

Reigate Parish Playgroup



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/>

Date: 23rd February, 2016

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>2 year check, observations, CAF/E Help, meetings with parents, SENCO and Keyperson available, policies, follow COP</p>	<p>We operate an all inclusive policy. Parents are asked to fill out a Child Information Sheet when the child is registered and again, when they actually start. These are able to inform us of any concerns.</p> <p>We also have an open afternoon and new parents evening where concerns may be discussed.</p> <p>Every child is allocated a Key person and a profile is built from observations, two parents' evenings, a yearly report, Speech monitoring tools and Learning Journeys.</p> <p>We have experienced staff and a very experienced Senco (mainly speech and language difficulties, Autism, dyslexia and ADHD).</p> <p>All the above help to identify any difficulties and parents are invited in at anytime to discuss their child and look at their progress.</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>Role of SENCO, 1:1 SEN support and Keyperson, use of outside agencies, Team around the child meetings, assessment and monitoring of child, transition, Advisor support from EYCS</p>	<p>We are a committee based playgroup, made up of parents and the Manager. We have a team of 5 mature experienced staff, with families of our own.</p> <p>We plan for all children individually through observations and regular staff meetings and adapt where required to cover additional needs.</p> <p>Each child is allocated a keyperson who will work closely with the family to ensure the child reaches their full potential, with the help of all other staff, outside agencies and Early Years Advisor where needed.</p> <p>To aid communication between child and parent a “What we did today” notice is put outside.</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>Planning for individual children and stages of development and environ, IEPs, additional support</p>	<p>Our ethos is based on learning through play, with some adult led activities, but mostly child led, both indoors and outdoors.</p> <p>Small group work is done on a regular basis, to encourage confidence and progress. Each child has a Learning Journey which monitors progress through observations.</p> <p>An Individual Support Plan may be put in place to meet the child’s needs.</p> <p>If needed the setting would apply for an additional member of staff or equipment.</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</p>	<p>Meetings with parents, use of learning journey and summative</p>	<p>We have a parent rota, for parents to come into the setting and spend time with their child and discuss their progress.</p>

<p>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>assessment, 2 year progress check, COP and IEPs</p>	<p>Parents are able to access their child's Learning Journey at all times. We complete a 2 year progress check, Speech Monitoring tools and a yearly report, parents are also invited to two parents' evenings.</p> <p>Staff are always available to discuss any concerns. We have an open door policy to make parents feel at ease.</p> <p>If required, more formal meetings are held with parents, which may result in an ISP (Individual Support Plan), CAF/E Help being completed.</p> <p>Information is available for Family Information Service and Sure Start, on our notice board.</p>
<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</p>	<p>Adminstrating medicines policy and care plans. Consulting with children, behaviour management and policies. Surrey's guidance on intimate care and toileting</p>	<p>We have all relevant policies, in place, including behaviour and administering medicines. These are available upon request and can be viewed on our website.</p> <p>We have a Behaviour Management Officer and make action plans with parents and staff where needed. Any unreasonable behaviour is dealt with in a calm and reassuring way, concentrating on praising positive behaviour and discouraging unwanted behaviour.</p>

<p>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>All staff are DBS checked, and are trained in first aid and food hygiene.</p> <p>Children's views are taken into consideration on a daily basis. Choosing play equipment and stories.</p> <p>We have visual prompts and a timetable to aid children.</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>Staff training (COP, ASD, ELKLAN), early language team input, Early Support, Advisors, outside agencies (SLT, OT, EP), multi disciplinary meetings E-help (CAF)</p>	<p>The staff all attend relevant training and any multi agency meetings where required. We work closely with our Early Years Improvement Advisor.</p> <p>The Manager and Senco attend forums to update training.</p>
<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 training and qualifications e.g. SENCO COP, Makaton, ELKLAN, INSET, senco forums</p>	<p>Training is planned to be relevant for children's needs within the setting.</p> <p>Regular team meetings are held to discuss individual's needs and to share any training.</p> <p>The Senco attends the Senco forum which updates all relevant information, she has training in speech & language development, behaviour management and promoting positive behaviour, Earlybird Plus, grief & loss and CAF.</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>Planning for trips out to include all children, adaptations and additional support</p>	<p>We have regular visits from St. Mary's Church for stories and songs.</p> <p>We have a variety of visitors – police, firefighters, dentist, doctors and visits from a selection of animals and reptiles.</p> <p>All children's needs are considered prior to these visits.</p> <p>Parents and Grandparents are also encouraged to come in and share information about their careers, hobbies or their customs and celebrations.</p> <p>Our committee arranges ½ termly outings for children with accompanying parent.</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>Current and possible changes to your premises, including all families, translations, visual support, extra funding (Inclusion grant etc) Equality Act, making reasonable adjustments</p>	<p>We are a small purpose built playgroup in the grounds of Reigate Parish School. We have wheelchair access but no disabled toilet facilities.</p> <p>We try to make reasonable adjustments to be inclusive and have previous experience in applying for inclusion grants.</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>Transition meetings and links with other settings and schools, TAC and multi disciplinary meetings to prepare for a child. Photo books and</p>	<p>We have an open afternoon for parents and children to view the setting and meet the staff and discuss any concerns before the child joins. On starting every child is given a Welcome Booklet with photos of the setting and staff. Home visits are also available.</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 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>visits, Info passed on to new setting, Learning journeys, assessments etc</p>	<p>If appropriate a transition meeting will be held with parents and outside agencies prior to the child starting.</p> <p>To move to the next stage, Learning Journeys and copies of reports are passed on at transition meetings.</p> <p>Photo books and visits are also organised.</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>Deployment of staff in setting, additional funding e.g. Inclusion grant, discretionary funding, EHC Plan</p>	<p>We are a well equipped setting but have previously applied for discretionary and inclusion grants, for extra staff and 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? 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>Meetings with families and all professionals involved with child, EHCP, allocation of 1:1 support</p>	<p>Meetings would be arranged with families and all professionals involved including our Early Years Advisor.</p> <p>ISPs and evaluation record sheets are used in conjunction with observations and Learning Journeys, 2 year progress checks and Speech Monitoring Tools to monitor progress.</p> <p>If a grant application is successful allocation of 1:1 support is given that best suits the needs of the child.</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>Consulting with parents in planning for each child, home visits, EHCP</p>	<p>Parents are invited to be part of the committee or to attend meetings.</p> <p>All suggestions and comments are valued and are taken into consideration when planning. We have a suggestion box and a parent rota. We send out an annual parent questionnaire and staff are approachable at any time.</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 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>SENCO, Keyperson, Keyworker for child</p> <p>Information about local services on Local Authority website</p>	<p>Further information regarding the setting is on our website.</p> <p>The contact to discuss any concerns would be Manager, Senco, keyperson or any member of staff.</p> <p>Family Information Service and Sure Start will provide information and advice.</p>

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