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Response to Local Offer Questions

When the Children and Families Bill becomes enacted in 2014 local authorities will be required to publish and keep under review information from services that expect to be available for children and young people with SEND aged 0-25. The intention of this local offer is to improve choice and transparency for families. From the Local Offer parents and carers will know what they can reasonably expect from their local area. It will also be an important resource for professionals in understanding the range of services and provision in the local area. This information will be web based and there is an expectation that all providers will need to answer the 14 questions (as referenced to in this document). We have added prompts as guidance but there may be more information that you would like to add about your setting. For more information visit <http://www.se7pathfinder.co.uk/>

Date: ___ May 2017_____

Local offer 14 Questions and prompts	Prompts	Answers
<p>1) How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p> <p>How do you identify children/young people with special educational needs? How will I be able to raise any concerns I may have? If the setting / school / college is specialist which types of special educational need do you cater for?</p>	<p>2 year check, observations, Early Help, meetings with parents, SENCO and Keyperson available, policies, follow COP</p>	<p>We work closely with parents, initially through the registration and settling process, and then with the child once nursery begins. Through observation, the 2 year check, and other audits such as Anne Locke and ECAT (for speech and communication) we are able to discover areas where extra help may be needed. We share information and assessments with parents and together we find ways to help their child make progress. We have a key person system in place where one member of staff will make a close relationship with the child, and the parents. We also have a SENCO who will overview all children, help identify difficulties, and follow the SEND COP 2014 (Code of practice) with any child who needs extra help because of special educational needs/disabilities.</p>

<p>2) How will early years setting / school / college staff support my child/young person?</p> <p>Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements its provision for children and young people with special educational needs are?</p>	<p>Role of SENCO, 1:1 SEN support and Keyperson, use of outside agencies, Team around the child meetings, assessment and monitoring of child, transition, Advisor support from EYCS</p>	<p>Through observations and assessments taken of your child over a period of time, the SENCO, together with your child's key person and you, the parents, will make a plan to best help your child in the areas needing support. This may include 1:1 support and possibly the use of outside agencies too. All aspects will be discussed and explained and positive parental involvement is vital for the development and progression of the child. The ultimate goal is that the child is supported as best as possible, and we will ask for and take advice from EYCS (Early Years and Childcare Service) and other professionals to assist in this. Transition to school is supported with extra meetings and visits to establish how best the school can help. Parents are actively involved in this process so good relationships can be made, the child's needs can be met, and transition can be a positive, stress-free event.</p>
<p>3) How will the curriculum be matched to my child's/young person's needs?</p> <p>What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person?</p>	<p>Planning for individual children and stages of development and environ, IEPs, additional support</p>	<p>All children are unique, and each child is planned for on an individual basis. Children with additional needs may benefit from an ISP (Individual Support Plan). Support for the child is matched to need. With close consultation from the parents, the SENCO and key person will first assess the child and identify the outcomes being sought. Then put a plan into place, identifying interventions and support needed, the expected impact on progress and a date for review. The key person then works with the child to implement the agreed plan. Review and further action</p>

		<p>to help child is then discussed at the agreed date with the SENCO and parents. The parents are given clear information and are fully involved in the process, and are encouraged to reinforce the plan, and contribute to progress made at home.</p>
<p>4) How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p> <p>In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? How does the setting / school / college know how well my child/young person is doing? How will I know what progress my child/young person should be making? What opportunities will there be for regular contact about things that have happened at early years setting / school / college eg a home school book? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college? How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?</p>	<p>Meetings with parents, use of learning journey and summative assessment, 2 year progress check, COP and IEPs</p>	<p>All children are assessed by observation, discussion and documents such as Early Years Outcomes. Depending on your child's age, a child joining the nursery is usually assessed within the first term for a 2 year progress check. Progress is monitored and termly meetings with parents are arranged to share information on progress and development. More frequent meetings can easily be arranged and are welcomed. Children needing extra support are helped by ISP's and parents are closely involved in their implementation. We have an open door attitude, sharing the care and education of the children, and we welcome parents to help us help their children. We also have many years of experience, often 90 years between 5 working staff each day, and we are committed to helping children and families.</p>
<p>5) What support will there be for my child's/young person's overall well being?</p>	<p>Administering medicines policy and care plans. Consulting with children,</p>	<p>We build strong relationships with families and children, getting to know what is important to the child and what makes them feel happy and secure. We ask children what they like, what changes they</p>

<p>What is the pastoral, medical and social support available in the setting / school / college for children with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child/young person being able to contribute his or her views? How will the setting / school / college support my child / young person to do this?</p>	<p>behaviour management and policies. Surrey`s guidance on intimate care and toileting</p>	<p>would like to have made, and we act on their opinions and ideas. We are able to administer medicines and care for your child following specific health care of personal care instructions from you. We have numerous policies to support both the nursery and families. These help explain how to we work, the guidelines we follow, and how we may overcome difficulties together. Children are supported in whatever areas they need help. These areas may include behavioural, health, learning, physical and emotional. We strive to help in any way to make a positive impact on the child's progress and development. Parents are involved at all times, and consistency is encouraged for home care so progress is more likely to be made.</p>
<p>6) What specialist services and expertise are available at or accessed by the setting / school / college?</p> <p>Are there specialist staff working at the setting / school / college and what are their qualifications? What other services does the setting / school / college access including health, therapy and social care services.</p>	<p>Staff training (COP, ASD, ELKLAN), early language team input, Early Support, Advisors, outside agencies (SLT, OT, EP), multi disciplinary meetings E-help (CAF)</p>	<p>The staff team has many years of experience working with the preschool age group and has appropriate qualifications. All staff are encouraged to continue their professional development and undertake further training regularly. The staff benefit from up to date training ideas and methods and these are put into practice in the nursery. Further support and expertise can be accessed from various agencies, including the Early Support Advisors, Speech & Language Therapy, Occupational Therapy, Educational Psychology. Through the EHA (Early Help Assessment) process the strengths and needs of the family can be understood, and then the most appropriate way to meet those needs are found. This</p>

		may include multi-disciplinary meetings where several outside agencies may be involved.
<p>7) What training are the staff supporting children and young people with SEND had or are having?</p> <p>This should include recent and future planned training and disability awareness.</p>	<p>Staff training and qualifications e.g. SENCO COP, Makaton, ELKLAN, INSET, senco forums</p>	<p>Staff are trained with up to date courses, and are encouraged to continue their professional development. Our Senco is trained and experienced, implements the Code of Practice, and attends termly forums and workshops to keep up with current practice and changes to policy. Simple Makaton is used daily with all children, and was learned and used extensively to help a child several years ago. Our staff team has had experience of ASD, language and communication difficulties, down's syndrome and behavioural problems. We have also cared for children with slight mobility difficulties. Our premises are accessible for children using wheelchairs, we are on ground level only and we have ramp access to the garden.</p>
<p>8) How will my child/young person be included in activities outside the classroom including school trips?</p> <p>Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips?</p>	<p>Planning for trips out to include all children, adaptations and additional support</p>	<p>We visit several places by foot in our local area. All children are included in visits and trips. Our visits consist of walks to local places nearby in the neighbourhood of our nursery. Some visits are planned in advance and parents will be consulted beforehand to discuss any difficulties that have been discovered. Some visits are spontaneous depending on weather. If additional support, or special resources are needed to allow the child to participate fully we will seek to provide whatever is needed.</p>
<p>9) How accessible is the setting / school / college environment?</p>	<p>Current and possible changes to your</p>	<p>Our premises are fully accessible for wheelchairs. Our toilets are child sized and suitable for young</p>

<p>Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?</p>	<p>premises, including all families, translations, visual support, extra funding (Inclusion grant etc) Equality Act, making reasonable adjustments</p>	<p>preschool age children. When support is needed for any child we offer attentive personal support. This is most often delivered by the Key Person, who will make a close relationship with you and your child. We have an outdoor cabin that is a quiet environment and particularly suitable for speech and language work, and small group activities helpful for behavioural difficulties. Children who need extra 1:1 support, or special equipment may be helped by securing inclusion grant funding. We have limited experience of families whose first language is not English. In the past we have communicated well with the families through pictures, photos and using simple words in their home language.</p>
<p>10)How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?</p> <p>What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?</p>	<p>Transition meetings and links with other settings and schools, TAC and multi disciplinary meetings to prepare for a child. Photo books and visits, Info passed on to new setting, Learning journeys, assessments etc</p>	<p>All children and parents are invited for visits before starting nursery. Each child is offered settling visits when beginning nursery. There is no one formula for settling. We adapt to each child's needs and work hard to make the experience of starting nursery positive for both the child and the parents. All children are prepared for the transition from nursery to school as a gradual process. Children make visits, meet teachers, look at photo books, try on uniforms, and are encouraged to get to know the next school in a positive, calm manner. Children who have additional SEND difficulties, and their parents, are involved in extra transition meetings. Here strategies are discussed to help support the child through the process of changing schools and starting in the new</p>

		<p>environment with as much help and information in place as possible. Where EHA/EHCP has involved multi disciplinary TAF (Team Around the Family) teams, meetings are arranged to pass relevant information on to the new school so the transition can be as smooth as possible, and the new school can be fully aware of what difficulties the child and family may be experiencing, and make preparations.</p>
<p>11)How are the setting`s/school`s/college`s resources allocated and matched to children`s/young people`s special educational needs?</p> <p>How is the setting`s / school`s / college`s special educational needs budget allocated?</p>	<p>Deployment of staff in setting, additional funding e.g. Inclusion grant, discretionary funding, EHC Plan</p>	<p>We have charitable status, and exist to benefit the children and families who attend our nursery. We are not a profit making business. We endeavour to provide extra resources if needed through fundraising and through applying for grants as appropriate. The most valuable resource is our experienced staff team and we deploy staff to work with children that most suit the child's specific needs. A child may need a EHCP (Early Health & Education Plan) and this process may start at nursery and capture all of the child's needs. Extra funding may be applied for some children so 1:1 help can be made available.</p>
<p>12)How is the decision made about what type and how much support my child/young person will receive?</p> <p>Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting / school /</p>	<p>Meetings with families and all professionals involved with child, EHCP, allocation of 1:1 support</p>	<p>Any decisions made about your child are after meetings and discussions held with you, the parents. An ISP may be the only help needed, and will be an ongoing process where parents, key worker and SENCO work closely together. If other professionals are involved with the care and education of your child (EHA, EHCP) they will also be consulted and plans will be made when the parents will also be fully involved</p>

<p>college judge whether the support has had an impact?</p>		<p>with any decisions made. The effectiveness of how the support has made an impact is discussed so progress can be continued, or plans can be altered.</p>
<p>13)How are parents involved in the setting / school / college? How can I be involved?</p> <p>Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.</p>	<p>Consulting with parents in planning for each child, home visits, EHCP</p>	<p>We are a committee run nursery. The parents volunteer to make up the committee and usually serve for one or two years. Our parents are involved in managing the nursery, fundraising, and staff employment. All parents are valued and are invited to take part in nursery events, many of which are social. This enables families and children to form friendships outside of nursery too. Parents are asked to share information about their child so the key person can plan for next steps. Parents are kept informed of their child's progress through regular meetings and termly written assessments. Parents are consulted when their child's key person or the SENCO feels there are any concerns. These are then discussed and plans are agreed to help find solutions.</p>
<p>14)Who can I contact for further information?</p> <p>Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there</p>	<p>SENCO, Keyperson, Keyworker for child</p> <p>Information about local services on Local Authority website</p>	<p>We have a website full of information - please visit Acornsnursery.org</p> <p>The SENCO - Cary Dale can be contacted on 07900 543 759 from 9am - 5pm monday to friday Contact by email on hello@acornsnursery.org at anytime</p> <p>We welcome visits to the nursery, please phone first to make arrangements.</p>

who might help me and provide me with information and advice? Where can I find the local authority's Local Offer?		Acorns Nursery School The Village Hall Shackleford Godalming Surrey GU8 6AE
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