

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: ___Bus Stop Pre-School_____

Date: _____September 2019_____

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, E Help, meetings with parents, SENCO and Keyperson available, policies, follow SEND CoP</p>	<p>Our setting follows the EYFS, 2012 and the Statutory Framework for the EYFS, 2017. We create 'Learning Journey's' for every child which clearly indicates a child's individual learning and development and areas for development/Next steps in learning.</p> <p>Our setting completes 2 year old checks as part of our normal process for updating children's 'Learning Journey's' and these identify any concerns.</p> <p>Our setting carries out focussed observations such as 'narrative' and 'tracking' observations to support/identify concerns for a child.</p> <p>Our setting uses a 'Language Tool, 2014' to help identify/monitor children with speech and language difficulties/delay.</p>

		<p>Our setting has a designated SENCO and a deputy SENCO. Every child has a key person who is available to meet with parents/carers to discuss individual children's needs.</p> <p>We have an 'Equal Opportunities Policy Including SEND' policy in place. SENCO has attend SEND Code of Practice 2 day training.</p> <p>The settings Manager has attended 'Early Help Assessment' training and is able to complete EH forms with parents/carers.</p> <p>During regular Supervisions staff members are able to raise concerns relating to SEND.</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 SEND support, keyperson, use of outside agencies, team around the child/family meetings, assessment and monitoring of child, transition, Advisor support from EYCS</p>	<p>We have an appointed SENCO and deputy. The SENCO attends regular network meetings and filters information learnt back to the staff team during staff meetings.</p> <p>SENCO will refer to ONE STOP for advice.</p> <p>The SENCO and child's key person coordinate together to support individual children and regular reviews children's individual support/Next steps.</p> <p>The SENCO contacts outside agencies for advice when a concern is raised. The SENCO shares observations and individual children's 'Learning Journey's' with outside agencies. This is with the permission of a child's parent/carer.</p> <p>We have an appointed 'Behaviour Management' officer and 'Behaviour Management' policy in place.</p> <p>We have a 'Transition' policy in place and attend</p>

		<p>meetings at schools/early years settings to support the transition of a child with SEND moving on.</p> <p>We are able to contact the Surrey Early Years SEND Advisory team and Surrey Local Offer team for support/advice. We are able to contact the Physical Sensory Support team if supporting parents/carers with SEND.</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 enviroent, ISPs additional support</p>	<p>Activities are differentiated to meet the individual needs of children.</p> <p>Children with SEND have 'Individual Support Plans' (ISP) created to support their individual learning and development. These are created by the child's key person, SENCO and targets created by outside agencies.</p> <p>All children have individual 'Future Provision and Support' (Next Steps) in their 'Learning Journey' sheets, these are formed by using observations of a child's learning.</p> <p>The learning environment is designed to meet the needs of children from birth to 5 years.</p>
<p>4) How will both you and I know how my</p>	<p>Meetings with parents,</p>	<p>All children have a 'Learning Journey' to show their individual development.</p>

child/young person is doing and how will you help me to support my child's/young person'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 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?

use of learning journey and summative assessments, 2 year progress check, SEND CoP and ISPs

A summary and children's next steps are updated at the end of the Autumn and Summer term. For children with SEND, additional summaries will be available when required. A copy is given to parents and to other settings attended by a child, also outside agencies involved.

Individual Support Plans (ISP) are created and updated every 4 weeks or termly. Parents, outside agencies and other settings attended by a child receive a copy of the ISP and are invited to add to them.

2 year old checks are carried out for every child and copies given to parents. Parents are advised to take a copy of the 2 year old check along to their child's 27 month check with their health visitor.

Parents are invited to termly 'parents evenings' to discuss their child's learning, progress and areas for development.

Parents are invited in to the setting to meet with outside agencies when observations of their child is taking place. Parent, SENCO and professionals have time to feedback observations findings.

We have an 'open door' policy in our setting and ensure parents have time to discuss concerns/development with their child's keyperson and SENCO.

Every child has a 'Communication book' which tells parents of activities/achievements of their child for that day/session.

<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>Medication policy, care plans. consulting with children, behaviour management policies. Surrey's guidance on intimate care and toileting</p>	<p>We put 'Health Care Plans' in place for individual children, and parents complete 'Long Term' and 'Short Term' medication forms.</p> <p>It is our policy to administer medicines only prescribed by a doctor, pharmacist or nurse. We have a 'Administration of Medicines' policy in place.</p> <p>Staff receive additional training from health care professionals to administer medicines such as an EPI pen and Asthma Inhalers.</p> <p>All staff have current DBS checks.</p> <p>We have an 'Intimate Care and Toilet Training' policy and a 'Nappy Changing including Soiled/Wet Clothing' policy in place.</p> <p>We have a 'Behaviour Management' policy in place.</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 (SEND CoP, ASD, ELKLAN), early language team input, Early Support, Advisors, outside agencies (SLT, OT, EP), multi disciplinary meetings E-help</p>	<p>The settings Manager has completed the Early Help Assessment training.</p> <p>The settings Manager has attended Makaton training and worked as a Special Needs Support Assistant at a local school for 3 years.</p> <p>We have links with our Surrey Early Years Educational Effectiveness team and Early Years SEND team are able to access Inclusion funding from Surrey.</p> <p>We have contact with NHS Speech and Language therapists, NHS Educational Psychologists and NHS Occupational Therapists.</p>

		<p>The owner at Bus Stop Pre-School worked as a family support worker alongside the Guildford social care services for 18 months.</p> <p>SENCO can contact ONE STOP for advice on referrals.</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 new to role, SEND CoP, Makaton, ELKLAN, INSET, SENCO forums</p>	<p>The settings SENCO has attended relevant SCC training and attends SENCO network meetings termly.</p> <p>The staff team have attended in-house 'Makaton' training delivered by the Manager who has completed level 1 and 2 training.</p> <p>All staff attend regular SCC training to develop their practice and knowledge of working with children from birth to 5 years.</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>Bus Stop Pre-School is a Forest School and our outings take place in the Polesden Lacey woodlands and estate gardens. Parents are informed of our Forest School approach during their first initial visit to the pre-school.</p> <p>Outings and routes are planned to ensure every child can be included i.e. buggy access for our under 2 year children.</p> <p>Additional staff can be called upon with appropriate notice to attend Forest School sessions.</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>The setting is run from a bungalow and resources can be accessed on one level.</p> <p>Wheel chair access is available from the car park to the bungalow and a footpath around the bungalow ensures access.</p> <p>A low level ramp can be made available to enable wheel chair users to enter the low step into the bungalow and removeable partitions are placed in the toilet to provide space if required.</p> <p>All equipment is at low level. Makaton signs and dual language signs are displayed around the setting.</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 prepared to move onto the next stage? What information will be provided to his or her new</p>	<p>Transition meetings and links with other settings and schools, TAC/TAF and multi disciplinary meetings, Photo books and visits to the new setting, Information shared with the new setting, Learning journeys, assessments</p>	<p>We carry out a group 'Settling in Session' for every child, where a child is able to explore the setting. We hold a Parent Information Evening where parents brings along their child's 'Learning Journey' and the settings 'Induction Checklist' is completed. The evening session also includes completing a 'Health Care Plan' and 'Long/Short Term Medication' forms and reviewing existing ISP or reports written by outside agencies.</p> <p>When a child with SEND moves onto school or new early years setting a 'transition form' is completed and the settings SENCO is available to attend transitions meetings.</p>

<p>setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?</p>		<p>We seek the permission of children's parents to contact and share information about their child.</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 have accessed 'Inclusion Grant Funding' for SEND children in previous years.</p> <p>The settings SENCO and child's keyperson allocates time during a session to spend time to support children with SEND to support their ISP targets.</p> <p>Depending on a child's level of need for specialised equipment, a decision will be made by the Management team to purchase equipment/access funding to purchase 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 the child, EHCP, allocation of 1:1 support</p>	<p>Meetings with the SENCO, Management team, a child's parent and outside agencies involved will take place to decide the type and how much support can be given to a child with SEND, before a child joins our setting. This would also take place if a child is identified with SEND and already attends the setting.</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 in to be 'parent helpers'.</p> <p>Parents are invited in to the setting when outside agencies are carrying out observations of their child and are able to share and discuss their thoughts and feeling with the SENCO, key person and outside agencies.</p> <p>ISP are shared with a child's parents and they are asked for their thoughts.</p> <p>All parents are given a 'Communication Book' which are written in regularly by staff to share children's daily activities. Parents are asked to write in their child's activities/achievements at home/ when not at the setting.</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</p>	<p>SENCO, Keyperson, Keyworker for child</p> <p>Information about local services on Local Authority website (Local Offer)</p>	<p>The settings SENCO and a child's key person would be the person to contact for information regarding children with SEND who attend the setting.</p> <p>All enquiries should be directed to the Manager of the setting. -Telephone: 01372 879712 -Email: busstoppreschool@aol.co.uk</p> <p>To find out more information regarding the local authorities 'Local Offer' please visit surreycc.go.uk and search 'Local Offer'.</p>

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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