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.
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?

Children who have special educational needs have a learning difficulty which calls for special or extra provision to be made for them.

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?

When children start at my setting I will assess their starting point using the St Helens tracker to help me plan for their development within EYFS framework. I continue to monitor their progress making observation which become part of their learning journal. I share these assessments with parents regularly and if the assessments highlight any concern I will share these with the parents immediately. I welcome parents to share any concern they may have and together make a plan of action to best support the child’s needs. Also, help parents to contact the appropriate SEN professional.
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?

I am the keyworker for all the children in my setting and will support each child to reach their full potential. I like to build a good relationship with parents and offer meetings each term to discuss their child’s progress and ask parents for their feedback and comments. I am also available throughout the term if parents want to discuss any matter with me either in person, over the phone or by email.

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?

Before a child starts in my setting I offer setting in sessions where parents are invited to stay as I feel it is important to build a good relationship with parent as well as children. I ask parents to complete an individual needs form and all about me profile which helps to support children through the setting in period. As I am the keyworker for all the children in my setting I am available to talk to parents about their child’s needs and I also complete a daily diary/communication book all of which helps to work in partnership with parents. I also use the St Helens EYFS tracker to track progress. I would complete an Individual Educational Plan and Individual Behaviour Plan for children with SEN and review this with parents.
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?

Using the EYFS framework I plan activities that follow each child’s individual interests and carry out observation to monitor each child’s progress as all children develop at their own rate and have their own individual needs. I would adapt activities when needed for children with SEN using picture cards or computer apps to help with communication, sounds and touch treasure baskets to help a visually impaired child.

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?

Each child in my setting will have their own learning journal which will contain photographs, observation, EYFS tracker, assessments, samples of the children’s art work. This is updated each term and shared with parents to see their child’s progress. I ask parents to comment on my assessments and welcome any suggestions with future planning.
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?

I complete a daily diary/communication book containing the child’s routine through the day i.e. meals/snacks, activities, toilet habits, and information for parent’s new word/skills, likes/dislikes. Parents are welcome to use this book to commutate with me too. My setting has achieved the St Helens Childminder’s Healthy Eating Award I use the stickers and certificates as a reward for the children to courage healthy eating and trying new foods. Parents are welcome to see their child’s learning journal at any time. I would create an IEP/IBP for children with SEN and review this parents regularly.

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 being able to contribute his or her views? How will the setting / school / college support my child / young person to do this?

I ensure my setting is safe by carrying out daily safety checks, regularly risk assessments and fire drills. I hold a up to date paediatric first aid and safeguarding certificate. I have clear policies and procedures which protect the children. I always encourage positive behaviour and think it is important to be a good role model.
9. What happens if my child has a high level of need?

I would be unable to support a child with high level needs.

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.

I have achieved
NVQ Level 3 in Children’s Care, Learning and Development
Early Learning Develop Programme
Early Years Nutrition
Early Years 1st Solid Food
Paediatric 1st Aid Training
Safeguarding Training
Basic Hygiene
Childminder’s Healthy Eating Award
Early Years Developing Children’s Mathematical Skills
Early Years Supporting Speech, Language and Communication
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.

I complete regular training to improve my knowledge and would be happy to complete any addition training.

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?

I risk assess all trips or outing to ensure the safety of all children and visit venues prior to taking the children. I would consider children’s individual needs when planning any outing to ensure the safety of all children. I would complete a risk assessment with the parents for any children with SEN.
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?

My setting is in my family home living room, play room and kitchen diner are all on ground floor and the bathroom is on the 1st floor. Access to the garden is through two sets of patio doors onto a large decked area and steps down to lawn area.

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?

When a child starts at my setting I invite them to attend 3 setting in sessions and ask the parents to complete individual needs form and all about me profile. When children move on to a new setting I will exchange information with the new setting and use the child’s learning journal to help make a smooth transition.
15. What if my child needs transport to and from school?

I am unable to offer transport to and from school.

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?

I work with the family and other professional to identify and obtain any specialists equipment if needed.
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 will I be involved? How does the setting / school / college judge whether the support has had an impact?

If I had any concerns about a child’s development I would speak to the parents and work in partnership with them to seek further support for their child, make referrals to other agencies always with parental consent.

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.

I welcome any suggestions from parents and complete a daily diary/communication book in which parents can make comment or communicate with me. I create IEP/IBP and involve parents in risk assessments for children with SEN.
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?

I am available to discuss your child’s needs, progress or concerns in person, over the phone, via email.
Parents can also use – Health Visitor, Children’s Centres.

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 once you have completed/publicised your Local offer on your school website.

Other Pathfinder Authorities:
http://www.sendpathfinder.co.uk/pftestingareas/
http://darlington.fsd.org.uk/kb5/darlington/fsd/home.page