

Response to Local Offer

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 – Briars Cabin Lightwater

Date: July 2015

Setting Ofsted URN: 119949

Local offer	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 Code of practice (COP)</p>	<p>A key person is assigned to every child that joins our nursery. This person gets to know the child and family very well. We monitor each child's progress over the three prime and four specific areas of learning and plan on a fortnightly basis to develop each child. If a child starts with us under the age of three, within the first term we will complete a two year check which we share with the parents, highlighting any areas of concern as appropriate. We will then work with our SENCO and parents to support the child. Throughout their time with us summaries of all seven areas are completed twice yearly and shared with our parents. Tracking sheets are also updated termly ensuring the progress of each child is monitored. Parents/carers are given their child's journey to read each term and they are asked to complete an information update sheet about their child. This gives them opportunity to share any achievements or concerns they may have. We ask parents/carers to involve their child in completing the form to give the child</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>voice also.</p> <p>Each child's key person observes and plans for that child. This means they are able to monitor and develop all their key children in all areas of learning. If outside agencies are involved with a child our SENCO and the child's key person will work alongside them and the child's parents/carers to help these children. This may involve applying for additional funding so a child can be given more 1 to 1 support, supporting the parent in completing forms and dealing with outside agencies or sign posting them to different organisations who may be able to help them.</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, Individual Support Plans(ISP), additional support</p>	<p>Planning for all our children is done on an individual basis as we appreciate that all children are different and learn in different ways. Through play and exploration of the extensive resources made available to them (know as continuous provision) the children develop and expand their experiences and knowledge .Staff support this learning with sensitive interventions suggestions and encouragement. Adult led activities to extend learning take place in small groups or one to one. These are planned around the children's interests and abilities.</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 ISPs</p>	<p>Formally each term we share with our parents their child's journey. These journeys are available for viewing on request by the parents/carers at any time. Parents/carers are encouraged to share their child's achievements and experiences outside the setting. The child's key person is also available for parents/carers to speak to, if they wish to discuss their child. They may request a formal meeting when completing the parent/carer update sheet sent out termly. Summaries of the seven areas of learning are sent out with the journeys twice yearly. On these summaries the next steps, that child is working towards in each area of learning are highlighted. Two year old checks are completed on children under three in their first term. Children that have input from outside agencies may have six week goals in place and parents/carers are kept up to date with progress made. Notice boards showing pictures of the children's play and experiences during the last week keep parents/carers informed and able to share and discuss their child's time at nursery.</p>
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<p>5) What support will there be for my child's/young person's overall well being?</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>Before a child starts with us we send the parents details of our policies (including behaviour and inclusion), A photograph of their child's key person and an explanation of the key persons role. We ask parents/carers to complete an 'All about my child' form and to provide photographs of their child's family and important people/animals to share with their key person, helping with the settling process. Visits are organised where the parents/carers and child can come and meet their key person and stay and play for a while. The key person will go through the 'All about my child ' form with the parent/carers so they can start to get to know the child, what they like and dislike, at what stage of toileting they are at, what religious or cultural festivals they celebrate as a family and whether they have any health issues or food allergies. We understand each child and carer is different and we are flexible about parents staying with their child when they first start at the setting. If we need to hold any medications for our children we have a written procedure that we follow and a form that is signed by the parent if medication has been administered. Any accidents that occur in our setting or outside of nursery hours are recorded and signed by the parent. All accidents are summarised to highlight any pattern which can then be investigated.</p> <p>We work together with parents to allow their child to become independent in going to the toilet. If intimate care is needed the child's key person, when possible, will provide the care. A note stating what was done will be completed and given to the parent/carers at the end of the session.</p>
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<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</p>	<p>All our staff are trained to at least a level 3 qualification in child care and are continuously going on training courses to keep their knowledge up to date. All staff also attend safe guarding and first aid courses at least every 3 years.</p> <p>We have a SENCO and deputy.</p> <p>Also a Designated Safeguarding Lead (DSL) and deputy.</p> <p>We also have access to outside agencies as and when required.</p>
<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>SENCO attends termly briefings. SENCO has had portage training & attended a Makaton course.</p> <p>Staff have attended Autism awareness & Sensory Processing courses.</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>Our children have access to an outside play area where we operate a free flow system every morning. We are also able to access the school field, hall and playground. There are three Planned trips during the year. To Lightwater Library, Lightwater Country Park and Lightwater Post Office. Parent/carers volunteers are requested for all these trips.</p>
<p>9) How accessible is the setting / school / college environment?</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>The Briars cabin is a purpose built facility. There are no steps inside or outside the building. A larger toilet is available for disabled access. All children will be accommodated if at all possible. Children with English as a second language are welcomed and supported. Support for parents with language difficulties will be sensitively handled and support from outside agencies sort if appropriate.</p>
		<p>Joining nursery(See number 5)</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>We have close links with our local infant schools and most will visit our setting to see the children who will be joining them playing in an environment they are comfortable in. The teachers have the opportunity to speak to each child's key person and we complete a transition summary stating at what stage each child is at in the seven areas of learning and a next step for each of those areas of which a copy is given to both the school and the parent. Alternatively we complete the transition sheet given to us by the receiving school on request. Leading up to when the children are moving onto their new setting we display photos, information and school uniforms for each of the schools that the children are going to and also practice changing into a PE kit. All the children going on to school in the next September are taken into Lightwater Schools reception classes to play for half an hour on three or four occasions in the last half of the summer term.</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>This is only appropriate if a grant is offered such as an inclusion grant or discretionary funding.</p> <p>The funding would be used to support each child's Individual needs & discussed as a team.</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 / 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>Each child is supported throughout their time with us by all the staff but particularly their key person, however if we feel a child needs additional support, through our SENCO, we will first discuss our concerns with the parents to decide where to go next. We will then support, guide and access any addition help the parents need in order to get the additional support.</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 have an open door policy that encourages parents to stay and play if they would like to. We encourage and request visits from parents with special skills i.e musical instrument players, police officers etc to come and share their knowledge with the children. We also ask parents who speak other languages, especially if it is a child's first language, to come in and share a story or do an activity of their choice using their native language. We celebrate diversity and enjoy sharing celebrations of cultural and religious importance to our children and very much like parent/carers input with this. Parents informed on development/planning see 4.</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 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>Your child's key person would be your first point of contact but if you feel more comfortable talking to the Owner, supervisor or any member of staff we are all available. If need be whoever you talk to may have to consult other members of the staff e.g. SENCO, but this would be done in confidence.</p> <p>The owner of the nursery is Teresa Stockham, she is also the SENCO and can be contacted by phone – 01276 65616 or by email teresastockham@hotmail.co.uk.</p> <p>Teresa will be able to signpost you to other helpful organisation or you can look on the surrey county council website for further information about your child's education – surreycc.gov.uk</p>
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