

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: Rainbow Nursery & Pre-School

Date: 28/02/2017

Setting Ofsted URN: EY484533

Local offer 14 Questions and prompts	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 Assessments, meetings with parents, SENCO and Keyperson available, policies, follow COP</p>	<p>We use 2 year checks, termly development summaries, EHA's and ECAT audits to identify any special needs.</p> <p>Parents can speak to their child's key person or SENCO if they have any concerns. We can then work together to plan the next steps.</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 family, assessment and monitoring of child, transition, Advisor support from EYCS</p>	<p>As a setting we work with all other agencies to support the child and family. I.S.P's are created to put specific targets in place. If necessary extra 1:1 support will be provided with a 1:1 worker within the nursery environment. The SENCO and 1:1 will oversee and plan an education programme with the input from parents.</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, ISPs, additional support</p>	<p>Planning is always for the individual child. Targets on I.S.P's will ensure the child's individual needs are met and planned for.</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

We regularly meet with parents at parent surgeries and TAF meetings. We use learning journeys and summaries (incl 2 year checks) to track progress.

The setting also has an open door policy for parents to call or pop in and come and speak to staff at any time.

Parents are offered a copy of I.S.P's.

<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>Administering medicines policy and care plans. Consulting with children, behaviour management and policies. Surrey's guidance on intimate care and toileting</p>	<p>As a setting we are happy to administer prescribed medicines – training will be sort if needed for more specialist medications. Parents will be required to complete a Health Care Plan with staff that is regularly reviewed. All individual needs are catered for. We have a behaviour management policy and work together with parents, completing behaviour plans with them if necessary. We try to seek children's views by, encouraging them to take part in discussions, being able to read their body language/actions, asking them for their permission and observing them carefully. We have an intimate care and toileting policy.</p>
<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 and Early Help</p>	<p>We involve and request the support of specialist agencies such as: Freemantles School for the Autistic, Speech therapists, occupational therapists, health visitors, educational psychologist, early support and many others.</p> <p>SENCO's and 1:1 workers receive regular training.</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>Staff undergo training such as:</p> <p>Makaton Autisim Early Language/speech SENCO Behaviour management Inclusion and SEND</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>We do not do trips outside the setting.</p> <p>Outside activities are well staffed and if necessary 1:1 support maybe put in place for these activities</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 setting has wheelchair access and a hand rail in one toilet cubicle.</p> <p>Children who have English as an additional language are supported by visual timetables, letters in home languages if necessary, visual prompts, books in their home language, nursery to home book and we receive support from REMA.</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, TAF 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>Schools usually visit the setting at the end of the summer term each year to see their new children in their nursery environment. We complete a transition sheet for all children moving on and give these to the schools after gaining parent's permission.</p> <p>For SEN children we hold transition and TAF meetings to make a smooth transitions.</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>We apply for inclusion grants to help with resources and deployment of staff. We have our own sensory toys. We apply for discretionary funding to employ 1:1 workers.</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>After discussions with setting staff, parents and other agencies the setting will then apply for funding. It is then up to specialist panels from surrey to determine how much support and funding we actually receive.</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 hold family days each term where we invite family members in to come and have a play session in the nursery. We have an annual family fun day and other special days throughout the year.</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>As a setting key persons, SENCO's, managers and deputies are on hand to speak to the majority of each day.</p> <p>We can refer children to our local children's centre and/or health visitor for further support. We will also seek further support from any agency or look it up for the parent if required to do so.</p> <p>We can give website addresses to parents so that they can look up support themselves.</p>



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