

## 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: Round and Round the Gardens Childcare

Date: November 2018

Setting Ofsted URN: EY430222

Local offer 14 Questions and prompts	Prompts	Answers
<p><b>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?</b></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 Key person available, policies, follow COP</p>	<p>Round and Round the Gardens bases its decisions on a child's need for extra support on the following;</p> <ul style="list-style-type: none"> <li>• Information provided by parents/carers on admission forms and follow up meetings with parents/carers and outside agencies.</li> <li>• Observations and professional judgements made by Key Person and other practitioners.</li> <li>• 2 year check for all two to two and a half year olds and regular tracking assessment for all other children, these are shared with parents.</li> <li>• Assessments such as Ann Locke, ECAT audit and Early Help Assessments where appropriate.</li> <li>• Consultation with Surrey SEND Advisor and SENDCo following the SEND code of practice and setting policies.</li> </ul> <p>Parents/Carers are encouraged to raise any concerns about their child's progress with their key person, room leader, manager or SENDCo at any time.</p>

## 2) How will early years setting / school / college staff support my child/young person?

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?

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

Staff at Round and Round the Gardens support all children in the following ways;

- Any additional needs will be identified through assessment and consultation with Key person, SENDCo, Parents/Carers, SEND Advisor and other outside agencies
- Individual Support Plan (ISP) prepared by SENDCo. Progress closely monitored by SENDCo and ISP up dated every 6-8 weeks
- 1:1 sessions as set out in ISP are carried out by child's key person or other specialist staff, supported and monitored by SENDCo
- Inclusion grants, discretionary funding and Education, Health and Care Plan (EHCP) applied for where applicable
- Referrals to outside agencies e.g. Speech and language, Occupational Therapy, Physical and Sensory Support and the Educational Psychology service are made where appropriate and in a timely manner
- Regular communication and meetings with parents including team around the family (TAF) meetings where outside agencies are involved
- We ensure internal and external transition is a smooth as possible. We ensure that all relevant information is passed on, once consent has been obtained by the families.

<p><b>3) How will the curriculum be matched to my child's/young person's needs?</b></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>Round and Round the Gardens follows the Early Years Foundation Stage 2017 in the following ways;</p> <ul style="list-style-type: none"> <li>• Supporting each child's individual needs</li> <li>• Activities are adapted to each child's level of learning and development; enabling them to progress to their next stage</li> <li>• Any child with additional needs will be supported through small group work and 1:1 sessions as set out in their ISP</li> <li>• Making reasonable adjustments to the environment</li> </ul>
<p><b>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?</b></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 assessment, 2 year progress check, COP and IEPs</p>	<p>Staff at Round and Round the Gardens support parents/carers and keeps them informed of their child's progress in the following ways;</p> <ul style="list-style-type: none"> <li>• Daily verbal feedback at drop off and pick up times</li> <li>• Open door policy in place to ensure effective communication</li> <li>• Tracking the child's achievements and progress, via Tapestry and other assessment methods, highlighting any areas requiring additional support</li> <li>• Parent's evening three times a year where we share your child's profile and tracking documents</li> <li>• Additional consultations and progress reviews on request</li> <li>• Meeting to review two-year progress check</li> <li>• Consultation on and review of ISP's</li> <li>• Provide information on activities to share with your child at home and at other venues e.g. Local children's centres</li> </ul>

<p><b>5) What support will there be for my child's/young person's overall well-being?</b></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>Administrating medicines policy and care plans. Consulting with children, behaviour management and policies. Surrey`s guidance on intimate care and toileting</p>	<p>Round and Round the Gardens aims to support all children with their pastoral, medical and social needs without exception. Our staff will support children's well-being in the following ways;</p> <ul style="list-style-type: none"> <li>• Administer prescribed medicines with parent/carers written permission. (please refer to our Medicine policy for further information)</li> <li>• Staff are first aid and Epi-pen trained. Further training will be undertaken as required</li> <li>• Implement care plans based on individual needs</li> <li>• Adapt environment, where possible.</li> <li>• Trained staff will implement individual improvement plans to support a child's behaviour management needs.</li> <li>• Work with parents with intimate care and toilet training unless there are any medical or developmental reasons why this would be inappropriate</li> <li>• Respecting any cultural or religious sensitivities regarding toileting, intimate and personal care</li> <li>• Taking note of the child's preferences, likes and dislikes</li> </ul>
<p><b>6) What specialist services and expertise are available at or accessed by the setting / school / college?</b></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>Round and Round the Gardens aims to support all children by providing staff who are highly qualified and</p> <ul style="list-style-type: none"> <li>• Have a good knowledge and understanding of child development and EYFS (2017)</li> <li>• Attend regular staff meetings and external training</li> <li>• Have specialist training e.g. SEND Code of Practice, ASD, Intensive Interaction</li> <li>• Take professional input and advice from outside agencies e.g. Speech and Language therapists, Occupational therapists and Educational Psychologists</li> <li>• Work with Early Education and Childcare Advisors and the SEND Advisors</li> <li>• Attend multi-disciplinary meetings to achieve the best outcome for the individual child</li> </ul>

<p><b>7) What training are the staff supporting children and young people with SEND had or are having?</b></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>Round and Round the Gardens aims to support children with SEND by providing staff who are highly qualified and</p> <ul style="list-style-type: none"> <li>• Attend SENDCo forums</li> <li>• Attend all relevant training update sessions</li> <li>• Are aware of all relevant legislative changes and related policy and procedural update</li> <li>• Training requirements are discussed at the managers meeting and implemented as appropriate.</li> </ul>
<p><b>8) How will my child/young person be included in activities outside the classroom including school trips?</b></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>Round and Round the Gardens supports children of all abilities to access activities outside the classroom in the following ways;</p> <ul style="list-style-type: none"> <li>• All activities take place within the setting including gardening club, drama buds and Joe Jingles.</li> <li>• Detailed risk assessments</li> <li>• Excellent staff to child ratios at all times</li> <li>• Close staff supervision on all outdoor play equipment including slides and climbing frames, bikes and scooters</li> <li>• Provision of a wide range of outdoor activities including musical fun, painting, sand and water play, mud kitchen, messy play, outdoor maths and gardening.</li> </ul>
<p><b>9) How accessible is the setting / school / college environment?</b></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>Round and Round the Gardens supports children of all abilities to access the setting in the following ways;</p> <ul style="list-style-type: none"> <li>• Single storey building with wheelchair access</li> <li>• Provision of translation of documentation to EAL (English as an Additional Language) families, on request</li> <li>• Refer children with EAL to REMA (Race and Ethnic Minority Achievement Service)</li> <li>• Applying for inclusion grant funding for additional equipment</li> <li>• Making reasonable adjustments to the environment ensuring risk assessments are in place</li> </ul>

<p><b>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?</b></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>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</p>	<p>Round and Round the Gardens aims to promote the accessibility of our nursery to children and families from all sections of the local community. The setting prepares and supports children of all abilities for transitions in the following way;</p> <ul style="list-style-type: none"> <li>• Parents/carers and children will be given the opportunity to attend settling in sessions prior to their start date</li> <li>• For transition to a new school/setting practitioners will attend any meetings arranged by the new school</li> <li>• Staff from the new school/setting will be invited to visit and meet the child and their key person in their current setting.</li> <li>• Phone consultations are organised with the new setting where appropriate.</li> <li>• Transition reports are written and sent to the new school/setting</li> <li>• Profiles are given to parents, which they may then share with the new school/setting.</li> <li>• Role play activities involving moving on are included in the planned activities</li> </ul>
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<p><b>11) How are the setting`s/school`s/college`s resources allocated and matched to children`s/young people`s special educational needs?</b></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>Round and Round the Gardens does not have a specific SEND budget however</p> <ul style="list-style-type: none"> <li>• Additional funding can be applied for in the form of Inclusion grant, discretionary funding and EHCP.</li> <li>• Where deemed appropriate for the child`s needs we will provide 1:1 or small group support</li> </ul>
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<p><b>12) How is the decision made about what type and how much support my child/young person will receive?</b></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>Round and Round the Gardens decisions regarding the type and how much support a child will receive are made by the setting on an individual basis, in consultation with all involved outside agencies/professionals and parents/carers subject to the availability of funding and other resources.</p> <p>The child's progress is reviewed every 6-8 weeks (or sooner if appropriate), targets updated and information is shared with parents/carers and all involved professionals.</p> <p>If felt necessary the setting will collect evidence and start the process of applying for an Education, Health and Care Plan.</p>
<p><b>13) How are parents involved in the setting / school / college? How can I be involved?</b></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>At Round and Round the Gardens parents are involved in the setting in the following ways:</p> <ul style="list-style-type: none"> <li>• Parents evening three times a year</li> <li>• End of week news</li> <li>• Family events</li> <li>• Open door policy</li> <li>• Discussions with Key person/SENDCo</li> <li>• Planning for child's needs (ISP)</li> <li>• Team around the family meetings</li> </ul>

<p>14) <b>Who can I contact for further information?</b></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>For further information about admissions to Round and Round the Gardens please contact the Acting Manager (Suzanne Dawe, Owner and Manager is on maternity leave) Sarah Wilkinson-Smith (<a href="mailto:manager@roundandroundthegardens.co.uk">manager@roundandroundthegardens.co.uk</a>) or the Business Manager Andi Hart (<a href="mailto:admin@roundandroundthegardens.co.uk">admin@roundandroundthegardens.co.uk</a>) on 01932 355322 or at</p> <p>If your child already attends the setting please contact their Key person, room leader or SENDCo as above.</p> <p>Please note that our Local Offer provides a snapshot in to the support our setting provides for all of our children. More information can be find on our website and in our other policies. Please contact us if you require paper copies of any policies.</p> <p style="text-align: right;"><a href="http://www.roundandroundthegardens.co.uk">www.roundandroundthegardens.co.uk</a></p>
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