



Response to Local Offer Questions

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. For more information visit <http://www.se7pathfinder.co.uk/>

Name of Setting: **The Grove Nursery** Date: **20-08-2014**
Setting Ofsted URN **693419**

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

Each child is allocated a Key person who develops a positive relationship with their children. We try to maintain continuity for each child with a Key Person and as the child moves from our Caterpillar class to Butterfly class the key worker moves with the child working on a two year cycle. The key person will also carry out the 2 year progress check alongside the parents and should we feel that the child may need some additional support we would put in place an Individual support plan with input from our SENCO.

For children who join us at three years of age we would again meet with the parents after a settling period to discuss any concerns they may have. As each child at The Grove has an individual portfolio which contains observations in every area of the curriculum we are soon able to assess an area which a child may need extra support in. These observations are continuous throughout the child's time with us and also highlight their achievements.

At The Grove we have a team of highly qualified staff who have a good understanding of the Early Years Foundation Stage and a range of skills due to external training.

- 2) **How will early years setting / school / college staff support my child/young person?**
- Role of SENCO, 1:1 SEN support and Keyperson, use of outside agencies, Team

The SENCO parents and key person would support the

person?

key person, use of outside agencies, Team around the child meetings, assessment and monitoring of child, transition, Advisor support from EYCS

training. The SENCO, parents and key person would support the child in achieving the strategies and targets set on an Individual Support Plan.

The SENCO would oversee the plan and it would be reviewed on a regular basis. We would welcome any input from any outside agencies and would expect to be included in meetings based around the child. We have good links with the local schools in the area and invite all schools are children will be attending to visit us and discuss each child's needs with them.

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 are for provision for children and young people with special educational needs are?

3) **How will the curriculum be matched to my child's/young person's needs?**
Planning for individual children and stages of development and environ, IEPs, additional support

At The Grove each child has a portfolio which contains observations, samples and photos of their achievements. Based on these observations we complete an individual future provision for each child which is based on the next stage of their development. These are completed every six weeks and they are unique to each child and the stage of their development. This future provision allows us to plan for activities, and resource to incorporate in our planning and daily sessions.

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

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?**
Meetings with parents, use of learning journey and summative assessment, 2 year progress check, COP and IEPs

Our observations and individual future provision help us establish what we can do to support children in their learning. We have an open door policy and welcome the opportunity to discuss any concerns or indeed progress the children are making. The children's portfolio are available to view at any time.

All 2 year progress checks and ISP are signed and parents are given a copy so they are fully aware of next steps, targets or strategies we are working towards.

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

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?

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 be 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 comprehensive list of policies which are always available to view either on line via our website at www.thegrovenursey.com or a copy is available at every session in our entrance hall. We display important information on our display board in the entrance hall as well.

We have a welfare document which we complete for every child which includes, behaviour, attendance, accidents and any incidents prior to or during the sessions which might occur.

We ask all parents to complete our administering medicines form should medication be required for a child and they are given a copy of the dosage and frequency it is administered during a session.

At our induction morning each parents completes a health information form which informs us of any allergies a child may have and we display an alert poster in both of our classes and the kitchen. Parents are also given a copy of our imitate care policy alongside out terms and conditions.

We have a very experienced staff team of 16 out of these

We have a very experienced staff team of 16 out of these 16 members of staff 14 are qualified to a minimum of a level 3 qualification and the manager/owner has an Early Years Professional Status. We are supported by Early Years and have access to their advisors. We are confident in being able to refer children who may require outside agencies help writing concise and informative reports and attending review meetings. Our SENCOs are experienced in writing ISP and working alongside SALT and has completed level III Supporting children and young people speech in language and communication and the ELKLAN Level 3

6) **What specialist services and expertise are available at or accessed by the setting / school / college?**
Staff training (COP, ASD, ELKLAN), early language team input, Early Support, Advisors, outside agencies (SLT, OT, EP), multi disciplinary meetings E-help (CAF)

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.

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.

13 Staff members have a Paediatric First Aid Certificate. Courses completed within the setting are Level 2 Special needs 0-8 years SENCO Support meeting in Language and Development Behaviour as you like it, Makaton Workshop, Joining together helping children with Speech, Language and Literacy Difficulties, supporting Children with Autistic Spectrum Disorder. Working with children who may have ADHA and associated Behaviour workshop. Regular SENCO Forums.

Staff training and qualifications e.g. SENCO COP, Makaton, ELKLAN, INSET, senco forums

8) **How will my child/young person be included in activities outside the classroom including school trips?**

We do not organise planned trips or days out within the setting

Planning for trips out to include all children, adaptations and additional support

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?

activities and trips?

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

We have access for wheelchairs through large double doors at the front of the building and a disabled ramp which allows access into the garden We have a disabled toilet in the entrance hall and main toilets have step ups to allow the children access to the wash basins and as well as small toilets seats which fit over the larger toilet seats
Our garden consists of astro turf which allows for use all year regardless of the weather.
We have applied for inclusion grant funding which has allowed us to purchase additional equipment and resource's based on the needs of the children in our setting.

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?**

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?

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

We complete a learning journey for each child alongside their portfolio which are handed to the parents when the children leave us.
We arrange transitions meeting with every child's new school and they are invited to meet the children where we will discuss the child needs and offer help and advice on strategies.

At The Grove we have a staff of 16 plus bank staff. We work on a very high staff to child ratio and also have the opportunity to access bank staff who can cover should the need arise for one to one support for a particular child. We have used our inclusion grant to fund this and we also have the opportunity of using a spare room during an afternoon session should the use of a quiet area be necessary.

At The Grove we are able to assess if we feel a child will need to be referred for extra support, however we will always be guided by an outside agency and the parents.

We will always find time within a session to work towards any targets set by outside agencies and try to incorporate them into our daily routine. However should the child require extra support and an Education and Health Care Plan put in place then we would meet with the parents and the Health Care agencies in planning these extra requirements and support for the child

Parents are the best source of information on their children and we would welcome any input they can give towards the best outcome for their child.
We would work closely with the parents, involving them in the day to day nursery life. Feedback would be given on a weekly basis and meetings arranged when setting new targets for their child

Deployment of staff in setting, additional funding e.g. Inclusion grant, discretionary funding, EHC Plan

Meetings with families and all professionals involved with child, EHCP, allocation of 1:1 support

Consulting with parents in planning for each child, home visits, EHCP

11) **How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?**

How is the setting's / school's / college's special educational needs budget allocated?

12) **How is the decision made about what type and how much support my child/young person 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 does the setting / school / college judge whether the support has had an impact?

13) **How are parents involved in the setting / school / college? How can I be involved?**

Describe the setting's / school's / college's

a weekly basis and meetings arranged when setting new targets for their child.

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.

Before joining The Grove nursery I would suggest that you contact the manager **Allison Brown** who would arrange for you to visit the setting and discuss what the needs would be for your child. Once this discussion has taken place we would then arrange for a further discussion with our SENCOs **Philipa Williams** and **Zoe Gray**. As each child is allocated a key person at an induction morning this would then be your first contact on a daily basis as the key person will work towards any targets on an ISP with your child and develop a positive trusting relationship with them.
We have very good links with the Poplars Children Centre who can offer support and specific help in several areas. We are part of their advisory board.

SENCO, Keyperson, Keyworker for child
Information about local services on Local Authority website

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 authority's Local Offer?

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