

Local Offer Responses Crib Sheet

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.

Date: 16/12/20

Brockham Green Nursery

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, EHA (Early Help Assessment), meetings with parents, SENCO and Key person available, policies, follow COP (Code of Practise)	To monitor our children and meet all their needs, we carry out 2-year-old checks and home visits prior to starting. We liaise with parents and any outside agencies already involved with the child, including childminders and previous settings. By regularly observing a child we are able to monitor their development. If we are concerned about a child we would speak to the Senco and Parents , liaise with the Manager and Key worker and appropriate steps and any help the child needs will be put in place.

2) 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 SEN support and Keyperson, use of outside agencies, Team around the child meetings, assessment and monitoring of child, transition, Advisor support from EYCS	The Manager and Staff of Brockham Green Nursery meet regularly to oversee and plan educational programmes. Each child is an individual and is given a key worker who observes and collates the child's developmental file. Initially the Manager and key worker will explain how the setting runs, including files and policies. The Manager and Staff will always be available to talk to, and the key worker will keep in regular contact with the parents. An effective practise will see a child thrive and develop.
3) 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 environment, EHCP (Education, Health and Care Plan), additional support	Each child is an individual, therefore planning must be flexible, so all children can achieve and move forward. All activities will cater for all levels of development. If a child requires additional support, this will be discussed with the parents and an EHCP (Education, Health and Care Plan) includes targets for staff to work with the children which includes those set by outside agencies. These are reviewed every 6 weeks.

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 (Code of Practise) and EHCPs (Early Health and Care Plans)

Staff will be available at all times to speak to parents, either during a session or a prearranged time. We have an open-door policy as well as regular parents evenings.

A child's progress is monitored through observations, development sheets and trackers. A child's development will be discussed with the parents regularly, any concerns will be flagged up and support put in place. We have a blue book system where parents can share information from home, and we can share information from the setting.

Our educational programme will be included in all newsletters and notice boards and information is shared so parents can continue the learning at home. We regularly have 'stay and play' sessions, this is where a parent/carer is invited to spend the session with their child, enabling them to see firsthand how the sessions are run, our education programme and just watch their child play with peers. Updated files will be available to view.

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?	Administering medicines policy and care plans. Consulting with children, behaviour management and policies. Surrey's guidance on intimate care and toileting	We have an Administering Medicine's Policy. Each child that requires medical support will have their own care plan, and signed agreement that medicines can be administered. We have a Behaviour Management Policy with regular staff training. All children will be listened to and will have the opportunity to share their views and feelings.
6) 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 (COP (Code of Practise), ASD, ELKLAN), early language team input, Early Support, Advisors, outside agencies (SLT, OT, EP), multi disciplinary meetings Early Help Assessments (EHA)	Brockham Green Nursery have a SENCO (Kim Peters) and a Deputy SENCO (Emma Robinson). Also, a DSL (Designated Safeguard Lead) who is Emma Robinson and a Deputy DSL who is Kim Peters. Outside agencies include Early Years Support Advisor, Speech and Language Therapists, Occupational Therapies and Educational Psychologists.

7) 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, COP, Makaton, ELKLAN, INSET, Send forums	Kim Peters and Emma Robinson attend regular Send (Special Educational Need and Disability) training sessions, including specialist training for specific needs of the children. They then liaise regularly with parents and other staff to relay information.
8) 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	All children are included in Nursery outings, with adaptations put in place to accommodate all the children's needs. Staff are aware of medicines that need to be continuously on hand, with all administrations recorded and signed by parents on return. Parent/Carers provide any additional information and requirements and are always invited to attend the outing if they wish. Any outing will be planned and discussed in advance so all requirements are in place and risk assessment checks carried out.

9) 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	Brockham Green Nursery is fully equipped and accessible for wheelchair access. Inclusion grants are available for any additional requirements i.e. resources, specialised equipment. The auditory environment is in place and equipment available to cater for the hearing impaired. All equipment is risk assessed on a daily basis.
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? 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 (Team around the child) and multi disciplinary meetings to prepare for a child. Photo books and visits, Info passed on to new setting, Learning journeys, assessments etc	The key worker will go on a home visit to meet the child in their own environment. The child will have a visit day at nursery prior to starting. This helps them, and their parent/carer become familiar with the setting and for the parent/carer to receive a welcome pack which includes information about the nursery and relevant forms to sign. When children move on to School, the Manager will contact the relevant schools to arrange meetings and visits for the children to meet their class teachers.

11)How are the setting`s/school`s/college`s resources allocated and matched to children`s/young people`s special educational needs?</b></p> <p>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	Additional funding such as Inclusion Grants and Discretionary funding are available if a child requires 1:1additional support. This would be separate from the Key worker.
12)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 child, EHCP, allocation of 1:1 support	This 1:1 support would be available, once an EHC Plan is in place and staff and parents have liaised with outside agencies. All information regarding the child and their needs is collated and sent off to the Special Educational Needs and Disability Department at Surrey Early Years for a decision to be made.

13)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	'All about me' forms inform the setting about the child, their likes, dislikes and whether they attend any other settings, Toddler groups etc. Home visits are very beneficial for the communication between the key worker/parents and child. Stay and Play sessions for parents/carers give the opportunity to see what their child does during a session. 'Blue books' provide another way of information being shared between setting and parents.
14)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, Key worker for child Information about local services on Local Authority website	The Manager or Key Worker would be the person to contact for information, although all staff are available. The Senco (Kim Peters) is available for additional information. All Brockham Green Nursery information is on our website, including our telephone number. Information on Local Support Services are available on Local Authority websites. The Manager is available for all questions regarding the Nursery.