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**Response to Local Offer Questions**

Following the introduction of the Children and Families Act (2014) AND the SEND Code of Practice (2014), local authorities are required to publish and keep under review information from services that are 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 in 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 is web based and there is an expectation that all providers, (except childminders), will answer the 14 questions below. We have added prompts as guidance, but there may be more information you could add about your setting. For more information visit [www.surreycc.gov.uk/sendchanges](http://www.surreycc.gov.uk/sendchanges)

This information must be reviewed annually by the setting.

Setting: \_\_\_St Marys Pre School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_8th September 2015\_\_\_\_\_\_\_\_\_\_\_

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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, E Help, meetings with parents, SENCO and Keyperson available, policies, follow SEND CoP | * Parent/keyperson meetings/discussions * Pre start induction with parent/carer and child, forms to be completed include one page profile & early years language audit tool. * New starter form in Prime Areas completed by key person within 2 weeks * Start point plotted on progress tracker within 2 weeks (prime areas only) * Regular on going observations/assessments carried out on all children * Complete 2 yr check immediately after first full term with flexibility if child turning 3 prior to this. * Parent/SENCO meetings/discussions * Liaise with health visitors re 27 month health check in agreement with parent. * Liaise with our Early Years Improvement Advisor * Complete specific observations and assessments with agreement and input with parents/carers. * Early Help Assessment completed with parents/carers if appropriate. * Refer to relevant Pre School polices & procedures   Follow Special educational needs and disability code of practice 0 to 25 years 2014 |
| 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 SEND support, keyperson, use of outside agencies, team around the child/family meetings, assessment and monitoring of child, transition, Advisor support from EYCS | SENCO is responsible for –   * Liaising with parents and keyperson to discuss and draw up Individual Support Plans (ISP) focusing on agreed aims, objectives and outcomes for that child. * Oversees the implementation of targets agreed * Reviews ISP 6 weekly * Attends ‘Team around the Child’ meeting * Liaises with all relevant outside agencies * Liaises with Surrey Early Years Advisor * Supports transition to next setting * Accesses/organises relevant training * Assigning a 1:1 support worker if appropriate * Establish small adult led communication groups   Key Person is responsible for –   * Carrying out ISP targets as agreed * Liaise with parents/carers on a daily basis * Regular reviews/discussions with SENCO * Accesses relevant training * Complete agreed observations and assessments   Setting –  - A plan, do, review process enables us to evaluate the effectiveness of each child’s support plan |
| 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 environt, ISPs additional support | * ISP for child/copy to parent if appropriate * Inclusive small group activities * A high ratio of staff to children allows opportunity for small group/1:1 support on a daily basis * Children’s next steps are identified termly by keypersons in all 7 areas of the curriculum. Planning is then reflective of this information.   Activities and experiences of learning both adult led and child initiated are diverse, inclusive and flexible. |
| 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 assessments, 2 year progress check, SEND CoP and ISPs | * Meetings with parent/carer, SENCO, key person allows for sharing of knowledge, support services, appropriate milestones, progress and advice on supporting their child at home. * Communication with parents in different/preferred formats ie phone, e-mail, 1:1 meetings * ‘Learning Journeys’ are always available for the parent to take home * Parent can share any information via our ‘home’ link book * 6 week review of ISP by SENCO, Key Person and parent * 2 year check meeting * On going observations/assessments carried out on every child on a regular basis * Regular meetings with all to share relevant information on all children   Parents/carers invited to attend relevant and appropriate training courses |
| 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? | Medication policy, care plans. consulting with children, behaviour management policies. Surrey`s guidance on intimate care and toileting | Key Person – Assigned for the duration of the child’s attendance in the setting so that positive/open relationships can be established with both the child and their family.  Support –   * Care plans written in consultation with parent, SENCO, Key Person and any other relevant outside agencies. * Relevant medical training will be undertaken if necessary * Access support from relevant outside agencies re emotional well being * Follow settings polices and procedures regarding behaviour and intimate care * Appropriate support given whilst promoting independence and building confidence in their own ability |
| 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 (SEND CoP, ASD, ELKLAN), early language team input, Early Support, Advisors, outside agencies (SLT, OT, EP), multi disciplinary meetings E-help | We access the following services –   * Speech and Language Therapy * Complex needs Speech and Language Therapy * Portage * Occupational therapy * Educational psychologist * Early Years Advisors * Surrey Early Support Service * Children’s Centre and outreach workers * Specialist outreach workers * Health visitors * Physical & Sensory Support Service * Early Help Assessment team * The Children and Young Peoples Service (CYPS) Learning Disabilities * Family Information Service * Children’s Services |
| 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 new to role, SEND CoP, Makaton, ELKLAN, INSET, SENCO forums | Staff Training undertaken –   * SEND Code of Practice 2014 * Termly SEND forums and breifings * ELKAN * Safe guarding courses/updates/refreshers as required * Group Makaton * ‘Hear Our Voices’ * ASD workshop * ‘I CAN’ (communication and language)   Staff Training scheduled 2015/16  - Makaton refresher  - Developing Children’s Listening & Attention  - ‘Hear Our Voices’ (Quiet Children) |
| 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 | Due to our rural location in a small village surrounded by woods and countryside we are able to weekly explore the local environment on foot in small groups. This is inclusive to all as our high staff to child ratio allows for extra support for individual children if needed.  Parents suggestions for outings is always sort and encouraged.  Our annual summer outing is inclusive to all our families, inclusive and accessible to all. (The children are the responsibility of their parents/carers during this time) |
| 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 | - Open planned, ground floor level only with clear access   * Wheelchair access with support over threshold * Disabled toilet * Easy access and parking * EAL social stories sent home * Key Person wears appropriate communication cards (duplicate copy sent home) * First word dictionaries between home and setting * Family members invited in to translate if required * Picture images to aid understanding (Makaton, Communicate in Print) * Inclusion grant (specialist resources) * Equality of Opportunity 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/TAF and multi disciplinary meetings, Photo books and visits to the new setting, Information shared with the new setting, Learning journeys, assessments | * Pre start visit with parent/carer and child * Pre start stay and play sessions offered * Family tree photo book * ‘My little red bag’ issued to all new starter containing photo of key person and child encouraged to bring in daily containing favourite items from home to share with key person and peers * ‘All about me’ starting form completed by parent * Information sharing with other settings in agreement with parent * Transition meetings * Accompanied visits to new setting key person/support worker * Leaning Journey transferred to new setting in agreement with parent * New school photo books to share with children   - Social stories to support transition  - Pathway plans developed with parent if appropriate |
| 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 | * Surrey County Council Discretionary funding accessed for 1:1 support if appropriate * Surrey Early Years inclusion for staffing of small groups and resources * Surrey Early years Emergency inclusion to cover staffing whilst reports/other services are being sort. * Relevant resources/training accessed as necessary |
| 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 the child, EHCP, allocation of 1:1 support | * Initial conversation with parents * ISP implemented by SENCO/Key person/support worker * Permission sort from parent to contact Early Years Improvement Advisor (EYIA) * Observation in setting by EYIA followed by meeting with parent, SENCO and Key Person. * Referral to relevant outside agencies for further support/assessment if necessary in agreement with parent   - Regular reviews with parent and all agencies to discuss development and the impact of support offered. |
| 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 | * Parental input with completion of Individual 1 Page Profile and Outcomes Support document * Parents requested to complete observations in home setting * Regular meetings/ discussions with SENCO/Key person both formal and informal using preferred method of communication * Parent helper duties * Parent run committee * Parents ideas and suggestions for activities are welcomed |
| 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  (Local Offer) | In setting -   * Nominated SENCO for setting (full time) * Key Person   Other agencies   * Family Information Service * Dorking 0 to 19 team * Parents in partnership * Children’s centre   - Surrey Early Years Improvement Advisor  - Surrey Early Years Support Service, Early Bird and portage   * SALT * Community Paediatrician * Educational Psychologist * General Practitioner * Surrey County Council website |

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