

## The Local Offer

The Children and Families Bill which becomes enacted in 2014 will require Local authorities to publish and keep under review information from services that expect to be available for children and Young people with SEND aged 0-25, this will be known as “The Local Offer”. The Purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care and should be developed in conjunction with children and young people, parents and carers, and local services including schools, colleges, health and social care agencies.

The Council for disabled children have produced “A briefing note on the Local Offer”

<http://www.councilfordisabledchildren.org.uk/media/246954/local%20offer.pdf>

SE7 - Local offer guidance and Framework

<http://www.se7pathfinder.co.uk/se7-local-offer>

We have developed a set of questions for each School to answer in order to produce their Local Offer.

# Newtown Preschools SEN local offer

## What is the local offer?

Our local offer is information for parents/carers of children who have Special Educational Needs (SEN) or a disability, and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending this school.

### 1. How are Special Educational Needs defined?

We define this as any child who requires additional support to receive and ensure a full and rich education.

### 2. How will the school know if my child needs extra help?

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?

We identify children who may need extra help through following a check with an early year's tracker and if this shows a delay in any areas we shall put things in place to support the child.  
Any concerns can be raised with the child's key worker or a member of the management team.

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### 3. Who is the best person to talk to about my child's difficulties with learning / SEN?

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?

Your child's key worker will oversee and plan the education programme for the child. If other professionals are involved with the child the key worker will input this into the child's individual play/education plan.

The child's key worker works with the child in session to support a child's learning and liaise with the child's parents and other professionals if they are involved. The key worker will also explain anything you need to know.

To know how effective our provision arrangements are for the children we re-evaluate the child's play/education plan at regular intervals.

### 4. How will I know how the school will support my child?

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 early years setting / school / college e.g. a home schoolbook? 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?

Parents are invited to coffee mornings or afternoons and can come and speak anytime to the child's key worker.

All children are also given a setting to home diary for all people involved with the child's care to write in.

We monitor how well a child is doing through key work sessions, observations and their tracker.

We would explain a child's planned learning in a 1:1 meeting with the child's key worker and give sessions to help at home, this is also done when we evaluate your child's individual play/educational plan.

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### 5. How will the curriculum be matched to my child's needs?

What are the setting's / school's / college's approaches to differentiation? How will that help my child/ young person?

If a child needs additional support we approach the differentiation with an individual play/education plan that will be tailored to supporting the individual child.  
If outside agencies are involved with the child there targets and suggestions will also be inputted into the child's learning.

### 6. How will I know how my child is doing?

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 early years setting / school / college e.g. a home schoolbook? 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?

The setting has a home to school diary which will let you know how they are doing, what activities they have done and any questions staff may have. Parents can also use the diary to pass any information onto the setting.  
Parents are also asked to attend meetings to discuss a child's next stage of learning and to develop their individual play/education plan.

### 7. How will the school help me to support my child'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 early years setting / school / college e.g. a home schoolbook? 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?

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The setting will support you by the questions you ask and if you need basic materials at home we shall try to provide these for you.

We monitor how well a child is doing through progress reports, individual play/education plans and liaising with other professionals involved with your child. There will be a key worker for your child to discuss anything you feel relevant and a home to setting diary for you to write in and read about your child's week in setting.

### 8. What support will be available for my child'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 be able to contribute his or her views? How will the setting / school / college support my child / young person to do this?

If your child has prescribed medication setting once a medication form is filled in this can be administered in setting. If training is needed for the child's medication this will need completing by staff before a child can attend the setting.

To help a child with behaviour we support them by lots of praise, visual prompts and negative behaviour is addressed by the 3 stages of timeout if the child is at a level to understand. If for negative behaviour is not able to be addressed with the timeout rule we shall approach parents to decide on a strategy to address this.

A child will contribute with their views verbally if possible, if not able to verbally they can contribute with how we see them being involved in the setting and what they enjoy doing.

### 9. What happens if my child has a high level of need?

At present we cannot cater for children with high level needs with our present staff. To be able to cater for this we would need notice to allow us to find funds to employ outside staff who specialise with children with high level of needs.

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### 10. What specialist services and expertise are available at this school?

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.

We do not have specialist services at this setting.  
We have three senco's in setting and we have dealt with children on the autistic spectrum of needs.  
We also access the support from The Bridge Centre, speech therapy and incontinence.

### 11. Are the staff who support children with SEND in this school, provided with appropriate training?

This should include recent and future planned training and disability awareness.

We have three trained senco's and training is updated regular.

### 12. How will my child be included in activities outside of 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?

All children are included in trips outside of the classroom including further afield trips. We would ensure there is two staff with a child with additional needs or we would ask the parents to come along on the trip and support the child's key worker.

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### 13. How accessible is the school 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?

The building itself is fully accessible for wheelchairs. There is a small kerb on the entrance gate which we would support you to enter if required, and then all entrances are via a ramp.

We have a disabled toilet and a changing station for young children up to the age of five.

For parents whose first language is not English we would you a translate programme from the internet to send any literature home for the parents.

If we need specialise equipment we shall loan these before a child commences at the setting. This information would be gathered from parents/carers.

### 14. How will this school prepare and support my child when they are starting, leaving this school or moving to another year?

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?

Before a child starts at the setting they will be invited to taster sessions and this will help us to gather information on how best to support them and to introduce the child to the setting.

When a child is moving onto a new setting we will hold a transition meeting with all people involved including parents. This is so all information regarding the child can be passed onto the new setting.

We shall try to arrange small taster sessions at the child's new setting so the child can familiarise themselves with the setting.

A scrapbook of the child's new setting shall also be set up for the child with pictures of the setting, the classroom and their new teachers. This we feel is a great benefit for all children with additional needs and helping them move on.

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### 15. What if my child needs transport to and from school?

Parents will need to arrange this as we do not provide transport for children.

### 16. How are the school's resources allocated and matched to the children's special educational needs?

How is the settings / schools / colleges special educational needs budget allocated?

We do not have a SEN budget allocated; we allocate resources on a needs basis.

### 17. How is the decision made about how much support my child 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 will I be involved? How does the setting / school / college judge whether the support has had an impact?

As a setting we shall decide if a child needs support and how much via staff, key worker, management and outside agencies if involved with the child.  
The decision is based on the child's abilities, understanding and stages of development. Parents / carers will be involved via meetings with the child's key worker from the first decision that your child may need support.  
We decide if the support offered is having an impact by looking at the child's progress tracker and seeing if they are moving on and progressing through the tracker.

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### 18. How will I be involved in discussions about and planning for my child's education?

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.

Parents/ carers will be involved in all areas of planning your child's learning in setting. The parents/carers will be asked to attend monthly/termly meeting to review and input into the child's next stages of learning.

### 19. 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's education? Who can I talk to if I am worried? Who should I contact if I am considering whether my 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?

If your child is already in our setting your first point of call would be your child's key worker and if they are not available it would be the setting manager Norma Chisnall. If your child is not at our setting and you would like to discuss things you would contact the setting manager, who is also the SEN co-ordinator. The setting manager can be contacted via email, telephone or facebook page all below-

Tel- 01744 754932

Email – [ntpreschool@btconnect.com](mailto:ntpreschool@btconnect.com)

Facebook- Newtown preschool/albums

These questions will make the base of each Schools Local offer and will have to be completed and publicised on your school Website by the end of May 2014.

Please can you Email [danielcollins@sthelens.gov.uk](mailto:danielcollins@sthelens.gov.uk) once you have completed/publicised your Local offer on your school website.

## Newtown Preschools SEN local offer

Other Pathfinder Authorities:

<http://www.sendpathfinder.co.uk/pftestingareas/>

<http://trafford.childrensservicedirectory.org.uk/kb5/trafford/fsd/category.page?category=2341>

<http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>

<http://darlington.fsd.org.uk/kb5/darlington/fsd/home.page>