**Stepping Stones (SW) Ltd: Local Offer**

Here at Stepping Stones, we celebrate everybody’s similarities and differences. Diversity is valued, bias challenged, and kindness praised. A happy and safe child having fun will experience a high quality of learning and not even realise that they are learning.

We believe in EQUITY, not just equality:

Equality implies giving each child the same opportunities, irrespective of their differences. EQUITY, is recognising the different needs and pathways of every child and providing those needs on an individual basis. No matter where our feet start, we aim to take the steps needed in order to finish our learning journey together.

**Adult:**I am worried my child may need extra help. How can you help me?  
  
**Stepping Stones:** We will meet up, share an ‘All About Me’ form and all relevant information during a free settling-in play session and we will make a plan of action together. We can organise a pre-preschool entry plan meeting if there are already other professionals involved. Home visits are also available if required. 

**Child:**I want to play with everything but I’m not sure how. Can you help me?  
  
**Stepping Stones:** You will have a special friend at playgroup called a keyperson who will get to know you, your interests, likes and dislikes. They will help you make friends and get the most out of playgroup, modelling play, social and communication skills. If you are scared or unsure, they will be there to help you. 

**Adult:**How do you identify what my child’s needs are and what support will you then give my child to meet their needs?  
  
**Stepping Stones:** We have a highly trained team of staff who will help meet your child’s needs. Their keyperson will share all information with our SENCO and other staff members. Our SENCO, you and your child’s keyperson will design a support plan specifically targeting your child’s personal needs. These targets will be explored by your keyperson every session that your child attends and will be reviewed every term to ensure they are extended and developed as your child’s learning progresses. These targets will be shared and often set together with you and your child so that we have a shared approach and continuity in meeting your child’s needs. Staff training is on-going and includes B Ed Hons Degree, Inclusion Development Programme, Severe Social Communication including Autism Spectrum Conditions and Developing Happy & Confident Children. We also offer sessional speech and language workshops and Attention Autism Programme workshops. Parents and staff also have attended joint sensory training to develop continuity for the child between home and setting. 

**Child:**I’m scared and I can’t explain why. Can you help me?  
  
**Stepping Stones:** Our setting and staff have been awarded several certificates including ‘A Totally Enabling Environment’, ‘Excellent Listening Strategy’, ‘good’ judgment from Ofsted and ‘Excellence in CPD’. This means that we are highly trained to help you communicate and listen to your needs even though you might find this tricky. We use Inclusive Communication strategies throughout the day (all staff Inclusive Communication module 1 trained plus one staff member trained to level 2), various S&L activities including daily workshops matching individual needs following S&L therapist’s care-plans etc. Your keyperson and SENCO will work with you, your parents/carers and outside agencies to find the best way to help you.

**Adult:**I feel my child’s needs are quite challenging. What if your setting doesn’t know what to do?  
  
**Stepping Stones:** We work very closely with all outside agencies according to individual needs. Initially, with your consent, we will ask for advice from our Area Senco and make a referral to the Integrated Therapy Service stating clearly what your child’s needs are. It may be necessary to work with multi-agencies and follow several different care-plans and occasionally we try to hold multi-agency meetings so that professionals involved can work together to aid your child’s development and make it easier for the family. These meetings could include a pre-entry meeting, an initial activities programme meeting and continual reviews. We use their services and expertise to support and enhance the provision we offer. This also includes any transitions such as moving onto primary school, whereby similar collaborative meetings will also be held for all involved. 

**Child:**I am in a wheelchair and I’m visually impaired.  
  
**Stepping Stones:** We aim to make our setting a totally inclusive environment. Doorways are wide enough for wheelchair access and we have one big room all on the same level. Ramps are provided where necessary. We use bright borders and visual strategies as needed to highlight obstacles. Lots of shared communication will help us design a specific action plan to include the environment, communication and social needs, physical needs and emotional needs.

**Adult:**I want my child to have fun and get the most learning out of this development age as possible.  
  
**Stepping Stones:** Our setting has adopted the Natural Curiosity Approach. The Natural Curiosity Approach is the use of lots of natural play resources to explore and be creative with! This approach, encourages children to use their own imagination to instinctively challenge and extend individual abilities at their own level of achievement. Here at Stepping Stones, we focus on the natural awe and wonder of the world to learn and challenge through our play – **fun** being the most important aspect and the channel for our learning and development. Our outdoor environment is used to its full potential, incorporating lots of forest school and risky play activities.

Every child is listened to and their ideas are explored and challenged to match their individual needs. These are observed and recorded by their key person on Famly; an online learning journal which maps personal progress, development and targets for individual children. Each child’s profile is password protected for only that child’s family to access. The strategies we use provide lots of ownership for our children to develop their own learning experiences, as well as being guided and supported by our professional team, exploring sustained shared thinking activities.