s

**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/>

Name of setting - Woodland Nursery School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date – July 2021

Setting Ofsted URN – EY429508\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Local offer 14 Questions and prompts** | **Prompts** | **Answers** |
| 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?**   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? | One page profiles,snapshot upon entry forms,2 year check, observations, CAF/E Help, meetings with parents, SENCO and Keyperson available, policies, follow Code of Practice | Application forms  One page profiles  What I have achieved at home forms  Snapshot forms on entry to nursery  2 Year checks  Summary/Plans  Observations  Parent consultation evenings/informal meetings  Open door policy  SENCO  Keyperson  Updated training on COP and SEND by SEN trained staff |
| 1. **How will early years setting / school / college staff support my child/young person?**   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? | 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 | SENCO  Keyperson  Staff Ratio  Early Years Advisor  Outside Agencies  Observations  Learning Journeys  Individual Support Plans  Transition into school  Open Door Policy |
| 1. **How will the curriculum be matched to my child’s/young person’s needs?**   What are the setting’s / school’s / college’s approaches to differentiation? How will that help my child/young person? | Planning for individual children and stages of development and environment, ISP’s, additional support | Inclusion Policy  Individual planning  Learning Journeys  Individual Support Plans  Outside Agencies  Keyperson  SENCO  Enhanced and continuous provision |
| 1. **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 summarative assessment, 2 year progress check, COP and ISPs | New Starter Session  Settling in sessions  One page profiles  What I have achieved at home forms to follow on termly from one page profiles  Learning Journeys  Open Door Policy  Planned/unplanned meetings/parent consultations  SENCO  Keyperson  Snapshot forms on entry to nursery  Home link book  Individual planning  Parent volunteer sessions  Information table for parents-includes folders on parenting,behaviour,healthy eating etc. |
| 1. **What support will there be for my child’s/young person’s overall well being?**   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? | Administrating medicines policy and care plans. Consulting with children, behaviour management and policies. Surrey`s guidance on intimate care and toileting | Health Plans  Trained first aid staff  Medicines policy  Behaviour policy/Behaviour manager  Intimate care policy/procedure  Collection policy/procedure  Healthy Eating policy  Snacktime/Lunchtimes sat with keyperson and class to encourage healthy eating  Individual Support Plans  Keyperson  Circletimes in key classes  Learning Journeys  Wall displays  Website  Exchange of information with other setting child may attend |
| 1. **What specialist services and expertise are available at or accessed by the setting / school / college?**   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. | Staff training (COP, ASD, ELKLAN), early language team input, Early Support, Advisors, outside agencies (SLT, OT, EP), multi disciplinary meetings E-help (CAF) | NVQ 3 trained staff  SEN trained staff  COP/ASD  Ongoing training  Outside Agencies(Speech and Language,Occupational Therapy)  SENCO  Early Years Advisor  E-learning  SaLT training  Senco Forums |
| 1. **What training are the staff supporting children and young people with SEND had or are having?**   This should include recent and future planned training and disability awareness. | Staff training and qualifications e.g. SENCO COP, Makaton, ELKLAN, INSET, senco forums | Inclusion and the SEN Code of Practice  SEND and COP update for SEN trained staff  Speech and language  Senco forums  Observing Learning  Present Workshop  OAP training  Learning to Talk,Talking to Learn  Autistic Spectrum parts 1 and 2  SEND Briefings  CAF  Schemas  Exchange of information with other settings child may attend  Makaton training for the future |
| 1. **How will my child/young person be included in activities outside the classroom including school trips?**   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? | Planning for trips out to include all children, adaptations and additional support | Individual Planning  Risk Assessments  Staff Ratio  Parent Volunteer involvement  Medical boxes/Health Plans  First Aid Boxes  Continuous Provision/Enhanced Provision  Emails/Website  Talking to parents(before and after session)  1:1 support for children if necessary offsite |
| 1. **How accessible is the setting / school / college environment?**   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? | Current and possible changes to your premises, including all families, translations, visual support, extra funding (Inclusion grant etc) Equality Act, making reasonable adjustments | Wheelchair Access  Disabled toilets  Wide doorways  Ramp to Garden recently updated  Visual Boards  Dual language boards/signs  Tactile board  Inclusion funding  DAF funding  Equal opportunities Policy  EAL training attended  SEN trained staff |
| 1. **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?**   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? | 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 | Keyperson  Learning Journeys  One page profiles  Summary/Plans  SENCO  Transition forms/meetings  Exchange of info with other settings ongoing  Open door policy  Parent meetings  Parent consultation evenings |
| 1. **How are the setting`s/school`s/college’s resources allocated and matched to children’s/young people’s special educational needs?**   How is the setting’s / school’s / college’s special educational needs budget allocated? | Deployment of staff in setting, additional funding e.g. Inclusion grant, discretionary funding, EHC Plan | Staff Ratio  Small group Activities/separate room for small group work  Keyperson  Inclusion Funding/discretionary funding |
| 1. **How is the decision made about what type and how much support my child/young person will receive?**   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? | Meetings with families and all professionals involved with child, EHCP, allocation of 1:1 support | Meetings with parents  Outside Agency involvement  Early Years Advisor  Individual Support Plans  Keyperson  SENCO |
| 1. **How are parents involved in the setting / school / college? How can I be involved?**   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. | Consulting with parents in planning for each child, home visits, EHCP | Application Form  One page profiles  Snapshot on Entry form  Open Door Policy  Email  Parent consultation Evenings  Parent volunteer sessions |
| 1. **Who can I contact for further information?**   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? | SENCO, Keyperson, Keyworker for child  Information about local services on Local Authority website | Manager/Owner  Keyperson  SENCO  Nursery Website |

**I give permission for this information to be published on the Surrey Local Offer Website (please tick)**