

Response to Local Offer Questions – Last updated 30th September 2017

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 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, (except childminders), will need to answer the 14 questions below. 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 www.surreycc.gov.uk/sendchanges. This information must be reviewed annually by the setting.

Name of Setting: **Foundations Community Pre-School New Life**

Date: **30th September 2017**

Reviewed: **March 2018**

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 Key Person available, policies, follow CoP</p>	<ul style="list-style-type: none"> • Our initial contact with a family is usually at the showround, where parents/carers get a chance to look around the setting and ask any immediate questions they may have. This is also an opportunity for parents/carers to advise us of any identified disabilities or additional needs their child may have. • On entry to Pre-School parents are issued a registration form and are asked to complete a One Page Profile and baseline record for their child. Both of these allow parents/carers space to note down any additional needs/disabilities, as well as any other professionals who are involved with the child. We also hold a n information evening at the end of July, before our September intake. This is a time where parents/carers get to meet their child's Key Person and have time to discuss any concerns. • All children are regularly observed by their Key Person to create their online Learning Journey. By compiling these observations weekly and reviewing them termly,

		<p>a holistic picture of the child is created. Parents are also able to add to the online Learning Journey, enhancing the information gathered. This can then show up any areas of concern or places where a child may need additional support. The Key Person will discuss this with the Special Educational Needs Co-ordinator (SENCO) who will then discuss this with the parents/carers if necessary. The SENCO is in regular contact with the children, so also has the chance to spend time with and observe them.</p> <ul style="list-style-type: none"> • Once a term we hold a Parent's Evening, where parents/carers have the chance to meet with their child's Key Person and discuss the child's progress and any concerns. The Key Person will prepare a short summary and some future provisions for each child at this time. Although Parent's Evening is primarily a celebration of the child's achievements, this also provides a perfect opportunity for parents to be able to raise any concerns they may have. <p>If a concern arises (from either a parent or a member of staff) before or after Parent's Evening, a meeting can be requested and these can be discussed as needed. The SENCO and/or Key Person are available at the end of most sessions to talk to parents/carers.</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</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>	<ul style="list-style-type: none"> • The Key Person, along with the SENCO and parents/carers will devise an Individual Support Plan (ISP). The targets and provision on the ISP are worked through each session (or as many as possible depending on the needs of the child and resources available at the time). The Key Person, with support from the SENCO, will usually be the one to work on specific additional needs. • The role of the SENCO is as follows: <ul style="list-style-type: none"> ○ To support the children with practical measures. ○ To monitor and review the practical intervention.

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?

- To co-ordinate the planning for individual needs.
- To oversee all support the child receives.
- To discuss concerns and targets/support strategies with parents, with the Key Person.
- To support other members of staff.
- To liaise between the setting and other professionals involved in working with the child, for example Health Visitor, Speech Therapist.
- To liaise with, and offer support to, parents.
- To attend regular training and SENCO Network meetings on special educational needs issues and to keep other staff members informed.
- To co-ordinate the writing of ISPs (Individual Support Plan) and setting appropriate targets with the Key Person and in conjunction with parents/carers. They also ensure that, if necessary, a behaviour management plan is written and put into place where a child's behaviour poses a risk to themselves or others in the Pre-School.
- The targets and provision on the ISP are reviewed every 6-8 weeks. This gives all involved regular opportunities to evaluate changes in the child and see how effective the provision is.
- All staff are made aware of any additional needs or disabilities a child has so they can be considerate to this. They are also informed of any strategies in place so a uniformed approach can be carried out across the setting.

<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 environment, ISPs, additional support</p>	<ul style="list-style-type: none"> • The staff plan as a team each week. Every Key Person produces a next step or future provision for every child. Over the course of the following week the key person supports the child in meeting these next steps. Each activity on the planning has been considered for how it can be adapted/extended depending on the needs of the group of children. • Children with additional needs or disabilities will have an ISP alongside these next steps, for additional support.
<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>Meetings with parents, use of learning journey and summative assessments, 2 year progress check, SEND COP and ISPs</p>	<ul style="list-style-type: none"> • The Pre-School operates an 'open-door' policy with regard to discussing any concerns with parents and we are committed to working together to resolve any problems or worries about a child or the care that they receive. • ISPs are reviewed regularly (every 6-8 weeks where possible) and any progress and updates are shared with the parents. If practical and beneficial, the regularity of these meetings can be increased. A copy of the ISP is sent home for parent's records and as a reminder of what can be worked on at home. • We hold a termly Parents Evening, giving parents a chance to share their children's successes with the Key Person. This is also a chance to receive a short summary and view the updated progress trackers. The progress tracker provides a visual representation of how much progress a child has made since the previous assessment. • We encourage parents to add to their child's online Learning Journey as often as they wish with updates of things that are happening at home. • Our weekly planning is displayed on our parent/carer notice board explaining what activities are on offer over

		<p>the course of the week, as well as being sent out on our Family app newsfeed.</p> <ul style="list-style-type: none"> • As regularly as needed, we send out updates on our Family newsfeed detailing upcoming events etc. We also include some nice photos of the previous week's activities. • Where possible we will hold parent information evenings, or invite outside agencies in to offer support and guidance to parents.
<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>	<ul style="list-style-type: none"> • All of the children we work with have the right to be safe, to be treated with courtesy, dignity, and respect, and to be able to access all aspects of the Pre-School curriculum. • The Equality Act 2010 provides protection for anyone who has a physical, sensory or mental impairment that has an adverse effect on his/her ability to carry out normal day-to-day activities. Anyone with a named condition that affects aspects of personal development will not be discriminated against and we work with parents to devise a care plan for their child. • We aim to provide a positive environment in which adults consistently manage and encourage positive behaviour, promoting children's welfare and development. Moreover, we aim for children to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. <ul style="list-style-type: none"> ○ We praise and endorse desirable behaviour such as kindness and a willingness to share. ○ We avoid creating situations in which children receive adult attention only in return for

		<p>undesirable behaviour.</p> <ul style="list-style-type: none">○ We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect those used by members of the Pre-School.○ When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.○ We never use physical or corporate punishment (such as smacking or shaking), and children are never threatened with these.○ We do not humiliate, segregate, withhold food or use a 'naughty chair' in managing children's behaviour, as this is detrimental to their self-esteem. The EYFS 2014 states <i>"Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being"</i>.○ Staff do not use any form of physical intervention unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. <ul style="list-style-type: none">● We also endeavour to support parents who share with us their struggles with behaviour management at home, reminding parents about the power of positive praise and that any form of corporal punishment should not be used. We remind our parents that we are there for them as well as their child.● We use a rainbow chart as a visual way of showing consequences, both positive and negative, to the children by moving their name up or down. It also gives opportunity to change their behaviour and see their name move.● We endeavour to consult with all children as often as possible. We use a variety of techniques for this, be it
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		noting children's ideas on the children's planning board, taking a tally of our favourite fruits or looking through a resource catalogue together for ideas of things to put on our Pre-School wish list.
<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>	<ul style="list-style-type: none"> • We have staff at Foundations who have many years experience working with children with SEND in various settings. • Staff have accessed various training through the Surrey Family Service, previously named Surrey EYCS, incorporating guidance and information on many different SEND. • We have links with other professionals and agencies. For example we have had a child's allergy nurse come in to train all the staff to use the epi-pen. We also attend TAC meetings and invite other professionals into the setting.
<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, SENCo CoP, Makaton, ELKLAN, INSET, SENCo forums</p>	<ul style="list-style-type: none"> • The SENCO attends termly Surrey Supporting Children Team SENCO forums, containing details of any changes to current legislation and support regarding specific SEND. • Through Foundations, staff have attended: <ul style="list-style-type: none"> ○ Sensory Integration. ○ Child with Autistic Spectrum Disorders. ○ Training in Supporting Children with Visual and Auditory Difficulties. • We have also offered in house training, previously including Makaton.
<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</p>	<p>Planning for trips out to include all children, adaptations and additional support.</p>	<ul style="list-style-type: none"> • Pre-School outings include children being taken out in small groups into the local community. • All children will be able to access these activities, although some differentiation of planning may be required. <ul style="list-style-type: none"> ○ Children are usually taken out in small groups, so size/groupings of these can be arranged

<p>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>accordingly.</p> <ul style="list-style-type: none"> ○ Parent volunteers are often invited to support with outings, so there is potential for a child's parent to accompany them if this suits the situation.
<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>	<ul style="list-style-type: none"> ● All children's space in the setting is on one level. ● There is a removable ramp into the building allowing wheelchair access. ● We provide a variety of activities on the floor and on table tops. ● There is a disabled toilet, with space for changing, located next to the children's toilets. ● We have the potential to apply for an Inclusion Grant from Surrey Supporting Children Team which can be used to purchase specialist equipment and resources where necessary and possible. ● We aim to create 'communication friendly spaces' throughout the setting, inside and out. These may be tents or other small or zoned off areas which promote communication in various ways. ● We have good relationships with our parents, some of whom speak English as an additional language (EAL). We are able to use these parent's skills as a resource and where possible can ask their assistance in translating documents and signs for us. <ul style="list-style-type: none"> ○ For children for whom English is an additional language, we send out an EAL pack on admission. This asks parents to advise us of some key words in their home language that we can use with them.
<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 /</p>	<p>Transition meetings and links with other settings and schools, TAC/TAF and multi</p>	<ul style="list-style-type: none"> ● On joining Foundations our initial contact with a family is usually at the showround and this gives the child a brief chance to view the surroundings. ● We operate a staggered entry in September. This means the new children arrive a few at a time allowing

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?

disciplinary meetings. Photo books and visits to the new setting, Info shared with the new setting, Learning Journeys, assessments.

the Key Person to focus their attention on each child. The parents are encouraged to stay for an hour with their child on this occasion to help them settle.

- You and your child are very important to us and we strive to build good relationships between parents/carers, children and the staff, founded on trust. We want your child to feel safe and happy here at Foundations. We recognise that some children will settle more readily than others. For this reason we can jointly decide the best way for them to settle into the setting. It is unusual for a child not to settle. The excitement of new surroundings and playing with other children usually helps settle a child quickly. Our typical settling process involves parents/carers staying for a short time on the first session and we will observe to see how your child is interacting. If this is going well, we recommend you then leave for a short period – perhaps sit in the car for 10 minutes so we can come and get you if needs be. If we do not come out after 10 minutes you can leave and come back at the end of the normal session time or sooner if you prefer – but this needs to be agreed so we know when to expect you. If you do come back early, we recommend you collect and leave promptly so the child gets used to this at the end of the day. If at any point your child becomes distressed we would of course comfort them and call you if we felt this was necessary. Depending on how this goes, we can then discuss plans for the next few sessions. So we try and follow what works best for the children. It is worth noting that this type of easing in gently only prolongs the separation for some children and it may be best to leave promptly, allowing us to comfort, distract and bond with your child – every child is different!
- We have also created a video for new children,

		<p>showing the Pre-School in action.</p> <ul style="list-style-type: none">• We ask for information from any previous setting the child has attended, allowing us to see where the child is at on admission. This helps give us a picture of the child, what they like/don't like, what strategies have worked well to date etc.• Parents are asked to create a 'One Page Profile' with their child to share with us a Pre-School. This gives us a lovely visual article to share together and also gives us a good understanding of the child outside of Pre-School.• As a child's time at Foundation's comes to an end, we try to plan activities around transitioning. This can be storytelling, role play etc., encouraging the children to think and talk about what is to come.• Most local Reception classes and Early Years settings offer taster sessions at the end of the summer term to familiarise the children with their new class.• We contact all of the settings our children are transitioning to, asking them to arrange a time we can meet together to discuss the children they will be receiving. Some settings visit us at Pre-School, others arrange a meeting elsewhere. If we think it would be particularly beneficial for a receiving teacher to see a child in the current setting, we can liaise with them to try and arrange this.• With parental consent we send the child's most recent Parent's Evening report on to the next setting. For a child with SEND we would also send a copy of their most up to date ISP and any helpful observations and reports we have.• On leaving Foundations, the parents are able to download their child's Learning Journey or purchase it on DVD and are advised to share it with the next setting should this be required.
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<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>	<ul style="list-style-type: none"> • As per the EYFS statutory framework (2014) we have to keep certain ratios of staff to children at all times. However, we have more staff in session than required most days. This gives us more flexibility on the deployment of staff. • We make sure the staff are equally deployed amongst the children at all times. • If we find a child needs more staff support and we require extra staff members in, we apply for discretionary funding to help cover the financial implications of this. • Should any funding be received for a particular child, we make sure it is used solely for resources or equipment that is most beneficial for the child in question at the time of receipt. • We have a wide variety of toys and equipment available to all the children which offers something for many different ages, skills, development levels and abilities. If we discover a particular child requires a more specific or specialist resource, this is again something we could look at applying for funding for. We also have the potential to use some of the Pre-School general resource funds, should this be appropriate and available.
<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</p>	<p>Meetings with families and all professionals involved with the child, EHCP, allocation of 1:1 support</p>	<ul style="list-style-type: none"> • Through being with the child, and discussion with the parents (and potentially other professionals), we will be able to judge whether a child requires more or different support to that ordinarily on offer in the setting. We may need to apply for some funding in order to change this. • We can ask Surrey Supporting Children Team, or another professional such as an Educational Psychologist working with the child, who can advise whether they think we have a case to apply for discretionary funding for a particular child.

<p>has had an impact?</p>		<ul style="list-style-type: none"> • The SENCO then puts in this request, which includes information on the child, an overview of their development and the views of the parents. • We are then allocated a specific amount of hours by Surrey SEND team, if they believe the need is there. We can then use the funding accordingly for that child.
<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>	<ul style="list-style-type: none"> • Foundations Community Pre-School believes that parents are the child's first carers and educators and therefore their views and knowledge of their children are paramount in ensuring that we are able to provide the best possible care. We also recognise the importance of working in partnership with other professionals who are already involved with, or become involved in, a child's life. We therefore endeavour to do all that we can to support this. The EYFS (2014) clearly states that <i>"Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers."</i> • We believe that a parent's involvement in Pre-School life enriches a child's experience and we therefore invite and encourage parents and carers to become actively involved from sharing particular talents, reading a story (particularly in a different home language) to simply joining us on our different fun days and events. • We encourage parents to add to their child's online Learning Journey as often as they wish with updates of things that are happening at home. • We believe that a good parent/carer relationship is vital if children are to be fully supported and we actively encourage parents and carers to be involved with the life of the Pre-School. Children benefit from excellent communication with parents, regarding their care

		needs, as they have their routines catered for and cared for in line with parents' wishes.
<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 (Local Offer)</p>	<ul style="list-style-type: none"> • Primarily you would speak to your child's Key Person or the SENCO if you wanted to discuss something. This can be done formally or informally depending on what you need. • All other staff play a part in your child's education. We all work together as a team to create the 'Foundations family' and consequently we all spend time with all children. • To arrange an appointment to visit the setting and/or register your child, contact Matt and Laura Styles. Details of this can be found on www.foundationspreschool.org.uk • The SENCO in the setting is Natalie Wells. She can be contacted via email at natalie@foundationspreschool.org.uk • Additional information can be found at: <ul style="list-style-type: none"> ○ www.surreycc.gov.uk/learning/special-educational-needs-and-disability-send ○ www.surreyparentpartnership.org.uk ○ Surrey Families Information Service ○ Family Voice Surrey – Parent support network



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