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

**4. How will both you and I know how my child is doing and how will you help me to support my child’s learning?**

Children’s progress is monitored very closely by way of observation and ongoing assessments, which form part of your child’s Next Steps and Individual Progress Review contained within your child’s Learning Journal.

This is shared with you once a term when your child is a ‘focus’ child and provides the opportunity for you to update us with your child’s new interests. You are also invited to share your views about what you feel your child is able to do at home and what you would like him/her to have support in to achieve next. This process takes the format of a meeting with your child’s Key Person and as we value partnership working very highly, your insights are invaluable to us.

You do not need to wait for this meeting to discuss your child with the Key Person. You can have quick, informal chats at drop-off and collection times and if you need a longer meeting, this can be arranged to suit everybody. You are also able to make an appointment to see the SEN coordinator. If particular issues or concerns have been identified, the SEN coordinator will make some additional observations of your child at play before talking with you and the Key Person.

Occasionally we will need to seek further advice or support from other agencies, and will do so only with your permission. Rather than viewing this in a negative way, the involvement of other professionals is usually a very positive experience and as research highlights, early intervention and support really does have an impact on bettering children’s outcomes, and helping children make good progress.

“*My son went to Bolnore Pre-School from the age of two. It was quite apparent by then that he was going to be a late speaker. Although he was trying to talk and did so in his own language, he was not making any sense and I became worried. I flagged my concerns to the Pre -School and they were very pro-active in helping him with his talking. They gave me a quarterly sheet of goals that they set for him to work to. His key worker would work closely with him each session and encourage him to join in and make friends. This helped his confidence immensely. However, things progressed slowly with regards to his speech and in the end the Pre-School got in touch with the NHS speech and language therapy department. He was seen by a therapist on a one-to-one basis from about 2 ½ years old. My son, myself and a couple of the pre school staff learnt some sign language to help with communication. Eventually he started speaking, aged three. On top of this, the Pre-School ensured that the transition from pre-school to “big” school went as smoothly as possible so as not to harm his new found confidence. This involved discussions between the pre-school, the school and myself. I can’t thank the pre-school enough for the help and support that they gave to my son and I during the time that he was at pre-school. I would have no problem recommending them as a suitable pre-school”.*

**B Gemmell**

We use a board outside of the setting which we write on during every session to communicate to you daily about some of the things your child will have been involved in. These bullet points act as a guide to prompt conversations but you can always ask for more detailed information from any member of staff. Key Persons in particular will try to give verbal feedback to you at the end of sessions.

In certain circumstances we will use a home-pre-school communication book where an additional need for more detailed information is required.

Every week you will also receive via email, (paper copies available at Pre-school by the parent/carer notice board for you to take away) an information slip detailing some of the things we will be looking at in Pre-School, suggestions for activities to try at home and lots of challenges that support playful learning at home. These are designed to supplement and enrich the learning opportunities available during the week at Pre-School but are not compulsory!

In addition to the weekly information slip we have a range of resources that help you as parents/carers to support your child’s learning at home and include story sacks, book choices for story time and Wayne the Wizard (puppet and diary to support early writing and literacy skills).

Every half term we have an ‘In the Spotlight’ focus on one particular area of learning and development within the Early Years Foundation Stage curriculum. For example, the first half of the summer term 2014 we have selected Physical development as a focus. Ideas are written and drawn in a poster style format on view in the Pre-School with smaller copies of this to take away.

**For further information please do take a look at our ‘Policies and Procedures’ section, in particular our ‘Parents as Partners’ policy document.**