**Bolnore Village Pre-School – Local Offer**

**9. How accessible is the early years setting environment? (indoors and outdoors)**

All children learn in different ways, sometimes preferring one way over another, or sometimes using a combination of visual, auditory and kinaesthetic learning. We use a combination of all 3 learning styles to enable all children to access the curriculum in a way that is meaningful and understood by them. In order to achieve this we utilise a range of ‘whole class’ and individual visual timetables, signing, pictorial and photographic cards to provide visual clues and stimulation, together with lots of opportunities to learn through touch and other senses (often referred to as sensory play).

We have a disabled toilet and changing facilities and either borrow or purchase specialist equipment and resources to support individual SEN or disability, always seeking further advice where appropriate.

The premises in which the Pre-School operates is a new building and therefore conforms with all current legislation with regards to disability access (i.e. wide doorways, lifts etc).

We benefit from having two Spanish born speakers on our staff team and will use C&FC, translators and other parents to help make information accessible and inclusive whatever home language is spoken.

*“Having teachers working with another language at the pre-school is a big benefit for parents with other languages; in my case my native language is Spanish and it was a great help to know teachers who speak my language because it was much easier to understand the school system and also in the explanations about the performance of my son.

The level of English of my son is improving a lot, without losing his first language (Spanish); and the positive in all this is that the teachers respect the fact of having a second language.
The children feel confident and secure, and I confirm that having Spanish speaking staff has been a big advantage for my son”.*

 **C Flint**

Our experience over the years of working with families means that we are sensitive to the varying needs of children and their families and work hard to provide information that will be accessible to all, talking through or reading leaflets with parents/carers for example.