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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/>

Date: December 2014

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, CAF/E Help, meetings with parents, SENCO and Keyperson available, policies, follow COP</p>	<p>The need for early identification is paramount. It is made either by the staff or from information received from previous pre-schools, nursery provision or from other external sources. Parental concern is also taken into consideration.</p> <p>Every child who attends the Nursery is assigned a key person before they join Lingfield Nursery School or make the transition to a new room. The Key person will support the child and monitor their learning and development through observations, assessment and record keeping, and help to plan with the child's needs in mind.</p>

		<p>Key workers complete a two year check review children's development, identify their strengths and see if they need extra support in any areas.</p> <p>Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.</p> <p>These systems identify the stage the child is at, and clarifies who is responsible for the additional provision that is needed to support the child's progress.</p>
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<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>Children with other needs are provided for through Individual Support Plans (ISP's). We have a high level of adults to children enabling us to provide all children with adult time and attention. If it is felt that a child's needs cannot be met through Lingfield Nursery School then advice will be sought from the area Development Improvement Advisor to seek extended funding.</p> <p>Lingfield Nursery School's SENCO gets to know all children that have needs that are additional or different and acts as a first contact for parents, carers and outside professionals. The SENCO also advises staff on their approaches and interventions, though it is the responsibility of each member of staff to actually meet the child's needs on a day-to-day basis.</p> <p>Lingfield Nursery School recognises that to provide a fully inclusive and supportive environment there is a need when considering SEND to work closely with the full range of support services and external agencies. Agencies are called upon when support is required for a specific need. The setting also works closely with agencies when information is requested to support a child.</p>
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		<p>Agencies presently used by the setting include Speech and Language Therapy, Educational Psychologist, Behaviour Support Service, Health Visitors, Pre-school Advisory Teacher, Area Development Improvement Advisor.</p> <p>If there is a need for an increase in staff due to issues surrounding inclusion resources will be met initially within Lingfield Nursery School's budget and then depending on need additional funding will be sought.</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, IEPs, additional support</p>	<p>At Lingfield Nursery School all children have a right of full access to Early Years Education through the Early Years Foundation Stage. All children have a right to expect to learn in a caring and considerate environment where the staff and the children are all valued for their contribution to nursery life. Lingfield Nursery School is committed to the early identification of children with Special Educational Needs and Disability (SEND) and to adopting clear and open procedures which are outlined in this policy. Lingfield Nursery School is committed to working closely with parents</p>

	<p>who are fully involved in all decisions that affect their children's education. Lingfield Nursery School will provide, within available resources, the highest possible quality support and inclusive education for children with SEND.</p> <p>Lingfield Nursery School aims to provide a differentiated curriculum, relating learning targets, tasks, and resources and learning support to individual children's needs in order to maximise their achievement and progress. Lingfield Nursery School Plans by using the Early Years Foundation Stage.</p> <p>As well as a differentiated curriculum, children with SEND at EY Local Offer and above will have an Individual Support Programme (ISP).</p> <p>At EY Band 1 support will be provided from the outside agencies involved in writing ISPs.</p> <p>We feel it is essential that the children with SEND are taught in a fully inclusive classroom and their needs are met within the curriculum being planned. We recognise however the need for additional resources that may mean the child is sometimes taken from the class for extra activities. These may include Speech and Language therapy sessions and work specifically related to ISPs. As far as</p>
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		possible the ISP will help the child be included into the planned curriculum within the session.
<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 IEPs</p>	<p>At Lingfield Nursery School we believe that children benefit most from nursery education and care when parents and the nursery work together in partnership.</p> <p>Your child's progress and information records are available for you to see in the nursery but are otherwise kept confidential by staff.</p> <p>The Key Person will develop a relationship with parents and be a key point of contact for them, taking opportunities to share their child's developmental achievements with the parents. They will support the child and monitor their learning and development through observations, assessment and record keeping, and help to plan with the child's needs in mind.</p> <p>Key workers also complete a two year check review children's development, identify their strengths and see if they need extra support in any areas.</p> <p>We also ask parents to regularly input information into your child' learning journey and share information with their key worker.</p> <p>Your child's key worker will meet you at a convenient time</p>

		<p>to discuss any aspect of your child's care or progress. Lingfield Nursery School holds parent's evenings to share information and discuss your child during the evening.</p> <p>As well as a differentiated curriculum, children with SEND at EY Local Offer and above will have an Individual Support Programme (ISP).</p>
<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</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>Lingfield Nursery School makes sure that all individual children with medical needs receive proper care and support whilst in the setting.</p> <p>Staff who manage the administration of medicine are capable of doing so and have received training where the administration of medicine requires medical or technical knowledge.</p> <p>Parents provide full information about their child's medical needs, including details on medicines their child needs on the registration form which is completed before their child starts at Lingfield Nursery School. They also give</p>

<p>child / young person to do this?</p>		<p>permission for their child to receive emergency treatment if needed.</p> <p>Lingfield Nursery School promotes equality of opportunity and anti-discriminatory practice and ensures that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.</p> <p>There is a high level of adults to children enabling us to provide all children with adult time and attention.</p> <p>Lingfield Nursery School recognises that to provide a fully inclusive and supportive environment there is a need when considering SEND to work closely with the full range of support services and external agencies. Agencies are called upon when support is required for a specific need. The setting also works closely with agencies when information is requested to support a child.</p> <p>Agencies presently used by the setting include Speech and Language Therapy, Educational Psychologist, Behaviour Support Service, Health Visitors, Pre-school Advisory Teacher, Area Development Improvement Advisor.</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 (CAF)</p>	<p>Lingfield Nursery School is committed to raising the quality of our provision by encouraging and supporting the professional and personal development of our staff team.</p> <p>We access training offered by Surrey Early Years and Childcare Service. Staff members are encouraged to go to other relevant external training courses to widen their experience and knowledge. Staff members are supported with accessing sources of funding for their professional development and must sign an individual learning agreement if Lingfield Nursery School invests in their professional development.</p> <p>We work alongside speech and language settings from the hospital to meet our children's needs and understand the</p>

		<p>necessary approaches needed to carry out SALT targets etc.</p> <p>Our SENCO attends termly training to update her knowledge SENCO forums.</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>The SENCO will participate in the training on inclusion provided by Surrey Early Years. The SENCO will attend the training provided by the Area SENCO team and will keep up-to-date in changes in legislation. Lingfield Nursery School also attends regular Cluster meetings.</p> <p>School provides adequate training for staff to equip them to carry out these specific roles. Staff also attend specific training and workshops to meet the needs of individual children. This training is dependant on the current needs of children in our care. Where possible we hold in house training for the staff team which will be based on the staff training and development plans and is usually focussed around safeguarding or first aid.</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</p>	<p>Planning for trips out to include all children, adaptations and additional support</p>	<p>Lingfield Nursery School is set in the grounds of a farm and has good disabled access as the whole site is on a flat level. We do not take children on external trips.</p>

<p>do you involve parent carers in planning activities and 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>Lingfield Nursery is self-contained and has its own entrance with a security gate and a key fob system. It has good disabled access as the whole site is on a flat level. There is a welcoming entrance lobby with information for parents and carers about what is happening at Lingfield Nursery School and the surrounding areas via the Family Grapevine magazine.</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</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 joins Lingfield Nursery School we use a variety of ways to provide their parents with information. This includes a parent's induction, copies of relevant policies and procedures and regular update emails.</p> <p>We use settling in sessions to familiarise the child with the environment, staff and routine. During the first settling in session parents will complete a room questionnaire or 'all about me' form with their child's key worker.</p> <p>Every child who attends the Nursery is assigned a key person before they join Lingfield Nursery School or make</p>

<p>support a new setting / school / college to prepare for my child/young person?</p>		<p>the transition to a new room. We use settling in sessions over a period of six weeks to familiarise the child with a new room, staff and routine. For the first two weeks of sessions the child will spend a short period of time in the new room (1-2 hours). Over the following four weeks the time will gradually increase to a whole morning/afternoon and finally a full day if applicable.</p> <p>Lingfield Nursery School has a close working relationship with Primary Schools. Meetings are arranged throughout the term as well as when children transfer. The Reception class teachers regularly visit Lingfield Nursery School and a programme of visits is organised prior to the transfer to school. Where a child has been identified as needing additional visits these are arranged in consultation with the parents and the primary school.</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>Lingfield Nursery School fully complies with the Ofsted requirements in terms of staffing and at times has a greater ratio of staff to children than the minimum requirements.</p> <p>If there is a need for an increase in staff due to issues surrounding inclusion resources will be met initially within Lingfield Nursery School's budget and then depending on need additional funding will be</p>

		<p>sought.</p> <p>The SENCO will participate in the training on inclusion provided by Surrey Early Years. The SENCO will attend the training provided by the Area SENCO team and will keep up-to-date in changes in legislation. Lingfield Nursery School also attends regular Cluster meetings.</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>Lingfield Nursery School follows the stages set out in the revised Code of Practice. This identifies the stage the child is at, and clarifies who is responsible for the additional provision that is needed to support the child's progress.</p> <p>Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis. Children with other needs are provided for through individual support plans.</p> <p>If it is felt that a child's needs cannot be met through Lingfield Nursery School then advice will be sought from either the area Development Improvement Advisor to seek extended funding.</p>

The Staged Model of Special Educational Needs

EY Enhanced Local Offer: The staff in consultation with the SENCO need to gather information to assess the child's learning difficulties. An Individual Support Programme (ISP) is written and put into place. Provision for extra support is made within the resources of Lingfield Nursery School.

EY Band 1: As Early Years Action with additional support from specialists from outside Lingfield Nursery School.

EHCP: The child is considered for EHCP and the staff in consultation with the SENCO, parents and outside specialists. The LEA considers the need for a EHCP and, if appropriate, makes a multi-disciplinary assessment.

Lingfield Nursery School recognises that to provide a fully inclusive and supportive environment there is a need when considering SEND to work closely with the full range of support services and external agencies. Agencies are called upon when support is required for a specific need. The setting also works closely with agencies when information is requested to support a child.

<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>At Lingfield Nursery School we believe that children benefit most from nursery education and care when parents and the nursery work together in partnership. We welcome all parents into the setting and encourage their involvement in nursery life to enable each child to individually flourish.</p> <p>Your child's progress and information records are available for you to see in the nursery but are otherwise kept confidential by staff. They will be given to you when your child leaves the nursery to help with any transition to school or simply for you to keep as a memento of a special time in their life. We also ask parents to regularly input information into your child's learning journey and share information with their key worker. Your child's key worker will meet you at a convenient time to discuss any aspect of your child's care or progress. Lingfield Nursery School holds parent's evenings to share information and discuss your child during the evening.</p> <p>Parents are consulted at every level of intervention. Parents have a right to be involved in discussions about their child. Procedures should be explained to parents in order to develop a close working relationship and so parents can be made aware of the targets being set for their child. Parents should be offered advice about</p>
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		<p>how they can work with their child at home if they so wish. The effectiveness of any intervention will depend upon the level of involvement of parents.</p> <p>Consultation with parents is made informally on a daily basis as well as at parents' evenings. Additional consultation is made at either the parent's or Lingfield Nursery School's request at a mutually convenient time.</p> <p>Meetings for parents of children at Early Years Band 1 will be organised termly to review and write Individual Support Plans (ISPs).</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>For further information contact the Nursery Manager Rachel Apps at Lingfield Nursery on 01342 836540 or email at info@lingfieldnurseryschool.co.uk. You can also visit the Local Authority website for information about local services on surreycc.gov.uk.</p>

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