

## **LOCAL OFFER: INDIVIDUAL SETTING / SCHOOL / COLLEGE INFORMATION**

### **What is the local offer?**

The Government plans, through the Children and Families Bill, to require all local authorities to publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 who have special educational needs – a local offer.

The local offer must include both local provision and provision outside the local area that the local authority expects is likely to be used by children and young people with SEN for whom they are responsible, including relevant regional or national specialist provision. As well as providing clear, comprehensive and accessible information about the support and opportunities that are available, the local offer should make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

Clause 30 of the Children and Families Bill gives details of the duty on local authorities to develop, publish and review their local offer. Further detail about what is required is given in indicative draft regulations, whilst guidance on carrying out the statutory duty is given in the indicative draft Special Educational Needs Code of Practice.

With the implementation of the Schools Funding Reform (April 2013) work has been on-going to develop the wider Schools Local Offer, which covers the universal banded funding approach (SEN Matrix) the authority has agreed. This sets out what schools and settings are expected to deliver for their high needs pupils and students through funding elements 1 and 2, and following robust evidence that these elements are insufficient to meet the pupil or student's needs and explanation of element 3 (top up funding) provided by the authority.

As well as setting out the provision the local authority expects to be available in early years settings, schools and post 16 institutions the local offer should make clear where information provided by schools (under Clause 64 of the Children and Families Bill) about their arrangements for identifying, assessing and making provision for children and young people can be found.

\*Subject to Parliamentary approval of provisions in the Children and Families Bill, it is intended that implementation of the SEND reforms will take effect from September 2014.

## Windsor Nursery School Local Offer

### 1) Assessment, Targets & Review

<p>Details of how children and young people's special educational needs are identified.</p> <p>Details of how parents and carers are informed that their child has special educational needs, including how the school communicates with parents and carers in particular parents and carers whose first language is not English.</p> <p>.</p>	<p><b>How are children's special educational needs identified?</b></p> <p>At Windsor Centre for Children and Families we believe in equality, access and inclusion for all individuals</p> <p>We operate an open door policy - Partnership with parents/carers from the beginning. From the first home visit a professional and supportive relationship is established with parents</p> <p>Parents/carers are recognised as the child's first and most enduring educator and share in this process by discussing their child's development with the child's key person during admission through the settling in process – each child has an individual process tailored to them and their parents needs and this bespoke approach continues throughout their time the Centre</p> <p>Each practitioner participates in the Centre's record keeping and assessment systems. Initial assessments are made by key person as entry data and parents/carers are invited to contribute their knowledge and observation of their child in partnership with their key person &amp; SENCO and this data is discussed as a wider team with head/deputy. The progress of all children is carefully monitored. Significant needs are identified as early as possible – developmental delay/disability/ gifted and talented</p>
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	<p>When a practitioner is concerned about the progress of an individual child, the SENCO will be consulted. Reflection and collaboration is a major element in pedagogy of the setting so all practitioners will be alerted to individual needs.</p> <p>The child's progress and the area of development that is causing concern will be shared and discussed with the child's parents/carers and ongoing evidence will be collected through:</p> <ul style="list-style-type: none"> <li>• Record keeping</li> <li>• Observation</li> <li>• Consultation with parents</li> <li>• Learning Journeys</li> </ul> <p>Subsequent termly assessments are made</p> <p><b>How will I be informed my child has SEN if I don't communicate in English?</b></p> <p>We have staff who speak some home languages, we also use sparingly ICT apps such as Google translate</p>
<p>Details of how children and young people's special educational needs are assessed.</p> <p>Details of how progress is measured and evaluated.</p>	<p><b>How would my child's SEN be assessed and progress measured and evaluated?</b></p> <p>Each child is <b>assessed</b> throughout their time at Windsor using the best fit age band descriptors from the EYFS by their key person. This process is ongoing (formative) and summative evidence of this can be seen in the back cover of their learning journeys and in staff planning records.</p> <p>If a child is not performing developmentally appropriately with agreement from parents/carers we will look into the reasons for this and with parental permission may call on specialist advisors as required for more <b>detailed assessment</b></p> <p>Planned action will then be taken with advice from specialists if necessary to create and agree SEN support plan with <b>SMART</b> targets, the conditions required and specific strategies that are</p>

	<p>needed and agree review dates. <b>Progress</b> of children against the set SEN support plan with SMART targets will be carried out within agreed time scale.</p> <p>Where appropriate, support is requested from relevant outside agencies. When outside agencies are involved close liaison is maintained and parents are kept informed. This is viewed as a strong partnership to surround and support the child.</p> <p>Staff <b>measure progress</b> each term by daily observation and assessments and report to families the progress that their child is making in order that next steps can be planned for them.</p> <p>Staff meet with their line manager weekly and in detail termly through supervisions to <b>evaluate</b> the progress of each of their key children</p>
<p>Details of how children and young people's special educational needs are monitored and reviewed.</p> <p>Details of how often monitoring and reviews take place.</p>	<p><b>How would my child's needs be monitored and reviewed and how often will this happen?</b></p> <p>Children with identified needs will be monitored weekly by key person/ person working on targets and then this information is fed back termly in discussion with parents/carers usually in a review meeting. New targets will be set by parents/carers, key persons and services working with the child</p> <p><b>What happens if/when.....</b></p> <p>My child is <b>not achieving</b> targets set? Targets will be reviewed and discussed as to the reason why there has been no progress. An additional review meeting may be held before next review if felt required by any party. Further advice will be sought by the SENCO from specialist The Head teacher and/or the SENCO will liaise with the parents/carers to inform them of the concerns and the action being taken to support the child. Parental views are sought and suggestions made for ways of helping the child at home. The SEN support plan is completed with SMART targets, home action and a review date</p>

	<p>My child <b>is achieving</b> targets set?</p> <p>New more challenging targets will be set and review agreed</p> <p>My child is <b>exceeding targets</b> set?</p> <p>Child may be reduced to monitoring within normal learning opportunities and reviewed within 6 weeks to ensure progress is maintained</p>
<p>Details of how children and young people's needs are provided for (level of impact / of support)</p> <p>Details of how parents/carers can be involved and how they can support their child.</p> <p>Details of training opportunities/learning events provided by the school for parents/carers.</p> <p>Details of how parents and carers/ children and young people can raise any general concerns they may have.</p>	<p><b>How will my child's needs be supported?</b></p> <p><b>To provide curriculum access and inclusion we:</b></p> <ul style="list-style-type: none"> <li>• Teach SEN pupils within their social group</li> <li>• Ensure that all children with a special need join in all the activities of the centre unless a health and safety issue risk assessment high rating prevents this</li> <li>• Ensure that an appropriately differentiated curriculum is offered to all pupils in accordance with our curriculum policy, to include:- the provision of mechanical aids to support learning if needed; adaptation of materials/ resources to meet individual needs</li> <li>• Provide an SEN support plan with appropriate SMART targets</li> <li>• Organise a Nurture Group to promote emotional well-being</li> </ul> <p><b>How can I be involved in this support?</b></p> <p><b>Partnership with Parents/Carers</b></p> <ul style="list-style-type: none"> <li>• We ensure that all parents are aware of the centre's arrangements for SEN, through discussions with new parents on entry, through regular meetings and through consultations as the needs arise.</li> <li>• Regular, informal conversations are held with parents to tell them of daily occurrences and to build mutual trust. A formal meeting is requested if there is a need to express concerns and set targets.</li> </ul>

	<ul style="list-style-type: none"> <li>• Regular consultations are held to discuss the child's needs and approaches to addressing them. Targets, strategies to be used in school, suggestions for parental/home support will be discussed and a review date organised.</li> <li>• Parent Partnership information will be shared with all parents of children with a special need.</li> <li>• Valuing the parents' wishes for the child is paramount unless they are directly contradictory to the advice of other experts. In such circumstances the Centre would work to achieve a compromise position acceptable to all.</li> </ul> <p><b>What opportunities are there for me as a parent/carer for training and support?</b></p> <p>Ongoing daily contact with key person</p> <p>Team Around the Child meetings as appropriate</p> <p>Through Parent Partnership – information available at - <a href="http://www.wolvesparentpartnership.org">www.wolvesparentpartnership.org</a></p> <p><b>How do I raise a concern?</b></p> <p>Initially discuss with your child's key person,</p> <p>then ask to see SENCO or Head teacher,</p> <p>then ask to see the chair of the Governing body or the member of the Governing Body with responsibility for SEND</p>
<p>Names, roles, telephone numbers of key contacts within the school (SENCo, Inclusion Manager etc.)</p>	<p>Claire Foster – Head teacher / Head of Centre – 01902 558128</p> <p>Jill Watts – Deputy Head Teacher/ SENCO – 01902 558128 (supported by 2 SEND liaison staff in 2-3's) Governing Body – Acting Chair – Lisa Corbett /SEND link governor (Naseem Amalsadi) - 01902 558128</p>

**2) Curriculum Access**

<p>Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.</p>	<p>It is the aim of the centre that each child should reach his/her full potential in a positive, caring and supportive environment, which provides equality of opportunity. We recognize that all pupils have individual needs, enthusiasms and motivations. Each child in the centre is treated as an individual and all activities are differentiated by delivery, resources or outcome to match their abilities and to help them to succeed. Our curriculum reflects the EYFS and further details are available in our Teaching and Learning policy</p> <p>Our core staffing is enhanced by additional staff members and time, to reflect the needs of the current children. Our aim is to fully utilize any elements of our curriculum offer to support an individual special need eg this might include a child going to Forest School or Cool Kids sessions where enhanced staffing may be required</p>
<p>Details of how the curriculum is organised (Policy) and made accessible to all, including organisation of teaching groups.</p>	<p>Differentiated curriculum is organised and offered to all children (refer to Teaching and Learning policy)</p> <p>The provision of mechanical aids/adaptations to meet needs/provision of additional support staff will be considered on an individual needs basis</p>
<p>Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carer Governor, Link Governor.</p>	<p>Link governor – Naseem Amalsadi. Her role is to ensure there is a policy for SEND in place and to offer challenge to the way children with SEND are supported at Windsor</p>
<p>Details of staff expertise and professional development/training of staff.</p>	<p>Within the 3-4's provision all key person staff are level 4 qualified with a wide range of experience and expertise in working with children with SEND. The staff members contributing to the enhanced staffing offer are all experienced in working with children with SEND. The 2-3's</p>

	<p>provision reflects the pattern of the provision in nursery school. Within the 2-3's provision the staff qualifications are within the range NVQ 2-7.</p> <p>They work as cohesive team to support and meet the needs of children with SEND</p> <p>All staff are fully conversant with the EYFS and requirements for children with SEND. They are all trained in the effective development of personal, social and emotional development and communication development</p> <p>Specific staff are qualified to level 3 Speech and Language Support for under 5's provided by ELKLAN through The Open College Network</p> <p>Specific staff have particular expertise in behaviour management, physical development delays, occupational therapy strategies such as Cool Kids</p>
<p>Details of the types of special educational needs for which provision is made.</p>	<p>Children with communication delay, mild learning delay and children with medical needs when additional funding is available to meet the level of support required</p> <p>We also have a resources base for 10 children (5am/5pm) called Inclusion Plus for children with complex needs. Places in this provision are managed by The Special Needs Early Years Service.</p>

### 3) Grouping and Pastoral Care

<p>Details of the school pastoral support system.</p> <p>Details of what support mechanisms are in place and how groups are planned, including what social support is available i.e. mentoring.</p>	<p>The nature of the set-up of Windsor Nursery School enables us to provide a strong supportive system for all children and families. All children and parents are known personally by all key staff, head and deputy head teacher.</p> <p>Within the staffing of the nursery we have a member of the team who has a specific role to identify and support the less visible children</p>
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	As we are an integrated centre we also have Early Help Team 0-5 on site available for a range of family support including parenting advice should that be required
<p>Details of how parents and carers/ children and young people raise any concerns they may have about progress, or request for additional support.</p> <p>Details of opportunities for pupils/students to have a voice.</p>	<p>Initially speak to the key person who can then arrange for a discussion with SENCO/HT</p> <p>The relationship developed between key person and child is vital in enabling each child's voice and views to be heard on an ongoing basis and for consultation about specific aspects of school life</p>
Details of the strategies available to support regular attendance, including what support is available.	Additional support available through Early Help Team including nurture parenting programmes and family support visits as required
Details of the strategies available to support good behaviour, including what support is available.	<p>Following behaviour strategies within Behaviour policy</p> <p>Additional support available through integrated centre</p>
Details of access activities out of the classroom and support available, including how parents are involved in planning of school trips etc.	Parents are always invited on school trips. If access is anticipated as a specific possible challenge, then parents will be consulted in order to ensure a positive experience
Details of the transition procedures and arrangements i.e. moving into school and moving on from school. Plus details of how the school	<p>Liaison with settings in and out</p> <ul style="list-style-type: none"> <li>We make every effort to contact previous settings or referrers for discussion of children with SEN before they enter the centre</li> </ul>

prepares young people for adulthood/ independent living.	<ul style="list-style-type: none"> <li>• We have meetings with all practitioners to ensure that any child entering the centre who is known to have special needs is able have those needs met as fully as possible</li> <li>• We contact receiving schools for all our children in order to ensure the process of transition is smooth and that all relevant information is passed on.</li> <li>• If we can provide support to continue a child's development, we are always available for consultation by receiving schools at any point after a child has transferred. Children on TAC will be visited on the first TAC meeting in their new setting</li> </ul>
Details of medical and personal care procedures.	Care will be taken to plan carefully for any medical or specific care needs required on an individual basis. An emphasis will be placed on accessing the required staff training and working to ensure a high quality of experience and dignity for each child. Care will be taken to ensure a planned approach to managing fire/emergency exiting procedures through use of a PEEP will take place as a child's needs require this

#### 4) Equipment & Resources

Details of the specialist staff working within the school and qualifications.	Please refer to Curriculum access section for staffing details
<p>What services the school accesses, including other educational establishments, health and social care services.</p> <p>What links does the school have with Voluntary organisations, including support services for parents and carers.</p>	<p>The following agencies are available for advice and support to staff</p> <ul style="list-style-type: none"> <li>• Early Years Special Needs Support Team</li> <li>• Educational Psychologist – via the MAST 3 team</li> <li>• Speech and Language Therapy Service</li> <li>• Support Team for the Visually Impaired</li> <li>• Support Team for the Hearing Impaired</li> <li>• The Health Visitor</li> <li>• Physiotherapists</li> <li>• Occupational Therapists</li> </ul>

	<ul style="list-style-type: none"> <li>• Social Care</li> <li>• Early Help 0-5</li> <li>• Paediatricians – Gem Centre</li> </ul> <p>The following services are available to parents/ carers</p> <p>Integrated Centre team – Early Help 0-5’s team onsite</p> <p>(incorporating children’s centre support, social care and Health Visitors) who can offer support in the following areas:-</p> <ul style="list-style-type: none"> <li>• To identify needs and support excluded families and actively seek to promote the engagement of fathers.</li> <li>• To undertake outreach work, with parents in the home and the community, to provide information, guidance and support on a range of parenting support.</li> <li>• To provide positive experiences for children which enables them to achieve appropriate development and ensure that the needs of each individual child is catered for.</li> </ul> <ul style="list-style-type: none"> <li>• Home start</li> <li>• Parent Partnership</li> </ul>
<p>Details of the schools access arrangements.</p>	<p>A modern purpose built nursery environment for children and their families - Fully accessible with wheelchair.</p>
<p>Details of how the schools SEN budget is allocated.</p>	<p>The centre looks to use any additional funding to support bespoke enhanced staffing according to the children’s needs. We work to ensure equality is enabled. In terms of the environment is planned through the accessibility plan. Annual objectives will be informed by any specific needs identified for that year. This is funded out of the main budget</p>
<p>Details of travel arrangements to and from school.</p>	<p>Does not apply</p> <p>Reserved parking for transport of disabled persons</p>

