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**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:\_Bright Sparks Montessori School Date:\_7/3/17\_\_\_\_

Setting Ofsted URN:\_\_\_548555\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Local offer 14 Questions and prompts** | **Prompts** | **Answers** |
| 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?**   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? | 2 year check, observations, ISP's , meetings with parents, SENCO and Keyperson available, policies, follow COP | Key persons make observations and follow the EYFS. Tracking sheets and two year checks as well as Summary reports are completed which help to highlight any special educational needs. A Daily Observation Sheet is also used to communicate with parents/carers.  Good communications with parents allow for concerns to be discussed. If normal records highlight areas of oncern we would carry out an Ann Locke, if need be we would ask our Improvement advisor to observe thw child once permission has been obtained from parent/carer. In the past we have supported children on the Autistic spectrum, ADHD, Learning delay, Dyspraxia and children with limited language. |
| 1. **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 SEND support and Keyperson, use of outside agencies, Team around the child meetings, assessment and monitoring of child, transition, Advisor support from EYCS | The setting has an allocated SENCo. Every child has a key person as well as a secondary key person. We work with outside agencies following their recommendations to write ISP's with SMART targets. All children on ISP's also have ISP evaluation sheets which help to evidence the progress/lack of progress.  Ann Locke documents are used when appropriate and ISP's are always discussed and agreed with parents. If a child needs one-to-one support and funding is available this will be arranged.  Staff will work with other settings and child minders if the child attends more than one setting to produce joint up planning, report sharing and ISP's with the same targets |
| 1. **How will the curriculum be matched to my child’s/young person’s needs?**   What are the setting’s / school’s / college’s approaches to differentiation? How will that help my child/young person? | Planning for individual children and stages of development, ISPs, additional support | All children have individual work plans/planning. This is done by the key person and the SENCo. This planning is based on the child's interests and capabilities which is monitored through observations. Planning will incorporate targets recommended by outside agencies and parents views. If the child needs support around language and communication they will be included in our language group. |
| 1. **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?**   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? | Meetings with parents, use of learning journey and summative assessment, 2 year progress check, COP and ISPs | The termly Summary report will highlight next steps. The Daily Observation sheet will contain comments on what the child has been doing and things that we have been working on. ISP's are used to highlight long term aims that are hopefully achieved through the use of SMART targets, these will be reveiewed and updated every six weeks and will be discussed with parents/carers.  Parents can request meetings at any time and informal chats take place on a daily basis.  We will signpost parents to support groups and courses such as Earlybird. |
| 1. **What support will there be for my child’s/young person’s overall well being?**   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? | Administrating medicines policy and care plans. Consulting with children, behaviour management and policies. Surrey`s guidance on intimate care and toileting | Any prescribed medication can be administered through a health care plan, with signed parental permission.  We have a Behaviour policy and an assigned behaviour officer. An individual behaviour policy will be drawn up as and when necessary to support the child and to ensure all staff are consistently dealing with the child in the same way.  We have a toileting and nappy changing policy with clear guidelines which protects the child and staff. |
| 1. **What specialist services and expertise are available at or accessed by the setting / school / college?**   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. | Staff training (COP, ASD, ELKLAN), early language team input, Early Support, Advisors, outside agencies (SLT, OT, EP), multi disciplinary meetings E-help (CAF) | Staff have attended a variety of training such as ASD training including attending Earlybird training. The SENCo has completed ELKLAN training and runs a language group.  We have worked alongside Portage, SLT, EP, OT and our Improvement advisor.  Staff have attended and contributed to multi-disciplinary meetings |
| 1. **What training are the staff supporting children and young people with SEND had or are having?**   This should include recent and future planned training and disability awareness. | Staff training and qualifications e.g. SENCO COP, Makaton, ELKLAN, INSET, senco forums | Courses attended by staff:  Understanding Autism  OT for early years  Behaviour management  Including children with developmental delay  Designated Safeguarding Lead  Including children with social communication difficulties  Speech & language delay  ELKLAN  Promoting good behaviour  Earlybird  SEND four day update |
| 1. **How will my child/young person be included in activities outside the classroom including school trips?**   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? | Planning for trips out to include all children, adaptations and additional support | All children will be included in any school trips and their needs will be considered prior to trips being organised. Children requiring one-to-one support will still access this outside of the setting. |
| 1. **How accessible is the setting / school / college environment?**   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? | Current and possible changes to your premises, including all families, translations, visual support, extra funding (Inclusion grant etc) Equality Act, making reasonable adjustments | The setting is all on one level, however there are slight variations in levels in doorways for example. If a child attended with a wheelchair ramps would be organised. We have an adult disabled access toilet and nappy changing tables.  We have accessed Inclusion grants and take children on FEET funding from 2 years.  Key persons work hard to support parents whose first language is not English by explaining paperwork and ask for key words that the child may use. |
| 1. **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?**   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? | 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 | We have induction visits prior to the child joining the setting. When they join us we ask parents to be available to stay for the first few sessions if necessary. The induction pack contains information for parents.  Outside agencies have been invited to Transition meetings prior to children joining the setting or when they move on to a new setting. Staff have accompanied children on visits to new settings in the past and new school teachers are invited to our setting to meet the children in a familiar environment. A representative from the setting attends ‘Speed Chatting’ events to share information with feeder schools.  All records are passed over as well as a final report. |
| 1. **How are the setting`s/school`s/college’s resources allocated and matched to children’s/young people’s special educational needs?**   How is the setting’s / school’s / college’s special educational needs budget allocated? | Deployment of staff in setting, additional funding e.g. Inclusion grant, discretionary funding, EHC Plan | The setting currently subsidises children needing one-to-one to ensure support throughout the session. We access funding when applicable and buy or make resources that can support the child's learning and development. |
| 1. **How is the decision made about what type and how much support my child/young person will receive?**   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? | Meetings with families and all professionals involved with child, EHCP, allocation of 1:1 support | Discussions with parents, outside agencies and observations made by ourselves. The key person, SENCo, Principal and parents will all be involved in this decision making process.  Evaluation of ISP's will indicate if the level of support is sufficient. |
| 1. **How are parents involved in the setting / school / college? How can I be involved?**   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. | Consulting with parents in planning for each child, home visits, EHCP | At times parents have attended the setting with their children to help support their care. Parents can volunteer in the setting.  Parental questionnaires are circulated to gain parents views.  There is a 'Friends of Bright Sparks' committee who have input on resources and decision making. |
| 1. **Who can I contact for further information?**   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? | SENCO, Keyperson, Keyworker for child  Information about local services on Local Authority website | The key person is always the first point of contact but the SENCo (Linda Johnson) and Principal (Debbie Sharpe) are always available.  The induction pack contains an information sheet listing local organisations and useful websites.  Ofsted contact details are displayed in the main entrance and meetings with our Improvement advisor can be arranged.  Local Children's centres can offer advice as well as other outside agencies.  The local authority must publish its local offer by placing it on their website. |

X **I give permission for this information to be published on the Surrey Local Offer Website (please tick) yes**