

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: _____

Local offer 14 Questions and prompts

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?

Prompts

2 year check, observations, CAF/E Help, meetings with parents, SENCO and Keyperson available, policies, follow COP

Answers

We assess potential SEN issues and identify need for extra help using the following:
Ask for information from parents on Registration Form and at induction visit;
2 year checks;
Child observations;
Discussions with parents, SENCO, keyperson;
CAF;
follow Code of Practice;
Setting policies and procedures;
Anne Locke assessments;
ECAT audit tool.

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

SENCO oversees all SEN children in conjunction with keyperson. Together they develop the education plan and maintain regular assessment and monitoring of the child;
1:1 support is provided where necessary;
Advice from EYCS sought as soon as potential issues are identified;
Outside agencies are used if/when necessary;
Regular meetings are held involving all agencies;
Regular feedback is given to parents and home visits are offered if extra support is needed;
We provide small group work where beneficial e.g speech and language groups.

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 environ, IEPs, additional support

All children are individuals and are planned for accordingly;
IEPs are used;
Additional support is given where needed and developmental "next steps" are always identified.

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Answers

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IEPs are used;
Additional support is given where needed and developmental "next steps" are always identified.

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 IEPs

We have regular meetings with parents where learning plans are discussed;
Learning journeys are used to assess progress and these are always available for parents to view. They are kept up to date by the key person;
2 year progress checks are completed and meetings held with parents to discuss;
IEPs are used and parents always given a copy.

help my child/young person?

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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 a full range of detailed policies to support the well being of all children in our care, such as Administration of medicines; intimate care and toileting; SEN policy; inclusion. We have a nominated Behaviour Manager and supporting policies so issues around behaviour can be managed and supported.

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, ASD, ELKLAN), early language team input, Early Support, Advisors, outside agencies (SLT, OT, EP), multi disciplinary meetings E-help (CAF)

With the assistance of EYCS we call on the expert help available to us in fields such as SLT, OT, EP.

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, senco forums

Our SENCO attends regular half-termly training workshops to ensure she is always up to date with current best practice. This is then cascaded down to all staff. Staff have had Makaton training – though this would need to be refreshed as it has not been used for a few years; Some staff have had basic ASD training;

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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

We plan for all trips to include all children, involving parents where necessary; Risk assessments of all outings/trips are undertaken; Visual prompts are used if/when needed.

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

Wheelchair access to our premises is possible although access to the toilets would not be possible in a wheelchair. It is unlikely this access would be possible without significant reconfiguration work in the hall; Inclusion funding will be accessed where possible to provide support and specialist equipment;

<p>This should include recent and future planned training and disability awareness.</p>	<p>forums</p>	<p>Staff have had Makaton training – though this would need to be refreshed as it has not been used for a few years; Some staff have had basic ASD training; We are always willing to look at new training opportunities to support our SEN provision. SEN issues are discussed at staff meetings.</p>
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<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, 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 joining the setting all children/parents are invited to an induction morning where they meet their key person for preliminary discussions about their child's needs. They are encouraged to come for settling in visits and are offered a home visit. Settling in is tailored to each child's needs. Transition meetings are held involving all parties to discuss the transition to school; Development records and assessments are passed to the new school.</p>
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<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 deploy staff according to need; We apply for inclusion funding / discretionary funding to support 1:1 provision where necessary; We plan specific activities to support SEN children eg. Small group work; We use IEPs for all SEN children to ensure we allocate resources to meet their needs;</p>
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<p>12)How is the decision made about what type and how much support my child/young person will receive?</p>	<p>Meetings with families and all professionals involved with child, EHCP, allocation of 1:1 support</p>	<p>We have regular meetings with families and professionals involved with the child; SENCO/keyperson/manager will decide on the support needed; IEPs are regularly monitored and adjusted to ensure</p>
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We have regular meetings with families and professionals involved with the child; SENCO/keyperson/manager will decide on the support needed; IEPs are regularly monitored and adjusted to ensure needs continue to be met;

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

We have daily contact with parents where issues can be informally discussed, weekly home-school diaries, half termly formal parent consultations, and a very open-door policy to parents. We are always available to contact via phone or email and are always willing to have meetings if parents request it. Where appropriate, parents are consulted about changes to school life.

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

SENCO, Keyperson, Keyworker for child

Information about local services on Local Authority website

First port of call is key person and/or SENCO. If needed, the Manager is always available for parents who have concerns or worries. Website has contact details.

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