children and as long as their care is not jeopardised, we will arrange to make a local search ourselves.

The following procedure would come into operation should a child be lost whilst on an outing:

Prior to the outing the responsibility for carrying out a search would be given to a member of staff (normally the Leader or Deputy). Contact telephone numbers of parents and emergency numbers must be taken on the outing.

Should a search need to take place the member of staff taking responsibility will instruct two members of staff to stay with the main group whilst one member of staff carries out the search. If this is unsuccessful, we will inform the parents that their child is missing, and the police will be notified.

The main group will, if the outing is near to the setting, come back to the Pre-school premises.

3.5 Safeguarding Children Policy

Our policy is to create an environment where our children can learn and play, safe from injury or ill treatment, where they can develop a positive self-image and confidence to enable them to resist inappropriate approaches.

The welfare of our children is paramount:

- A child is anyone between 0 – 18 years old, as stated in the Children Acts 1989 and 2004.
- We commit ourselves to the nurturing, protection, and safekeeping of all the children within Pre-school.
- It is the responsibility of each one of us to prevent the maltreatment of all children by physical, sexual, and emotional abuse and by neglect and to report any abuse discovered or suspected. Abuse is ANY behaviour that harms a child.
- We undertake to exercise proper care in the selection and appointment of those working within Pre-school. Every member of staff has been checked by the Disclosure and Barring Service – DBS and issued with an Enhanced Disclosure certificate.
- We are committed to on-going training in Safeguarding children.
- We operate a 'No smacking policy', therefore, smacking is not allowed on the premises by anyone.

3.5 Safeguarding Children Policy (Contd)

- Photographs and/or videos can be taken by parents at 'open' events, such as the Nativity and Sports Day, but they **must** be for their own personal, family use and **NOT** shared on any social networking sites.

Four areas of abuse and the signs:

- Abuse of children can take different forms – **physical, emotional, sexual and neglect (including bullying and cyber bullying).**
- When children are suffering from physical, sexual, or emotional abuse, or may be experiencing neglect, this may be demonstrated through:
 - significant changes in behaviour.
 - deterioration in their general well-being.
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure).
 - changes in their appearance, their behaviour, and their play.
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside of the setting.

We are aware of other factors that affect children's vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation that may affect or may have affected children using our setting.

We actively protect children and teach them to value British Values by recognising and valuing the universal uniqueness of all individuals.

The Pre-school has a list of the 'Leicester City, Leicestershire and Rutland Local Safeguarding Children's Board Procedures'. These reflect relevant legislation, statutory guidance from central government ('Working Together to Safeguard Children') and lessons from research with which it agrees to refer to and adhere to as needed.

The following is the procedure that would be undertaken should there be a suspicion of abuse. The Pre-school would follow the Local Safeguarding Children's Board (LSCB) guidance and procedures:

- Where a child makes a disclosure to a member of staff, that member of staff will offer reassurance to the child; will listen to the child and give reassurance that she will take action. The member of staff will not question the child.

3.5 Safeguarding Children Policy (Contd)

- The disclosure will then need to be recorded as follows:
- Child's name, address, and age.
- Parent's names.
- Date, time and place of the observation or disclosure.
- What happened prior to the child's statement or what prompted the child to tell.
- The exact words spoken by the child – and/or
- A description of any physical signs.
- Anything the member of staff said to the child.
- The name of the member of staff that the child spoke to and the date and the time.
- Names of any other person present at the time.
- The name of the person informed, usually the Pre-school Leader or the person responsible for Safeguarding Children (Mrs Jane Phillips).

These records would be signed and dated and kept in a separate confidential file, with access to these records only being available for staff on a "need to know" basis and shared with parent's, if appropriate.

Parent's, if appropriate, Social Care and Ofsted would be contacted.

Contact details:

Social Care: Tel: 0116-3050005

Out of hours Nos: Children's Emergency Duty Team: 0116-3050005

Police: Tel: 101 Crime Stoppers: Tel: 0800 555111

First Response Children's Duty Team, Leicestershire County Council, Eastern Annexe, County Hall, Glenfield, Leicester, LE3 8SR

Email: childrensduty@leics.gov.uk

3.5 Safeguarding Children Policy (Contd)

Ofsted, National Business Unit, Piccadilly Gate, Store Street, Manchester, M1 2WD
Tel: 0300 123 1231

It is a requirement of our registration that we record all pre-existing injuries, therefore, we ask that you inform us of any accidents/incidents that have occurred to your child whilst not in our care.

3.6 Prevent Duty Policy

From 1st July all schools and registered early years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This is known as Prevent Duty. It applies to a wide range of public-facing bodies.

What is Radicalism?

Radicalism refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

What is Extremism?

Extremism is vocal or active opposition to fundamental British values, including –

Democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

We also include in our definition of extremism calls for the death of members of our armed forces whether in this country or overseas.

3.6 Prevent Duty Policy (Contd)

Practise and Procedure

It is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools and childcare providers wider safeguarding duties and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences.

We can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. All staff are instructed to challenge extremist and radical views.

Procedure for reporting concerns

If a member of staff in a setting has a concern about a particular pupil, they should follow the settings normal safeguarding procedures, including discussing with the settings designated safeguarding lead.

3.7 Allegation against staff

Should a member of staff be accused of serious harm or abuse, then the Pre-school Leader, or appropriate member of staff, would be the person responsible for looking into the problem and referring the matter to the Management Committee. All matters would be dealt with confidentially and again all details would be written down as said or seen, dated and signed. The Local Area Designated Officer (LADO), would be contacted and informed of this accusation. They would then advise what procedures needed to be taken. Ofsted would be informed of any allegations and notified of the action taken within 14 days of the allegations being made.

Local Area Designated Officer (LADO) – 0116-3057597

(LADO to be contacted in the event of an allegation made against a member of staff)

A 'whistle blowing' procedure is in place where a member of staff has the right to report concerns regarding a senior member of staff directly to the Management Committee and/or Social Care.

3.8 Mobile phone and camera policy

All staff mobile phones are kept away from the rooms where the children are. The normal landline is used as a contact number for staff during session times. Parents/carers/visitors are not to use their mobile phone during session times in the vicinity of the children.

3.8 Mobile phone and camera policy (Contd)

A mobile phone would be taken on an outing but only used in an emergency situation and in the presence of other staff.

The Pre-school camera is only used for recording evidence/activities for children's 'Learning Journeys' and Pre-school records and are downloaded and stored on the Pre-school computer and deleted at the end of the academic year. The camera, when not in use, is locked away in the filing cabinet and when in use is accessible to staff, who use it in the presence of other staff members.

The member of staff responsible for safeguarding children is **Mrs Phillips**. Her role is to co-ordinate all aspects of the safety and welfare of children and to liaise with other agencies as and when required. If Mrs Phillips is unavailable, then Mrs Cleaver will have responsibility.

3.9 Tapestry Policy

Tapestry is an online Learning Journal that ensures all children attending Whetstone Baptist Church Pre-school will have a personal record of their time here which records photos, observations and comments, in line with the statutory Early Years Foundation Stage curriculum. This is to build up a record of each child's achievements during their time with us. It will also show children's developmental progress through the different age bands of the EYFS.

EYFS key themes and commitments:

At Whetstone Baptist Church Pre-school, we promote –

A Unique Child, Positive Relationships, Enabling Environments, Learning and Development Procedures, we use the secure online system Tapestry which allows staff and parents to access the information via a personal password protected login. Whilst the children have a key worker all staff are encouraged to capture observations for all children in the class. Staff access allows input of new observations and photos or amendment of existing observations and photos.

Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material. Observations input into the Tapestry System are usually moderated by a senior member of staff before being added to the child's Learning Journey. Parent access allows them to comment (or reply) to observations that staff have input, as well as adding their own observations and photos or videos.

Parents logging into the system are only allowed to see their own child's Learning Journey. As part of our online safeguarding policy parents are asked to sign a consent form giving permission for their child's image to appear in other children's

3.9 Tapestry Policy (Contd)

Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey. This is separate from our photography and use of images consent form as the information is not-accessible without a personal log-in.

Before accessing the system, parents have to sign to agree not to download and share any information on any other online platforms or social networking sites, such as Facebook, Twitter etc. Tapestry provides a fantastic tool for capturing and sharing information between parents and the setting. However, it is not used as a way of sharing general information. Each child's Learning Journey is a document that records their learning and development which the parents can add to contributing information that children have been doing at home.

Discussions regarding general progress and development are done face to face with parents and carers at the Pre-school. Observations will be uploaded by members of staff in the Early Years team and are monitored by the Administration staff and at times by the Manager.

3.10 Whetstone Baptist Church Pre-school Tapestry Policy

Staff should log out of the Tapestry app/programme when they have finished in order to maintain confidentiality. Staff must not share log in or password details with anyone not employed by Whetstone Baptist Church Pre-school. Staff should not share any information or photographs relating to children with any person not employed by Whetstone Baptist Church Pre-school.

Staff will take all responsible steps to ensure the safe keeping of any portable devices. E.g, iPad that they are using and report any missing devices. If accessing Tapestry on a private computer, or not on Whetstone Baptist Church Pre-school premises, staff must maintain confidentiality and professionalism. All entries on Tapestry must be appropriate and relevant. All entries on Tapestry remain the property of Whetstone Baptist Church Pre-school. At all times staff must comply with the Child Protection/Safeguarding policies of the school and Internet Safety policies. Note – Should we find parents/carers using Tapestry inappropriately their access may be terminated. Related policies Child Protection and Safeguarding Policy Use of Photographic Images Teaching and Learning Policy Staff Code of Conduct Internet Safety Policy.

3.11 Facebook Policy

Whetstone Baptist Church Pre-school has a Facebook page available. This is a communication tool for the setting. We will use it to

- Promote certain events such as parent consultations, trips, social events & visitors
- Update parents on staff training & development
- Give hints and tips for activities the children have enjoyed and home learning ideas
- To give news
- To show photos of activities, trips or special events

We also want to invite your thoughts & comments. Mrs Judge is the page administrators and will update the page on a regular basis. The page administrator reserves the right to remove any comments at any time. The intent of the policy is to protect the privacy and rights of the Pre-school, staff & families.

We will remove any postings that

- Name specific individuals in a negative way
- Are abusive or contain inappropriate language or statements
- Use defamatory, abusive or generally negative terms about any individual
- Do not show proper consideration for others privacy
- Breach copyright or fair use laws
- Contain any photos of children without necessary parental consent.

If you would like to report an inappropriate comment, then please send an email to playgroup@wbconline.org.uk

Other policies that relate to this are

- Mobile phone and camera policy
- Safeguarding policy
- Confidentiality policy

4. HELPING CHILDREN ENJOY AND ACHIEVE

4.1 Settling in procedure

We understand that some children may find their first few sessions daunting, and it is quite normal for little ones (and parents!) to get upset when the child is left for the first time. We, therefore, encourage parents to visit with their child prior to admission. At this visit information can be exchanged between parents and this setting regarding their child and how we can provide a safe, stimulating, and happy environment in which their child can feel secure and comfortable. A home visit can be provided, especially if the child has additional needs. We would be able to assess how we could best accommodate the child.

Once a child starts, we ask parents to leave their child in our care – perhaps for initially shorter periods and gradually building to longer periods. Our first consideration must be for the welfare of the child and prolonged upset is not in his/her best interest and if he/she is considerably upset during the first couple of sessions his/her parents may be contacted and asked to come and join in for a while or to take him/her home, whichever is best.

On starting Pre-school parents will be asked to fill in a ‘Child Information’ sheet and a ‘Collection of Children’ form. These are extremely important. When returned they are kept in a locked filing cabinet to ensure confidentiality. A questionnaire “All About Me” will also require completing and returning to us, together with a photograph of the child/family. The information given is then used to help the child settle and it becomes the beginning of the child’s ‘Learning Journey’.

4.2 Transition Policy

From a parent and child’s first visit we start to build a relationship where we can exchange information, queries, and concerns. By developing this partnership, we can help children, and parents, during transition times and in particular the transition to school. We work in partnership with the two local schools; the Foundation Stage Teachers visit us and meet the children; information is exchanged and staff, with the consent of the Foundation Stage Teachers, accompany children during their pre-visits. Information is also exchanged with parents, both verbally and in the form of their child’s ‘Learning Journey’, to help to make the transition to school as smooth as possible.

4.3 Curriculum

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) sets the standards that all early year’s

4.3 Curriculum (Contd)

providers must meet to ensure that children learn and develop well and are kept healthy and safe.” This statement is taken from the ‘Statutory Framework for the Early Years Foundation Stage’ which was mandatory from September 2008 for all schools and early years providers in Ofsted registered settings attended by young children – that is children from birth to the end of the academic year in which a child has their fifth birthday. This has since been revised and the changes came into force in September 2012. Additional revisions in respect of section 3 – Safeguarding and Welfare came into effect from 1 September 2014. And there were key updates in section 1 (learning and development), and section 3 (Safeguarding and Welfare), these came into effect on March 3rd, 2017.

The EYFS principles are grouped into four distinct but complementary themes:

- A Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, and self-assured.
- Positive Relationships – Children learn to be strong and independent through positive relationships.
- Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Learning and Development – Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The everyday activities and experiences offered provide a balanced programme designed to meet the children’s individual needs. For all children until they start full-time education, we provide a curriculum using the seven areas of Learning and Development, as specified in the EYFS, together with the Characteristics of Effective Learning which are all interconnected.

Characteristics of Effective Learning: these are the ways in which a child engages with other people and their environment – playing and exploring, active learning and creating and thinking critically:

Playing and Exploring – *engagement*

- 4 Finding out and exploring
- 5 Being willing to ‘have a go’

Active Learning – *motivation*

- 6 Being involved and concentrating
- 7 Keeping trying
- 8 Enjoying and achieving what they set out to do

4.3 Curriculum (Contd)

Creating and Thinking Critically – *thinking*

9 Having their own ideas

10 Making links

11 Choosing ways to do things

These underpin learning and development across all areas and support the child to remain an effective and motivated learner and provide the foundation for lifelong learning skills.

The areas of Learning and Development:

Prime areas: these are crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:-

Personal, Social and Emotional Development: involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication and Language Development: involves giving children opportunities to experience a rich environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development: involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Specific areas: these are the areas through which the three ‘prime’ areas are strengthened and applied:-

Literacy Development: involves encouraging children to link sounds and letters and begin to read and write. Children must be given access to a wide range of reading materials, (books, poems and other written materials) to ignite their interest.

Mathematics: involves providing children with opportunities to develop and improve their skill in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces and measures.

Understanding the World: involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

4.3 Curriculum (cont'd)

Expressive arts and Design: involve enabling children to explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

By using ongoing observations and assessments, through play-based activities, we are able to recognise children's progress, understand their needs and to plan activities and support, enabling them to progress to early learning goals.

Progress check at age two: When a child is aged between 24-27 months, a review must be undertaken of their progress and parents and/or carers provided with a short written summary of their child's development in the 'prime' areas, which should be discussed with the Health Visitor at the 'Health Check' appointment. Should a child attend more than one setting, this 'Progress check' will be carried out where the child attends the most sessions.

When a child starts at our setting we will require a copy of the 'Progress Check'. If this has not been completed, we will carry out the check before the child turns three and a copy given to the parents.

There is more information regarding the Early Years Foundation Stage (EYFS) specifically for parents and/or carers at www.foundationyears.org.uk

4.4 Key Person

Each child will be assigned a key person and parents/carers informed who they are. The role of a key person is to:

- Help children to settle-in and to build a relationship with them and their parents.
- Ensure that the individual needs of each child in their group are recognised.
- Provide for the emotional needs of the child – for example, comfort and reassurance in times of distress.
- Observe, monitor, and maintain records on each child. To comply with the EYFS we are required to compile a 'Learning Journey' which is a record of a child's development during their time at Pre-school and will be given to parents when their child leaves us. We now do this electronically via an app called 'Tapestry' this allows you to access their learning journey at any time through an account that you set up with 'Tapestry'. Parents/carers are encouraged to add to the 'Learning Journey' with information about their child's achievements, experiences, and home life, i.e. trips out, holidays etc. This can either be done electronically or if you prefer you can bring photos in and we can let the children tell us about them.

4.4 Key Person (cont'd)

- Provide day to day point of contact for parents/carers – for example to share information; discuss any problems or matters of concern regarding a child's welfare or progress; to support parents/carers in guiding their child's development at home.
- In conjunction with parents/carers and other members of the Pre-school team, liaise with other professionals, as necessary.

5. HELPING CHILDREN MAKE A POSITIVE CONTRIBUTION TO THE PROVISION AND THE WIDER COMMUNITY

5.1 Positive Behaviour Management Policy

It is important that children learn right from wrong at an early age. We aim to provide an environment in which children can develop self-confidence, self-esteem, mutual respect, and tolerance. All staff and helpers will encourage kindness, willingness to share, friendliness and courtesy by providing a positive role model and demonstrating consistency and fairness in all situations. This underpins Fundamental British Values as specified in the Government's Prevent Duty July 2015.

Good behaviour is always praised as it gives children a sense of value and promotes good self-image and confidence.

When children behave in an undesirable way, including discriminatory behaviour, they will be encouraged to act in a more appropriate manner. Physical punishment will not be used or threatened but rather it will be made clear it is the behaviour (not the child) that is unwanted. Physical intervention (where staff use reasonable force to prevent children from injuring themselves or others or damaging property) would only be used to manage a child's behaviour if it were necessary to protect the child and others. Any such incidents would be recorded, and parents informed. Where necessary, one-to-one adult support will be provided to help the child work towards a more acceptable pattern of behaviour. Children flourish in environments that they feel confident within with clear boundaries in place. In order to achieve this, we will:

- Value children and treat them with respect.
- Develop a positive self-image through regular praise and encouragement.
- Provide a positive role model for the children with regards to friendliness, care, and courtesy.
- Constantly praise and endorse desirable behaviour such as kindness and a willingness to share.
- Take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Create an environment in which challenging or unacceptable behaviour is redirected into appropriate behaviour.
- The management of anti-social behaviour will be treated with consistency by staff.
- All staff will have a realistic approach and expectations towards the children they are caring for.

Children will never be sent to a room by themselves, and no techniques will be used to single out or humiliate the child. Children who display undesirable behaviour will be given one to one support and role model positive behaviour.

5.1 Positive Behaviour Management Policy (Cont'd)

Recurring problems will be addressed in partnership with parents/carer.

Adults should be aware that this may arise from a child's additional needs.

We aim to help children understand that the way they behave has an effect on others. Member of staff responsible for behaviour management is the Pre-school Leader.

5.2 Equality of Opportunity

Although the Pre-school intends to provide a Christian environment, it embraces all children and we will not discriminate in any way. We believe that all children should have access to all aspects of pre-school activities, relevant to their needs, regardless of:

- Race
- Gender
- Religion
- Culture
- Age
- Disability
- Academic ability
- Socio-economic background
- Sexuality

The staff at Whetstone Baptist Church Pre-school intend to help all pupils develop and awareness of an increasingly diverse society. We do this by ensuring that all children within the Pre-school are encouraged to act as a community, which is fair and inclusive for all. We will celebrate a range of cultural celebrations to encourage respect for all as part of our continuous provision and with British Values in mind. Our policy is compliant with The Equality Act 2010.

Whenever possible staff will ensure that resources used are culturally diverse and non-sexist. Diversity in values and lifestyles should be acknowledged.

Child's Voice - We also follow the interests of the child when planning and listen to their views on activities that are available. Children can share problems, issues and ideas with staff and the staff will encourage this. Planning can be amended, and all

5.2 Equality of Opportunity (Contd)

activities are planned to also follow the children's interests, experiences, thoughts and ideas.

The member of staff responsible for Equality of Opportunity is Mrs Shepherd.

5.3 Supporting children with Special Educational Needs and Disabilities (SEND)

Our objective is to welcome, value and include all children, including those with Special Educational Needs and Disabilities (SEND) and provide a structured and stimulating environment to enable all children to achieve their full potential.

We recognise, however, that some children may have specific needs, which we will endeavour to accommodate, working closely with parents and liaising with other outside agencies. Other children's needs may emerge as they spend time in our setting.

We will endeavour to make the transition from home to the setting as easy as possible, paramount to this is establishing a working relationship with the child's parents. We would meet with the parents/carers to gather information including, where necessary, procedures for moving/transferring and toileting/changing and arrange a home visit or extra visits to ensure that we have met their needs. This would take place before the child started. This may also include training in advance to meet a particular need. A risk assessment would also be undertaken to ensure that we are well prepared to support the child. As the Pre-school rooms are all on ground level, they are accessible by wheelchair and other mobility aids. There is a ramp to the main entrance but there are three steps leading to the garden area, extra assistance would be given to help SEND children to access the garden if appropriate.

All children's learning and development is monitored and observed, and this information is used to compile a 'Learning Journey' which, together with any information received from parents, is a record of a child's development whilst at Pre-school. We see this as providing a natural basis on which to monitor any child's progress but particularly one with additional needs.

Children with SEND have access to the full Early Years curriculum. Support to access this might be in the form of additional adult support, different resources/equipment, adaptation to the curriculum and liaising with outside agencies such as therapists, health visitors, psychologists and social workers involved to help to meet the children's particular needs. We also help with children's transition into

5.3 Supporting children with SEND (cont'd)

school by sharing records with the receiving school and accompanying the child when visiting the school.

We follow the 'Graduated approach' with regard to identification and assessment of children with Special Educational Needs and Disabilities.

Identification: (Assess/Plan/Do/Review)

- Initial concerns/lack of adequate progress
- Staff observations of children in relation to the concern
- Discussion with all staff members to share observations and concerns to determine further action
- Share concerns with parents/carers

Targeted Plan:

- Further observations and other assessments to gather evidence to support targets
- Discussion with parents/carers sharing observations and assessments
- SEND Support Plan is devised identifying additional or different activities from those provided as part of the settings usual curriculum
- Monitor progress
- Regular SEND Support Plan reviews with staff members, parents and SENDCo's
- Leading onto Education, Health & Care Plan (EHCP) if required, for more long term and complex needs
- A 'One Page Profile' is written up with the child, parents and staff recognising the child's views, interests, and aspirations

Statutory Assessment:

- This is where the Local Authority determine whether an Education, Health & Care Plan (EHCP) is required
- This process will be initiated by the Leicestershire Psychologist Service, Early Years SEND Inclusion Service and parents. (Parents do have the right to request a Statutory Assessment by writing directly to the SEND Assessment Service)
- Everyone working with the child will be required to send written reports about the child's needs, together with the 'One Page Profile'
- An Education, Health & Care Plan (EHCP) is put in place

The staff responsible for Special Educational Needs and Disabilities (SEND) are Mrs Letasha Judge and Mrs Emily Bevans. They are responsible for the day to day operation of the SEND policy, liaising with and advising parents/carers, staff and

5.3 Supporting children with SEND (cont'd)

outside agencies and co-ordinating provision for children with SEND. They review the SEND policy on an annual basis to check it is still appropriate, working well and easily accessible to parents/carers and staff. All staff have the opportunity to attend SEND training courses when available or as required. The SENDCo's additionally attend SENDCO support meetings arranged by the Local Authority to discuss practices. The area SENDCO address is, Specialist Teaching Services, Room 600 Rutland Building, County Hall, Glenfield, Leicester, LE3 8RA. Telephone: 0116-3059400; [E-mailSTSTS@leics.gov.uk](mailto:STSTS@leics.gov.uk).

Complaints about our SEND provision will initially be dealt with through an open dialogue between parents and staff, with the SENDCo's and Pre-school Leader being informed. If it is unable to resolve the complaint informally then the complaint should be addressed to the Management Committee, following the procedure set out in our Complaints policy.

These policies and procedures have been ratified by the Management Committee of Whetstone Baptist Church Pre-school and signed on their behalf, by

John Denney (Management Committee)

Mrs Lisa Cleaver (Pre-school Leader)

These policies and procedures were updated **August 2021**.

Review date **August 2022**.