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Below is some information for parents of children with Special Educational Needs or Disability. I have left the questions on the left so that you can understand our offer but please give me a call and ask questions! It will be the only way you will understand if we are right for your child.

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, SENFDCO and Keyperson available, policies, follow COP</p>	<p>The Kindergarten at St Joseph's is staffed by mostly qualified but a very experienced team of staff. Because of their experience they are able to observe children during their playful activities and make assessments on individual child's development and progress. This means that we are able to plan future activities to support further development and progress. Our observations and assessments are compared to the British Association of Early Education's document "Development Matters" and a summary report is written with this detail to parent/ carers. Should at any time a practitioner feel that a child is consistently not achieving within age appropriate tasks then parent/carer will be engaged in a plan to support any extra needs.</p> <p>Within the setting the team is supported by Special Educational Needs and Disability Co-Ordinator (SENDCO) who has a BA (Hons) Early Years Teaching and many years' experience of working with children with Speech & Language difficulties in specialist provision. She is assisted by a deputy SENDCO who has experience of supporting children on the Autistic Spectrum. Both the SENDCO and deputy have</p>



		<p>completed the local authorities training on the code of practice.</p> <p>All children are assigned a Key Person whose role is to support them settling into the Kindergarten, to build a relationship with their parent/carer and keep the records of their development and progress. If as a parent you have any concerns about your child, you should first raise them with the Key Person who will seek support from the SENDCO or her deputy.</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 SENDCO, 1:1 SEND support and Keyperson, use of outside agencies, Team around the child meetings, assessment and monitoring of child, transition, Advisor support from EYCS</p>	<p>If it is thought that your child needs extra support it will be discussed with you and a plan will be put into place with your agreement. The SENDCO is usually involved in writing the plan, the Key Person will be made aware of the plan as may the rest of the staff team. This ensures continuity for your child.</p> <p>Advice may also be sort from Surrey’s Children and Families Service Early Years and Childcare service. We have an advisor who can be contacted via email and who will visit with advice if required to. It could be that a meeting with any professional involved such as Speech and Language therapist is organised to help us see a holistic picture of the child and to aid parents in planning for their child’s future development.</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, ISPs, additional support</p>	<p>We see all children as individuals and plan for their individual characteristics. If we find that your child is not accessing a specific area in the nursery we will find ways of enticing them into it. If we find that your child is not meeting age appropriate targets we will plan activities that would give them practice to be able to meet these goals. It may mean that we have re-organise our environment to do this or it may mean that a specific plan (an Individual Support Plan) needs to be compiled. This is usually written by the SENDCO and is reviewed at least 6 -12 week intervals. During the time the ISP targets/activities will be worked on at each session and a record made of progress. It may be possible for funding to be applied for in order to give the specific support of a practitioner or resources.</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</p>	<p>Meetings with parents, use of learning journey and summative assessment, 2 year progress check, SEND CoP and ISPs</p>	<p>All children have a document called a Learning Journey, it documents activities and development of the child. We use an online Journal called Tapestry. You will be able to view observations almost immediately. We welcome you as a parent/carer to add your observations to the document too. There is a legal requirement on us to provide parents of two year olds with a report on their child's development at age two. This combined with a check made by the Health Visitor should give the reassurance that your child is developing against age appropriate scales. At this stage if our assessments lead us to believe that your child is not meeting age appropriate expectations,</p>



<p>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>it could be the time to plan appropriate action to support their development. As children start with us at age two and a half years and it may take a few weeks for them to settle and for us to get to know them, we aim to write this report before they are three years old. When the report is written your Key Person will tell you that they have the report and would like to talk it through with you. When it has been talked through you will be asked to make your comments on the report. You may wish to add activities that your child likes that will support further development or you may wish to add a target that you feel is more appropriate. You will be given a copy to keep and we keep one in your child's file.</p> <p>From this report we will plan activities to support your child's learning and development and you will see activities appearing on the weekly plan that we distribute together with the weekly newsletter.</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</p>	<p>Administering medicines policy and care plans. Consulting with children, behaviour management policies. Surrey's guidance on</p>	<p>Before your child starts to attend the Kindergarten at St Joseph's you will have completed an information sheet giving details about your child. If they have any medical needs that will be noted. Please be aware that we are only able to give medication to children if it has been prescribed. We have a medication log and if medication is given to your child you will be made</p>



<p>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>intimate care and toileting</p>	<p>aware by being asked to sign the log at the end of the session.</p> <p>The children who attend our setting are very young, many are still in nappies. We have an area where we are able to change nappies that is out of the view of the other children to allow for privacy. A record is made of the time the child has been changed and the adult who has changed the nappy in accordance with guidance given on intimate care routines.</p> <p>We have a member of the team who is our designated behaviour management lead. It is her role to encourage all staff to model good behaviour and to oversee that positive behaviour is exemplified. She will advise the team on possible strategies to support children who struggle to show appropriate behaviour and if necessary will consult with parent/carer and compile a plan to support the child.</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>We are lucky to have an experienced and qualified team of practitioners who have been able to seek support from other agencies such as Speech and Language and OT services on many occasions. The team regularly attend training to further develop their skills. We subscribe to Early Years publications that also support our knowledge of new research being published which could have impact on our practice.</p>



		<p>As we have supported children with SEND we have a good relationship with other professionals such as Speech and Language Therapy service, Occupational Therapy, Physio- Therapy and Educational Pschyology.</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>Staff regularly attend training to update skills and knowledge. Surrey's Children and family's service offers opportunities for SENDCO's to meet during termly forums and discuss issues and we attend as often as possible. One member of the team has EKLAN level 3 qualification so that they are better able to support children with Speech, Language and Communication difficulties.</p> <p>One member of the team has Early Years Teaching Status, one has Early Years Professional Status and one has Qualified Teacher Status.</p> <p>Currently we have a member of the team engaged to support a child on 1:1 who is a qualified physiotherapist.</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</p>	<p>Planning for trips out to include all children, adaptations and additional support</p>	<p>We have two outdoor environments which the children use daily. We make them accessible to all children. The front garden has access via a ramp whilst the back garden has to be accessed by steps. The steps are easily managed by supporting practitioners.</p>



<p>how will you assist him or her to do so? How do you involve parent carers in planning activities and trips?</p>		<p>We are within a primary school grounds and so have access to the playground. We will support children to use the equipment available to them.</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>Our premises are on one floor with ramped access and the disabled toilet has space for a carer to support. We have an inclusion policy which celebrates the diverse community we live in.</p> <p>We are fortunate to live in a very diverse community with many languages being spoken at home. Because of our community we are able to offer translators from within our community when necessary.</p>
<p>10)How will the setting /school / college prepare and support my child/young person to join the setting /school /</p>	<p>Transition meetings and links with other</p>	<p>The Kindergarten at St Joseph's uses an online learning journey app called Tapestry. This is used to record observations of the children's achievements and</p>



<p>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 setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?</p>	<p>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>developments. We provide a report a year and in the final term the Learning Journey is burnt onto a disk for the children to take with them. When a child is due to leave to move to another setting, we will (with permission) share the reports and any other formal paperwork with the new settings. Wherever possible staff from the new setting are invited to visit and see the child at play and talk with the practitioners.</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>The Kindergarten at St Joseph`s has a high level of staffing and the experience and qualifications of staff ensures a good quality experience for all children. Should it be considered necessary for a child to require extra support in the first instance the Key Person would deliver the support. However if extra support is required funding from Surrey County Council may be claimed. The procedure does take time and effort but can be effective in providing a member of the team dedicated to provide specific levels of care.</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>Decisions on support have to be agreed between parent/carer and the setting and do need to be feasible to the setting. We offer group care and therefore it should be understood that if 1:1 care is required then extra funding will be asked for.</p> <p>If whilst your child is attending the Kindergarten at St Joseph's it is identified that your child needs extra support you will be consulted and will be involved in the process of discussions with Surrey Early Years and childcare service and the other professionals to be or involved.</p> <p>Please remember that we want your child to be happy and to be achieving and progressing and if this means extra support then we are prepared to seek this support with your permission.</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</p>	<p>Consulting with parents in planning for each child, home visits, EHCP</p>	<p>Parents are welcome to join any session as a volunteer. Some parents have skills they like to share others just want to come and help. Either way you are welcome.</p> <p>Children who have a special educational need, parents are by the far in the best position to know most about their child. It is vital that communication happens</p>



<p>making and day to day school life including for their own child or young person.</p>		<p>regularly as you will be updating us on the outcomes of consultations from other professionals.</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>We invite you to make an appointment to come and visit us, and to ask all the questions you want too.</p> <p>You may also wish to take a look at our website www.kindiejoes.co.uk for further information. Particularly take a look at our Newsletter pages which includes current information.</p>

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