

Response to Local Offer Questions

Following the introduction of the Children and Families Act (2014) AND the SEND Code of Practice (2014), local authorities are required to publish and keep under review information from services that are 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 in 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 is web based and there is an expectation that all providers, (except childminders), will answer the 14 questions below. We have added prompts as guidance, but there may be more information you could add about your setting. For more information visit www.surreycc.gov.uk/sendchanges This information must be reviewed annually by the setting.

Setting: _____Langshott Ladybirds Nursery_____

Date: _____May 2021_____

Local offer 14 Questions and prompts	Prompts	Answers
<p>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?</p> <p>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?</p>		<p>We follow the SEND code of practice. We obtain information on individual children from conversations with parents or from written information received from parents , outside professionals linked with the child, key person and staff formative assessment, two year progress checks, Early Help Assessment forms and Ann Locke profiles</p> <p>Parents have the opportunity to speak with their child’s key person in Ladybirds at the beginning of each session and appointments may be made to speak in confidence with the key person, a member of the management team or the Senco. Individual consultation appointments are provided.</p>

<p>2) How will early years setting / school / college staff support my child/young person?</p> <p>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?</p>		<p>The Senco will devise and oversee the individual curriculum for any child with a special need or disability in consultation with the parents and outside professionals where appropriate. Information about an individual child and their family will be recorded on a Surrey support plan..</p> <p>The child's key person and other team members will deliver an ISP (Individual Support Plan)and carry out specific observations to monitor the child's progress, reporting to the Senco at pre-planned and specified intervals.</p> <p>Child development is monitored and evaluated closely through continuous assessment. Desirable outcomes within ISPs are reviewed and updated regularly with parents and outside professionals.</p> <p>Where several professionals are involved, in the interest of the child, a team around the child meeting will be used to share information.</p> <p>Support can be sought by the nursery from the Early Years Advisor and Surrey Early Years and Childcare Service.</p>
<p>3) How will the curriculum be matched to my child's/young person's needs?</p> <p>What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person?</p>		<p>Activities are differentiated for children with regard to their ability, age, size etc., at all times, we aim to ensure that all children are given equal opportunity to take part in all of our activities.</p> <p>Access to the Early Intervention Fund or Disability Fund may be available, if necessary, to support this.</p> <p>Children may be provided with an Individual Support Plan, progress will be monitored and evaluated by the Senco and contact maintained with outside agencies where appropriate.</p> <p>Individual support may be provided when funding has been secured .</p>

<p>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?</p> <p>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?</p>		<p>We work closely with parents, through face to face or telephone meetings, to devise a supportive curriculum at Ladybirds and to share ideas for strategies and activities at home.</p> <p>Written records are maintained with regard to children with special needs or disability, these are shared with parents at regular intervals.</p> <p>The Senco will meet with parents, staff and outside professionals linked to the child, to discuss and devise an ISP that will be appropriate to the individual child's interests and needs, targets will be achievable and meaningful.</p> <p>For parents of children who have a particular need, appointments may be provided outside, or in addition to, our regular meeting dates.</p> <p>The nursery provides a Two Year Progress Check to all parents of children under 36 months. A copy is given to parents to pass to their Health Visitor.</p> <p>We have a wealth of links to appropriate specialists, websites and articles which may provide additional support to parents at home.</p> <p>We invite parents to come in and spend time in the nursery, supporting children as they play or joining in with some of our learning experiences.</p>
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<p>5) What support will there be for my child's/young person's overall well being?</p> <p>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?</p>		<p>An Individual Care Plan will be provided in the incidence that a child has a physical or medical need. We will work closely with the parents in order to ensure we provide a plan that best suits the child.</p> <p>The nursery will administer prescribed medicines, staff will undertake further training where required.</p> <p>All nursery staff are trained First Aiders, this is updated in accordance with regulations.</p> <p>The nursery manager is the lead responsible for the behaviour policy within the nursery. Staff work consistently to provide an inclusive, supportive, and positive environment for all children.</p> <p>Children are given respect, fully trained staff listen, act on, and sometimes challenge children's ideas and thoughts.</p> <p>The nursery has a policy for the intimate care of a child. We have an appropriate area for changing children, and written information is available to parents of children who have required changes relating to personal hygiene.</p> <p>Children are encouraged and supported as they become independent in their self care.</p> <p>Parents sign a permission slip agreeing to the nursery staff caring for their child's personal hygiene needs.</p>
<p>6) What specialist services and expertise are available at or accessed by the setting / school / college?</p> <p>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.</p>	<p>*Via one stop</p>	<p>All staff at Ladybirds are trained to Level 3</p> <p>We have the support of :</p> <ul style="list-style-type: none"> ● Early Years Advisor ● Speech and Language Therapist* ● Occupational Therapist* ● Early Help Assessment ● Children's services ● Children's Centres ● CAHMS ● FEET Team ● Physical and Sensory Support Service

		<ul style="list-style-type: none"> ● Physiotherapy ● SEES team(specialist early education service) ● REMA ● Pediatrician ● Educational psychologist
<p>7) What training are the staff supporting children and young people with SEND had or are having?</p> <p>This should include recent and future planned training and disability awareness.</p>		<p>Staff are all trained to Level 3 All staff have attended the Safeguarding Children training and update accordingly with regard to up to date legislation. Senco and the nursery manager attend local forums to update guidance and regulatory practice. Inhouse training is cascaded when required. Staff attend workshops and training relating to a wide range of curriculum based training. The majority of staff have received Epipen training Staff may have access to the Workforce Development fund or Early Intervention Fund,for specific training needs.</p>
<p>8) How will my child/young person be included in activities outside the classroom including school trips?</p> <p>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?</p>		<p>Whilst we remain in the grounds of the nursery/school, all children are given the opportunity to take part in a wealth of experiences inside and outdoors. Children regularly spend time in our garden area, school hall, playground, grassed area, school building, nursery room and outdoor area. The nursery is extremely well staffed and we also invite parents to come in and join our activities. Parents of children with a special need or disability may be consulted to establish strategies to ensure their child has the opportunity to take part in all our activities with appropriate risk assessments in place. We plan outings with regard to our Outings policy. The ratios on outings will be much higher than required when</p>

		<p>in the setting, the help of parents will be sought in order for this to take place. For a child who has a special need or disability we will work closely with the parent in order to establish the most appropriate and supportive way to include their child in the outing.</p> <p>Special arrangements may be made to ensure the child is able to take part.</p>
<p>9) How accessible is the setting / school / college environment?</p> <p>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?</p>		<p>Ladybirds nursery has a slope to the main door with a small door sill.</p> <p>The nursery is able to contact REMA for support with parents who do not speak English. The website for the nursery can be translated on the home screen.</p> <p>The Early Intervention Fund or Disability Fund may be available to support the nursery to purchase equipment or to make reasonable adjustments to our facilities.</p>
<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</p>		<p>The nursery aims to provide a seamless transition and works closely with other provisions that the child has attended or will attend.</p> <p>Prior to taking up the place at Ladybirds, parents and children are invited to an open session and are also encouraged to attend a stay and play session. We promote a graduated settling procedure and work closely with parents to meet the individual needs of their child. Written and verbal information is shared with previous settings, with the permission of the parent. Multi-agency meetings will be held where required.</p> <p>We have a well established transition procedure to</p>

<p>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>school. Following an invitation from school, children will visit their new school with a member of Ladybirds Team. The nursery provides photo books of local schools, uniform in our role play area, and we share info and photos on school websites. We meet the school staff to share written and verbal information with regard to children's development and invite staff from other settings/schools to spend time in nursery or visit a particular child. SEND files will be passed onto the receiving school or the parent.</p>
<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>The nursery is well resourced with staff and good quality up to date equipment.</p> <p>The nursery may have access to The Early Intervention Fund where specific equipment needs to be provided or altered.</p> <p>As part of an Early Health care and support plan, funds may be allocated to provide specific equipment.</p>
<p>12)How is the decision made about what type and how much support my child/young person will receive?</p> <p>Describe the decision making process. Who will make the decision and on what basis?</p>		<p>Decisions on level of support provided to individual children are made by Ladybirds nursery through discussion with team members and in partnership with parents and professionals linked with the child.</p> <p>For children with complex or challenging needs the nursery may apply for early Intervention funding in order to employ further staff to support in small group work or</p>

<p>Who else will be involved? How will I be involved? How does the setting / school / college judge whether the support has had an impact?</p>		<p>1-1</p>
<p>13)How are parents involved in the setting / school / college? How can I be involved?</p> <p>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.</p>		<p>Parents are the child's first educators, we work in partnership with parents to inform and share information and ideas. Parents are welcomed into nursery to stay and play. Parent views are sought through questionnaires, consultations and chat with staff members. We welcome parents who have a particular skill or hobby to share with children and adults. Confidential conversations will be accommodated at specified times mutually acceptable to both or all parties involved.</p>
<p>14)Who can I contact for further information?</p> <p>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</p>		<p>Your main contact in Ladybirds is your child's key person who will be able to discuss your child's development and share key issues with you. The nursery Senco or manager will also be happy to answer your enquiries. The Nursery Manager is your first point of contact prior to joining the setting. Contact details may be found on the Surrey County Council website.</p>

<p>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 authority's Local Offer?</p>		<p>Information about local services through the Surrey Early Support Service can be found on the Surrey County Council website/</p>
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