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.
1. How are Special Educational Needs defined?

We as a setting define children's need for additional support by their age appropriate development goals being met, or by any additional needs being identified by a parent/key person in line with the Equality Act 2010.

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

We identify the children needs through observations of the children during their daily visit to the setting along with evidence recorded in their St Helens tracker. We also use times for discussion with parents during the children’s trial visits to the setting to give parents the opportunity to discuss or raise any concerns they have about their child and how we can support the parent and the child.

As a setting we decide with parents the best way forward for the child using the SEND code of practice 2014. If a child already has a SEN when entering the setting then the relevant measures will be put into place eg. resources, equipment etc. This will then help the child and make the care accessible for the child and their family.

During transitions into the setting parents are given an ‘All About Me’ document which will ask a range of questions which will inform the child’s key person about the child and what they are able to complete while at home. This will give the setting a base line so we can plan to meet the child’s individual needs from their first session.

Any parent can raise a concern about their child through their key person or through the nursery SENCO. To identify a concern we use the St Helens tracker to monitor age appropriate development and if this is below age-related expectations, we would raise this with the key worker as an identified concern with the child’s development. We also monitor the trackers on a termly basis and if any areas are identified though the monitoring then we would take the concern to the key person to discuss with the parent.

Together we can set up an individual education plan (IEP)/individual behaviour plan (IBP) /educational healthcare plan (EHCP) for the child with agreed targets to support the child to meet their necessary development targets and support them where they are not achieving to their age appropriate development levels. This can identify whether the child needs to have further support. This could involve outside agencies coming into the setting or staff spending some time on a one to one or small group basis to assist with meeting the children’s developmental goals.

We encourage parents to approach the child key person about any concerns at any part of the day. We also have parents' evenings/ daily diaries for babies. This provides parents with an opportunity to discuss the child, and how we as a setting are able to help and support both the parent and child with addressing any concerns that have been raised. This is also an opportunity to celebrate individual progress.
3. Who is the best person to talk to about my child’s difficulties with learning / SEN?

The nursery has a key person system in place. Each child is allocated a key person from when child’s transition into the setting begins. If we feel that the child is not connecting with the key person then this can be changed to someone who the child feels comfortable with. If this key person is absent then a second key person is put into place to maintain the child progress.

The Nursery SENCO/Behaviour Coordinator along with child’s key person will devise an educational programme for the child which will be in line with progress towards the early learning goals. This will be discussed with the parents involving them with the individual education plan or individual behaviour plan. If further support is required this will be discussed with parents/carers.

This would be reviewed alongside other individual education plan or individual behaviour plan on a 6 weekly basis or when required by the SENCO and the key person to see if the child is progressing.

We will inform parents and carers about the role of the SENCO and how the SENCO and key person will monitor the individual education plan or individual behaviour plan when necessary to ensure that the child is being moved on and is progressing.

The key person is responsible for carrying out the tasks with the child on a one to one or small group basis and observing the child’s response. This is recorded on a sticky label or learning story as of the child’s progress towards the targets on their IEP or IBP.

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

During transitions into the setting parents are given an ‘All About Me’ document which will ask a range of questions which will inform the child’s key person about the child and what they are able to complete while at home which will enable the key person to plan to meet the child’s individual needs from the start of their time at the setting.

On a daily basis the staff in the setting have daily informal conversations with parents during drop-offs and collections and in the Baby room through their daily diaries. Parents can phone during the day to speak to the child’s key person at any time.

An individual education would be completed during transitional visits so that the key person would be able to support the child while in the setting. This would be reviewed on a 6 weekly basis or when required by the SENCO and the key person to see if the child is progressing.
The SENCO and the key person will monitor the progress of the child using Development Matters and the St Helens Early Years Tracker. We use this to see how much progress has been made on a regular basis and if steps towards Early Learning Goals have been met.

Other agencies may be contacted to give the family or setting further support while the child is in the setting. This will only be undertaken if the parents or carers consent to other agencies being contacted.

We observe the children during planned and continuous provision activities while in the setting. This evidence is used with the EYFS to determine whether the children are at age appropriate development or needs further support is needed. On a termly basis this is recorded on a summary sheet which all parents are given along with a comment covering all areas of development, characteristics of learning, and next steps for each parent to view and then sign.

If a child has an Educational and Health Care Plan this would be kept in the tracker file and referred to regularly.

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

We as a setting are able to adapt activities to support a child who may have additional needs or a child with limited language i.e. to use simple picture cards with recognisable pictures for activities. We access outside agencies such as Speech and Language Therapy Service to support with other activities we can undertake with the children to meet their individual needs.

As a setting we ensure the educational programmes are clearly differentiated to meet the needs of the child. We ensure that when a child starts the setting we have accurate information from the parent using the ‘All About Me’ booklet which is completed during transition visits.

If a child already has a SEN when entering the setting then the relevant measures will be put into place eg. Resources, equipment etc. this will then help the child and make the care as accessible for the child and their family.
6. How will I know how my child is doing?

On a daily basis the staff in the setting have daily informal conversations with parents during drop-offs and collections and in the Baby room through their daily diaries. Parents can phone during the day to speak to the child’s key worker giving them the opportunity to arrange a time for the parents to come in and meet with the keyworker to discuss the progress of the children at the parent’s convenience.

During transitions into the setting parents are given an ‘All About Me’ document which the parent will complete using a range of questions which will inform the child’s key person about the child and what they are able to complete while at home which will give the setting a base line to work from.

Trackers are used and up-dated regularly to monitor the children’s progress towards the Early Learning Goals and parents are aware that they can have access to the trackers at any time.

An individual education plan or individual behaviour plan would be completed during transitional visits so that the Keyworker would be able to support the child while in the setting. This would be reviewed alongside other individual education plan or individual behaviour plan on a 6 weekly basis or more frequently when required by the SENCO and the key person to see if the child is meeting the targets or not.

When an IEP or IBP is completed by the SENCO/key person and signed by the parent a copy is given to the parent, the key person and a copy for the SENCO file.

If the child wants to sit and join in with completion of their IEP or IBP then we record what they have said or their reaction on IEP or IBP so parents or carers can see the child has had input.

Staff complete progress summary sheets for all the children and these are shared with the parents to read and sign on a termly basis. These are added to the trackers at the end of term for staff to look back on and monitor the child’s progress over the term.

Parents evenings are completed annually and parents are invited to attend the setting to have time with their child’s key person to discuss the child’s progress and if the parents have worries or concerns this is an opportunity to discuss this with the key person.
Together with the SENCO/key person we can set up an IEP or IBP for the child with agreed targets to support the child to meet their necessary development and support them where they are not achieving to their age appropriate development levels. This is then shown to the parents and discussed and if the parents agree with IEP or IBP then they will sign the form and then it is copied for the parents to work on with the child. If we have made anything to support a target then this is also sent home with the parents so it can be continued with the parent. If any outside agency attends the setting and they give copies of activities to the child we copy this and explain to the parent what is being undertaken so that this can be continued at home when the child is not in the setting. This involves parents/carers being involved in their child’s learning.

The nursery has a key worker system in place. Each child is allocated a key person from when the trial visits begin in the setting. If we feel that the child is not connecting with the key person then this can be changed to someone who the child feels comfortable with. If this key person is absent then a second key person is put into place to maintain the child progress.

During discussion of the summary sheets, parents will also be given time to discuss their child’s progress in relation to their summary sheet and also will have with it a possible next steps sheet which the staff will be working on with the children over the next term. This will be specific to each child so that relevant activities are planned to meet the needs of all children in the key group.
8. What support will be available for my child’s overall well-being

We as a setting use daily diaries/ contact parents/ use medication forms which we record when a child has been given medication and the type of medication and the reason for the medication to be given to the children.

We have a medication policy in place in the setting and medication forms must be completed and counter signed when any child has been given medication.

We ensure that children display positive behaviour and have some simple golden rules which are visible for all children to adhere to within the setting.

We as a setting try to ensure inclusion of all children who attend our setting.

Our toilets for the younger children are downstairs, however the 3yrs to 5yrs toilets are on the first floor.

We invite parents to make some observations of their children while at home at bring them into the setting so that we can use the Early Learning Goals to identify areas covered in the tracker and then add as parent observation to their tracker.

We discuss with parents during their viewing of the setting that there is consent for the children to go on walks around the local area, and we would adapt our outing to include a child with a disabilities to ensure they have the same opportunities as the rest of the group. We would make sure that there is suitable covering for the child if while out the whether changed to ensure the children are kept dry until they return to the setting.

Risk assessments would need to be up dated to ensure that it is safe for the child to be going on the outing or whether the destination would need to be changed.

Parents evenings are done every 4 months and these are so parents are invited to attend the setting to have time with their child’s keyworker to discuss the child’s progress and if the parents have worries or concerns this is an opportunity to discuss this with the Keyworker.
9. What happens if my child has a high level of need?

We as a setting will work closely with parents and other professionals to ensure that the transitions from home to nursery and then nursery to school as smoothly as possible for the child and their parents.

The training that we have received as a setting is

- Supporting children with speech and language training (2 staff)
- Raising concerns with individual parents (all staff)
- Behaviour management (IDP) training (all staff)

If required as a setting we would be happy to have further training to support and care for a child.

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

We currently have 3 staff that have had SENCO training within the setting and then nursery SENCO is booked to attend further training over the next year.

Behaviour management (IDP) training - all staff have had this training within the setting to refresh their knowledge and understanding of behaviour management.

We as a setting try to ensure inclusion of all children attending our setting.

We would be happy to be trained in other treatment areas to be able to care for a child within the setting and to have refresher training in areas where we have previously had experience.

We would complete a risk assessment to ensure that all staff that are trained in these areas are completing the relevant steps while caring for the child and their needs.
11. Are the staff that support children with SEND in this school, provided with appropriate training?

We as a setting have undertaken some training to be able to complete the following:

- Supporting children with speech and language training (2 staff)
- Raising concerns with individual parents (all staff)
- Behaviour management (IDP) training (all staff)

We would be happy to be trained in other areas to be able to care for a child within the setting and to have refresher training in areas where we have previously had experience.

12. How will my child be included in activities outside of the classroom, including school trips?

We discuss with parents during their viewing of the setting that there is consent for the children to go on walks around the local area, and we would adapt our outing to include a child with a disabilities to ensure they have the same opportunities as the rest of the group. We would ensure that the child’s parent is also informed prior to the outing to ensure they have the necessary equipment is brought to the setting. We would make sure that there is suitable covering for the child if while out the whether changed to ensure the children are kept dry until they return to the setting if they have their own pram/wheel chair.

Risk assessments would need to be up dated to ensure that it is safe for the child to be going on the outing or whether the destination would need to be changed if there are areas where a pram/wheel chair may not be able to access.

As we as a setting already do a walk through to ensure that it is safe for the children to be attending we would have to also ensure that it is suitable for a child with a disability to be able to go and access the activities with the rest of the group.
13. How accessible is the school environment?

There is wheel chair access e.g. ramps, at the settings side entrance, and a ramp at the rear of the building to access the outdoor play area, which is appropriate for our baby room, toddler room and middles room which is our 2yrs to 3yrs room. However the age group 3yrs to 5yrs is on the 1st floor with no lift access.

If the setting required any further development then this would be taken into consideration.

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

During transitions into the setting parents are given an all about me document which will ask a range of questions which will inform the child’s keyworker about the child and what they are able to complete while at home which will give the setting a base line to work from. During the child’s trial periods this gives the parent and key worker time to discuss the child. This is also the same when they are transitioning from room to room within the setting so that child feels secure when they are moving around the setting using introduction of new keyworker to child and parent.

During transitions into the school setting parents are informed that we will be contacting the schools to invite them to come into the setting to meet the children and then this gives the child and keyworker time to discuss the child and any areas for concern or the child’s disability to ensure that the transition is as smooth as possible for all involved.

We identify the children needs through observations of the children during their daily visit to the setting along with evidence recorded in the tracker. We also us times for discussion with parents during the children’s trials to give parents the opportunity to discuss/raise any concerns they have about their child and how we can support the parent and the child.

During the transitions from the setting to school we as a setting invite all schools to visit the children in their setting or we will arrange to go to the child’s school so that if we have any concerns about the child or the child has any complex needs then this is our time to discuss this with the teacher and then show them the tracker as to where they are up to within their development goals. We would then discuss a suitable plan to make sure that it is a smooth transition for the children when they are starting school.
15 What if my child needs transport to and from school?

We discuss with parents during their viewing of the setting that there is consent for the children to go on walks around the local area and that we don’t use public transport, and we would adapt our outing to include a child with a disabilities to ensure they have the same opportunities as the rest of the group. We would ensure that the child’s parent is also informed prior to the outing to ensure they have the necessary equipment is brought to the setting so they can join in on the walk when they are in during the session.. We would make sure that there is suitable covering for the child if while out the whether changed to ensure the children are kept dry until they return to the setting if they have their own pram/wheel chair.

Risk assessments would need to be up dated to ensure that it is safe for the child to be going on the outing or whether the destination would need to be changed if there are areas where a pram/ wheel chair may not be able to access.

Staff while on outings always cross by the crossings and follow the road safety and talk this through with the children while they are doing this so they are also following the same road safety message.

As we as a setting already do a walk through to ensure that it is safe for the children to be attending we would have to also ensure that it is suitable for a child with a disability to be able to go and access the activities with the rest of the group.

We also ensure that the children are securely harnessed into their prams and all children who are walking will have a wrist strap and all children have a high visibility jacket on with the nursery’s name embroider on the jacket with the nursery’s name.

16. How are the settings resources allocated and matched to the children’s special educational needs

We have a variety of resources across the nursery setting both inside and outside which would be able to support children with SEND. However we are prepared to purchase some specific equipment that would support some children and suit their interests and requirement.
17. How is the decision made about how much support my child will receive?

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<tr>
<th>We as a setting would look at the child’s individual needs and then decide how best we are able to support them while in the setting.</th>
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<tr>
<td>There are grants available through the local authority that can be accessed to have extra support for a child while they are in the setting on a one to one basis. This will then require a new staff member being employed to support a child on a one to one basis.</td>
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<tr>
<td>We work closely with other agencies that may be required to provide support for the child and their family.</td>
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<tr>
<td>We as a setting have 61 children per day, ranging from 3 months to 5 years attending the setting either full time or part time basis.</td>
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18. How will I be involved in discussions about and planning for my child’s education?

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<td>The Nursery SENCO/ Behaviour Coordinator along with child’s key person will devise an educational programme for the child which will be in line with the early learning goals and this will be discussed with the parents showing them the IEP/IBP and clearly explaining what we are doing and then if further support is required by outside agencies this can be something in place till the child has been seen by another professional</td>
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We observe the children during planned/continues provision activities while in the setting, this evidence is then used with the guidance of the EYFS early learning goals to determine whether the children are at age-appropriate development or needs further support is needed. On a termly basis this is recorded on a summary sheet which all parents are given along with a comment covering all areas of development, characteristics of learning, and next steps for each parent to view and then sign.

We discuss with parents during their viewing of the setting that there is consent for the children to go on walks around the local area and that we don’t use public transport, and we would adapt our outing to include a child with a disabilities to ensure they have the same opportunities as the rest of the group. We would ensure that the child’s parent is also informed prior to the outing to ensure they have the necessary equipment is brought to the setting so they can join in on the walk when they are in during the session. We would make sure that there is suitable covering for the child if while out the weather changed to ensure the children are kept dry until they return to the setting if they have their own pram/wheel chair.

Risk assessments would need to be updated to ensure that it is safe for the child to be going on the outing or whether the destination would need to be changed if there are areas where a pram/wheel chair may not be able to access.

19. Who can I contact for further information?

Any parent can raise a concern about their child through the key worker or through the nursery Senco at any time.

We encourage parents to approach the staff about any concerns at any part of the day. We also have parents evenings/daily diary’s for babies which will also give the parents an opportunity to identify any concerns they have about the child and how we as a setting are able to help and support both the parent and child with addressing the concerns they have been raised.
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