

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 Nursery Lightwater

Date: July 2015

Setting Ofsted URN: 119950

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, who gets to know the child and family very well. We monitor each child's progress over the 3 prime and 4 specific areas of learning and plan on a fortnightly basis to develop our child. If a child starts with us under the age of 3 within the first term we will complete a 2 year check which we share with the parents which will highlight any areas of concern. We will then work with our SENCO and parents to support the child. After a 2 year check has been completed (if appropriate) a development summary is completed and shared with our parents so our children's progress is monitored throughout their time with us. When the development summary is given to the parents, along with their journey we ask for parents to complete an update form to share any achievements or concerns they may have of their 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>Through the constant observation and planning each keyperson gives their children we are able to monitor and develop all our children in all areas of learning. If we need to involve outside agencies our SENCO and keyperson will work alongside them and our parents 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 environment, ISP(Individual Support plan), additional support</p>	<p>All planning for all our children is done on an individual basis as we appreciate that all children are different and learn in different ways. With the resources available to our children each day (known as continuous provision) our children, through their play, develop themselves, however if help is needed to enhance an area of learning this will be done through sensitive intervention by our staff (known as enhanced or adult led provision)</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 ISPs

Formally each term we share with our parents their child's journey. A written development summary (or a 2 year progress check if relevant) is produced twice yearly explaining how their child has developed in the 7 areas of learning along with a future development matter for each area so they can enhance their child's learning at home and request they fill out an update form which includes a request for them to have a formal meeting with their key person. However, our door is always open and we get the opportunity on a daily basis to speak to our parents when they drop off their child or pick them up. When we hand our children over to their parents at the end of the morning we might tell them of something exciting their child had done during the morning, but we also post up photos of some of the exciting things the children have been doing over the last fortnight for the parents see.

5) 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

Before a child starts with us we send the parents details of our policies (including behaviour and inclusion), who their key person will be, a pictorial booklet on what will happen on an average day and ask them to give us photos of people who are important to their child and complete an "all about me" form. The key person will go through this form with the parent 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 allow children to visit our setting for taster sessions before they start with us and encourage parents to stay with their child for as long as they feel comfortable with before leaving them in our care, as we appreciate that each family is different and may need more time to settle in.

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 summaries to hi light any pattern which can then be investigated.

We work together with parents to allow their child to become independent in going to the toilet. If we have to provide intimate care we complete a note stating what we have done and give it to the parent when they pick up their child.

<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 a partially covered outside play area where we operate a free flow system every morning. We are also able to access a large playing field and public playground which we use on occasions where the whole group go out or as a planned activity for a few children. Due to our location access to local facilities is difficult but we do invite the local community into our setting e.g. fire fighters, park ranger etc.</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>At present all our children are able to access all our premises and resources.</p> <p>Each child's needs would be discussed on entry to our setting and any reasonable adjustments would be considered if felt appropriate to enable that child to benefit fully from our resources.</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>Before a child starts with us we send the parents details of our policies (including behaviour and inclusion), who their key person will be, a pictorial booklet on what will happen on an average day and an “all about me” form. The key person will go through this form with the parent 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.</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 7 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. 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.</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 morning each month for prospective families to come and visit our setting to see how our children play and learn. Once a family has decided to join us we involve parents right from the start by asking them to give us information about their child and sharing information about our setting with them e.g. policies, key person details etc. We talk to our parents on a daily basis and like to get to know the whole family so they feel welcome and comfortable within our setting.</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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