

## 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: \_6.3.14\_\_\_\_\_

Local offer 14 Questions and prompts	Prompts	Answers
<p><b>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?</b></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, CAF/E Help, meetings with parents, SENCO and Keyperson available, policies, follow COP</p>	<p>Regular sharing of information with parents.            Regular observations by child's Key Person            Outside agencies consulted/brought in if and when required.            Early Years support            2 Year Check            Taster sessions for parents and child before they start.            Information from CAF/E form            SENCO and Key Person            Qualified and experienced team            Follow COP            Up to date and regularly reviewed SEND policy.</p>

<p><b>2) How will early years setting / school / college staff support my child/young person?</b></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>Advice from outside agencies.  Regular conversations with parents.  Observations on child by Key Persona and SENCO.  Key Person will draw up an IEP.  SENCO to oversee and check its progress and reviewed by said date.  Good communications between Key Person and parents. Verbal updates and termly summary and future planning reports.  Tracking and planning for good development outcomes.  Transition meetings between past and future settings.</p>
<p><b>3) How will the curriculum be matched to my child's/young person's needs?</b></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>Key Persons, parents and other staff members input to follow the child's interests and age/developmentally appropriate resources.  Discussions with parents regarding child's IEPs. Giving additional support for developing and learning at home.</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?**

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?

Meetings with parents, use of learning journey and summative assessment, 2 year progress check, COP and IEPs

Summary and Future Planning reports are sent home termly.  
We have an 'open door' policy which means we are available to speak to parents at the beginning and end of each session to discuss the child's progress.

We hold an annual parent evening.

Learning Journey's and tracker forms are maintained for every child.

2 Year Progress checks are carried out on all 2 year olds.

IEP's are drawn up and discussed regularly with parents.

Advice and support on extending learning at home is given by Key Person and SENCO.

<p><b>5) What support will there be for my child's/young person's overall well being?</b></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>Administrating medicines policy and care plans. Consulting with children, behaviour management and policies. Surrey`s guidance on intimate care and toileting</p>	<p>Policy in place for administering medication. A plan would be drawn up before each child joins the setting. Any personal care would be given in accordance to the child's individual need. Any additional training would be sorced if it was required</p>
<p><b>6) What specialist services and expertise are available at or accessed by the setting / school / college?</b></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>Early Years would be contacted for guidance for any services or expertise we did not have in place. Training would be sourced according to a child's needs.</p>

<p><b>7) What training are the staff supporting children and young people with SEND had or are having?</b></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>4 out of 6 members of staff are Level 3 qualified. At least two members of staff are Paediatric 1<sup>st</sup> Aid trained each day. SENCO forums are attended each term.</p> <p>Future training we are hoping to attend are:  Maketon  ELKLAN  Behaviour</p>
<p><b>8) How will my child/young person be included in activities outside the classroom including school trips?</b></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>Parents are asked to accompany their child</p>

<p><b>9) How accessible is the setting / school / college environment?</b></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>Current and possible changes to your premises, including all families, translations, visual support, extra funding (Inclusion grant etc) Equality Act, making reasonable adjustments</p>	<p>We are situated in a church hall. The setting can accommodate a wheel chair, although we do not have disabled toilets.</p> <p>There are no steps within the setting</p> <p>The Church have long term plans to put a disabled toilet into the building.</p>
<p><b>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?</b></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>Preparations for transferring to another setting/school are dealt with by:</p> <ul style="list-style-type: none"> <li>Our SENCO contacting SENCO of the next/previous setting/school.</li> <li>Early Years advice</li> <li>Parental discussions</li> <li>All about me forms</li> <li>Meeting with parents before the child joins the setting to go over the needs of the child and any paperwork about the child will be discussed and a plan drawn up for the best way to support the child when he/she first starts. This could be practical arrangements, photo books/timetable, parental support etc.</li> </ul> <p>For a child who is moving to another setting a transition meeting would be set up with the future SENCO to discuss the child's needs with us, the new setting/school, parents and any other agencies that would support the child's transition.</p>

<p><b>11)How are the setting`s/school`s/college`s resources allocated and matched to children`s/young people`s special educational needs?</b></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>For any additional resources/staffing ratio we would apply for additional funding.</p>
<p><b>12)How is the decision made about what type and how much support my child/young person will receive?</b></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 / college judge whether the support has had an impact?</p>	<p>Meetings with families and all professionals involved with child, EHCP, allocation of 1:1 support</p>	<p>Discussions with parents and Early Years and our SENCO and any other professions concerned with the child at a meeting to determine the child`s needs.</p>

<p><b>13)How are parents involved in the setting / school / college? How can I be involved?</b></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>Parents are consulted via parent questionnaires, informal discussions with parents. Sharing information about learning and development at home with Key Person.</p> <p>We invite parents to volunteer with us and 'Stay and Play'. This gives parents the opportunity to observe their child in the setting.</p>
<p><b>14)Who can I contact for further information?</b></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 who might help me and provide me with information and advice? Where can I find the local authority's Local Offer?</p>	<p>SENCO, Keyperson, Keyworker for child</p> <p>Information about local services on Local Authority website</p>	<p>Pre-School at St Saviours St Saviours Church Hall Connaught Road Brookwood GU24 0AS Sally Martin – Partner/SENCO Jeanette Samuel – Partner</p> <p>Tel: 01483 888531 Mobile 07903 609172</p> <p>Or visit our website <a href="http://www.preschoolatstsaviours.co.uk">www.preschoolatstsaviours.co.uk</a></p>

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