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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/>

Name of setting – Pine Wood Nursery School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date – July 2022

Setting Ofsted URN – EY472590\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **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? | 2 year check, observations, CAF/E Help, meetings with parents, SENCO and Keyperson available, policies, follow COP | Application forms and the All About Me section on Tapestry give inciteful information prior to the child starting with us.A Snapshot of development is conducted on entry to nursery2 Year checks are carried out at 27months in line with Health Visitor checks or at the earliest convenience before 36 months if starting with us after the age of 27 monthsTermly Summaries and Children’s next steps are recorded and shared with parentsObservations are carried out and recorded on all childrenOpen door policyKeypersons work closely with all children and families. Trained SENCO for support  |
| 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’s will work with children and support keypersons in their observations, planning and ISP’s Keyperson work with their key children and keep families closely informed Staff Ratio’s are high Early Years Advisor supports all staffWe work closely with Outside Agencies, including Speech and Language Therapists, Physiotherapists, Occupational Therapists and Educational Psychologists Individual Support Plans are written and regularly reviewedTransition into school meetings are organised to ensure continuity of care. |
| 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 environ, IEPs, additional support | Inclusion Policy ensures all children are includedIndividual planning is based on our observations, child’s interests and level of developmentIndividual Support Plans are written and regularly reviewed to support childrenOutside Agencies are referred to and worked closely with to support children Keypersons work closely with their key children to track their development and identify any additional needsSENCOEnhanced and continuous provision/Focus Weeks |
| 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 summative assessment, 2 year progress check, COP and IEPs | New Starter Settling in sessions enable us to build bonds with children and families prior to them startingSettling in sessions are encouraged for all children to ensure a smooth transition. The number of settling in sessions will be based upon the childs individual needs.All about me section on Tapestry gives us detailed information about children before they start with usOpen Door Policy – parents are welcome to speak to their child’s key person or SENCo or manager at any timePlanned meetings/parent consultations are carried out at Christmas and in the Summer TermSENCO to support children, families and keypersonKeyperson works closely with their key children and their familySnapshot forms on entry to nurseryOnline Tapestry Learning Journeys with parent access. Parents are also encouraged to add to their child’s online Tapestry Learning Journey.Individual Next Steps for all childrenParent volunteer sessions are encouragedInformation table for parents with ideas and activities to do at homeITMP – Child led learning opportunities with adult extended learning. One to one and focus groups. |
| 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 PlansTrained first aid staffMedicines policyBehaviour policy/Behaviour manager and nominated Behaviour LeadIntimate care policy/procedureCollection policy/procedureHealthy Eating policySnacktimeIndividual Support PlansKeypersonCircletimes in key classesLearning JourneysWall displaysChildren’s interests followed via child led learningWebsite |
| 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)  | Manager with Diploma in Early Years NVQ level 3 trained keypersonsCOPOngoing training and developmentOutside Agencies(Speech and Language,Occupational Therapy etc)SENCOEarly Years Advisor |
| 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 (Owner, Area Manager and Manager)Senco forums attended regularly for updates OAP trainingSEND Briefing (Owner and Manager)Early Help and TAC (Owner and Manager)SchemasTwo year Check (Owner and Manager)Working with ParentsInclusive PracticeSupporting Positive Behaviour  |
| 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 PlanningRisk AssessmentsStaff RatioDifferentiated planning ensures all activities are suitable for all children and can be adapted to meet all children’s needs Parent Volunteer involvementMedical boxes/Health PlansFirst Aid BoxesContinuous Provision/Enhanced ProvisionEmails/WebsiteInclusion policyTalking to parents(before and after session) |
| 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 |  Disabled toiletsVisual BoardsInclusion funding is used to support and enable children to be included Signs in family’s home languageEqual opportunities Policy |
| 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  | Application forms and the All About Me section on Tapestry is used to inform us about the children prior to them starting with usWe offer and encourage settling in sessions for all childrenKeypersons works closely with their key children. Online Tapestry learning journeys are used to record and track children’s developmentSummary/Plans are written to support children and inform parents.SENCOTransition forms/meetings with schools and other settingsExchange of info with other settings ongoingOpen door policyParent meetings |
| 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 | High Staff RatiosSmall group ActivitiesKeyperson1:1 support where necessary Specialist equipmentInclusion FundingDiscretionary FundingNursery’s own budget |
| 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 parentsChildren’s input Outside Agency involvementEarly Years AdvisorIndividual Support PlansKeypersonSENCO |
| 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 FormAll about Me section on TapestrySnapshot on Entry formOpen Door PolicyEmailParent consultation EveningsDaily opportunities to meet with Key Person at drop off and pick up |
| 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 childInformation about local services on Local Authority website | Manager/OwnerKeypersonSENCONursery WebsiteSurrey County Council website |

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