

## 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.

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Local offer 14 Questions and prompts	Answers
<p>1) How does the setting know if children/young people need extra help and what should I do if I think my child/young person may have special education</p>	<ul style="list-style-type: none"> <li>• At Fetcham Village Pre-school every child is allocated a key person who is available to respond to the individual needs of a child and family and regularly observe and record a child's development for their Learning Journey.</li> <li>• This journey begins with parents sharing with the setting an 'All About Me' form which gives useful background information to assist transition from home to Pre-school.</li> <li>• For younger children, alongside the Health Visitor, the key person will give parents a short summary (2 year developmental check) which helps identify any emotional, physical, and social or communication needs so if required support can be put in place as early as possible.</li> <li>• The key person, SENCO and Manager follow both the setting policies and SEND 14 to ensure a range of targeted services can be offered.</li> <li>• Staff offer parents opportunities to converse both formally, with frequent parent consultations and informally by being available at the beginning and end of each session.</li> </ul>

<p>al needs</p>	
<p><b>2) How will early years setting staff support my child/young person?</b></p>	<ul style="list-style-type: none"> <li>• The key person, SENCO and Manager work closely with parents and other professionals to coordinate the best, applicable services available. A joint approach with staff, parents and carers enables effective assessments to be carried out such as 'Ann Locke profiles' and 'E-cat early speech assessment' as well as practitioners observing for Learning Journeys which assists to illustrate and evidence the need for any services from outside agencies.</li> <li>• The setting will endeavour to involve the child in any decision-making by taking into account their opinions and wishes. Where required the setting will venture to assist a child's development and meet their needs by providing 1:1 support using the skilled staff within Pre-school.</li> <li>• Parents are involved in regular meetings with relevant professionals within the setting and this platform allows the staff to gain advice and support from EYCS as to the best way forward in planning for a child's Individual Support Plan.</li> <li>• The Manger and SENCO regularly receive and give up-dates to Speech and Language Therapists and other agencies via email and the telephone. When children move on to the next stage of education, Pre-school pursues links with relevant school staff and parents are invited to transition meetings. Staff strive to assist children and parents to have a positive transition from Pre-school to the next stage of learning.</li> </ul>
<p><b>3) How will the curriculum be matched to my</b></p>	<ul style="list-style-type: none"> <li>• The setting believes every child should be offered an individual chance to learn and participate in all activities regardless of disabilities or medical needs and are committed to delivering a curriculum that makes children feel confident and valued as unique individuals.</li> <li>• Each key person records and plans for individuals with high regard for parents' contributions. Parents with work commitments are able to communicate with their child's key person via email or the telephone.</li> <li>• The setting operates 'one to one time' within each session enabling staff to work closely with children to facilitate monitoring and assessment of development and assist with individual future planning.</li> </ul>

<p><b>child's/young person's needs?</b></p>	<ul style="list-style-type: none"> <li>• With related advice the SENCO puts an Individual Support Plan in place for some children. Targets are worked on every session and progress is recorded and frequently reviewed with parents and accordant therapists. Please see at end of document links to useful surrey services.</li> </ul>
<p><b>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?</b></p>	<ul style="list-style-type: none"> <li>• Early Years Practitioners at Fetcham Village Pre-school acknowledge and respect parents as children's first educators and feel it is vital to construct positive partnerships. An 'open door' approach means parents are welcome and encouraged to be in and part of the setting.</li> <li>• Children are offered 'settling visits' before starting pre-school, giving parents and children the opportunity to meet their key person and exchange family practices and expectations.</li> <li>• The setting's policies and procedures are available and on view and Information evenings are frequently held for parents on subjects such as the Early Years Foundation Stage, giving good insight into play and our curriculum.</li> <li>• Good links with local provision mean we can signpost or refer families to facilities such as children's centres.</li> <li>• All parents are offered parent consultations, in which Learning Journeys are shared as well as any summative assessments and forward planning.</li> <li>• Children with Individual Support Plans are able to view their child's target progress which is recorded every time their plan is worked on and we encourage parents to have input in next stage planning.</li> <li>• We ask parents to share 'Wow moments' which assists with communication and observes and celebrates children's progression at home.</li> </ul>
<p><b>5) What support will there</b></p>	<ul style="list-style-type: none"> <li>• The Early Year Practitioners at Fetcham Village Pre-school provide a curriculum that incorporates many approaches to support and enable a child to develop a positive self-identity and aid emotional well-being.</li> <li>• As a reflective tool we use the Mosaic Approach which allows adults to gain insight into children's perspectives of their everyday</li> </ul>

<p><b>be for my child's/young person's overall well being?</b></p>	<p>lives by listening, talking and reflecting which encourages children to express their views using cameras, tours and mapping.</p> <ul style="list-style-type: none"> <li>• Staff provide positive role models and use strategies to encourage and support constructive positive behaviour.</li> <li>• The setting has several policies in place for personal care, medication and illness and all staff are first aid trained. Personal care plans are put in place for children with medical needs.</li> </ul>
<p><b>6) What specialist services and expertise are available at or accessed by the setting?</b></p>	<ul style="list-style-type: none"> <li>• Pre-school staff have undergone a variety of training and have a good understanding of a range of SEND experience. There is also a range of setting procedures and staff have input on reviewing relevant policies such as Equal Opportunities and Inclusion. Practitioners have access to all Surrey Training opportunities and many staff have experience working with children who have additional needs including past posts and roles.</li> <li>• The SENCO has links with and can access multi-agency services such as Speech and Language Therapists, Occupational Therapists and Educational Psychologists and uses their expertise to provide the best possible care for families. The setting collaborates with an Early Support Advisor whose professional knowledge assists us to develop a holistic approach towards the needs of a child.</li> </ul>
<p><b>7) What training are the staff supporting children and young people with</b></p>	<ul style="list-style-type: none"> <li>• The manager completes an annual staff training and development plan that looks at current and future training goals for all staff. Necessary training can be undertaken on an individual basis eg Diabetes</li> </ul>

<p><b>SEND had or are having?</b></p>	
<p><b>8) How will my child/young person be included in activities outside the classroom including school trips?</b></p>	<ul style="list-style-type: none"> <li>• Fetcham Village Pre-school are committed to overcoming all potential barriers to learning and play for individuals including out of school activities and trips.</li> <li>• All trips and activities are planned with consideration for individual children and the groups needs and may involve asking parents to be involved or increasing staff ratios.</li> <li>• All trips are formally risk assessed beforehand.</li> <li>• We also have access to Surrey CC inclusion grant which can help us by giving us extra staff members to support extra activities</li> </ul>
<p><b>9) How accessible is the setting environment?</b></p>	<ul style="list-style-type: none"> <li>• The setting works within the framework of the Equality Act 2010, The Children and Families Bill and SEND 14, and works towards equal opportunities for all. This is reflected in available policies such as Inclusion and Equal Opportunities.</li> <li>• All children have the right to participation and presently Pre-school has wheel chair access to the main entrance but steps on entry to some indoor areas. A portable, adjustable ramp is available for use at any time. We would endeavour to meet the physical needs of any individual by making reasonable adjustments. We can also apply for funding from the Disability Access Fund.</li> <li>• Pre-school works towards responding to the diverse needs of all families. Practitioners understand and respect the importance of a child's home language and language objectives are included in all areas of the curriculum. We are able to contact REMA for extra support and guidance.</li> <li>• The setting, when appropriate, can apply for extra funding in the form of an Inclusion grant or discretionary funding. The inclusion grant enables practitioners to have extra allocated time to work with small groups of children to scaffold their learning in areas such</li> </ul>

	<p>as speaking and listening, turn taking, building confidence and peer interaction. Discretionary funding is for an individual named child to support their time at Pre-school.</p>
<p><b>10)How will the setting prepare and support my child/young person to join the setting or the next stage of education and life?</b></p>	<ul style="list-style-type: none"> <li>• Transition from home to Pre-school is a significant time for children and families and thoughtful preparation by all parties can reduce potential barriers.</li> <li>• The setting aspires to meet each individuals' needs and this is helped by valuable information sharing. Meetings or communications with agencies already involved with a child's development and care are welcome to assist with establishing their needs.</li> <li>• Prior visits or settling visits offer opportunity to raise questions and have informal discussions as well as children exploring the pre-schools resources. Pre-school uses several strategies to help children settle including photographic timetables/ role play areas/ books about going to school.</li> <li>• For older children the setting has good links with local schools and when a child is moving on aims to support successful transitions by SENCO from each setting and parents meeting to share Learning Journeys and ISP targets. School teachers are able to visit and practitioners are happy to accompany children for school visits.</li> <li>• In Pre-school we prepare children with strategies such as photo books, school uniform in the role play area and through story telling sessions with our Persona Doll.</li> </ul>
<p><b>11)How are the setting's resources allocated and matched to children's /young people's special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• Using the SEND14 the setting with the help of multi agencies aims to ensure children with additional needs have the access to the available resources by accessing the relevant funding.</li> <li>• The Inclusion grant gives the setting flexibility to allocate staff to work with small groups and time for the SENCO to complete paperwork, maintain good links with other professionals and source resources.</li> <li>• Discretionary funding allows practitioners to work on a 1:1 basis in response to a child's needs.</li> <li>• We also rota our staff with different daily roles and areas of focus to help support all areas of the pre-school.</li> </ul>

<p><b>12)How is the decision made about what type and how much support my child/you ng person will receive ?</b></p>	<ul style="list-style-type: none"> <li>• Fetcham Village Pre-school is committed to the early identification of children with additional needs so that provision can be put in place.</li> <li>• Using observations, parents and children’s input and assessments tools, evidence can be shared with suitable professionals so that informed decisions can be made as to strategies or allocation of support to meet the child’s needs.</li> <li>• We feel it is paramount that not only parents but also children are involved in all stages and choices. Parents begin this process by completing a ‘one page profile’ with their child.</li> <li>• The impact of the support is reviewed and revised frequently and the recorded ISP targets give judgment to the development taking place.</li> </ul>
<p><b>13)How are parents involved in the setting? How can I be involved?</b></p>	<ul style="list-style-type: none"> <li>• The Pre-school acknowledges the importance of parent partnerships and how working together we can be effective supporters of children’s learning.</li> <li>• We hope to present as approachable, for parents to feel confident to discuss queries and questions. By providing information about their child’s experiences and sharing what they ‘did today’ parents can be part of planning future provisions.</li> <li>• We encourage parents if possible to stay and play for sessions to give real insight into their child’s experiences and this can be an opportunity for parents to see how the extra support is put in place.</li> <li>• We have lots of ways to get involved and be part of our pre-school community. Newsletters, parent mail, events, activities, trips, parent rota, share a skill, parent reps to name a few.</li> </ul>
<p><b>14) Who can I contact for further information?</b></p>	<ul style="list-style-type: none"> <li>• Within Pre-school part of a practitioners role is to have time to be available for discussions with parents and carers. This is usually a key person but all team members work closely together including the SENCO and Manager.</li> <li>• To make an informed choice and consider the best provision available for your child please see the Surrey Local Authority website.</li> </ul>

Useful links are-

Surrey local offer information

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Phone- 0300 200 1004

Surrey information point

<https://www.surreyinformationpoint.org.uk/>

Department of education information-

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)