

## **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.

## Phoenix Nursery School Local Offer

### 1) Assessment, Targets & Review

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| <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><u>How are children's special educational needs identified?</u></p> <p>We believe in working in partnership with parents and carers and this relationship begins with visits by families to the nursery. There a meeting for parents and carers to come into nursery, meet staff, become familiar with the learning environment and complete admission paperwork. There is an opportunity to discuss any concerns parents may have about their child before they start nursery school.</p> <p>All parents are asked to complete a "Finding Out About Me" booklet, which helps create a picture of the individual child and help the child's key worker discover the uniqueness of each child.</p> <p>Parents and children are the invited to a series of shorter induction visits so that children can build up familiarity with their key worker and the learning environment. These visits are also key to developing relationships between the children, key worker and parents.</p> <p>Finding out what children already know and can do is discovered through observation, which occurs during the first couple of weeks at school. This knowledge of the child is then used to help the key worker plan and support the child to learn. The curriculum the school offers has been constructed to reflect the context of Phoenix Nursery school. If initial observations identify</p> |
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|   | <p>a concern with a child's overall development, the SENCO will be consulted and a meeting with parents arranged.</p> <p>What children have learnt is reflected upon each half term and parent partnership meetings are held each term, including as a settling in meeting in the first half term in nursery. Children's learning is shared with parents at these meetings and how they can help at home. Parents of Children with additional needs will also meet for TAC (Team around the child) meetings each term.</p> <p>This school has a Special Educational Needs Coordinator who is responsible for the coordination of support for children with SEN.</p> <p><b>How will I be informed my child has SEN if I don't communicate in English?</b></p> <p>We use ICT applications such as Google translate to communicate with families whose first language is not English. There is a member of staff who speaks Punjabi, Gujarati and Hindi.</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>All children are assessed within four weeks of starting nursery school .This allows the key worker to gather a broad range of information about individual children in order to plan effectively for them to learn. This process of assessment is ongoing and parents are kept informed about their child's learning through the Microsoft TEAMS app and during parent meetings. Staff meet each half term to discuss what children have learnt and plan how best to support children who may need more time to gain skills and knowledge. If staff in consultation with the SENCO continue to have concerns about a child's learning and development, then with agreement from parents/carers we will look into the reasons for this and with parental permission may call on specialist advisors as required.</p> <p>Speech and language development may also be assessed at this time and a referral made.</p>                                      |

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|  | <p>If children are identified as having additional needs then a SEND support plan will be constructed. The plan will be created with specialists, if necessary. The SEND support plan will have termly targets, the conditions required for teaching and specific strategies that are needed to support learning, as well as an agreed review date included in the plan. Children's learning will be assessed against the set SEND support plan and reviewed within an 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.</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 will my child's needs be monitored and reviewed and how will this take place?</b></p> <p>Children with identified SEND will be monitored regularly by the key worker/person working on targets and this information is fed back termly in discussions with parents/carers usually in a review meeting. New targets will be set with parents/carers, key people from agencies supporting the development of the child.</p> <p><b>What happens if/when...my child is not achieving their support plan?</b></p> <p>The SEND support plan will be reviewed and discussed and reasons why there has been no progress will be raised. An additional meeting may be held before the next review meeting if required or requested by any party. Further advice will be sought by the SENCO from specialists. 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. Parent's thoughts are sought and suggestions made for ways of helping the child at home. The SEND support plan is completed with detailed steps, home action and a review date.</p> <p><b>My child is achieving their SEND support plan.</b></p> |

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|  | <p>If a child is achieving their SEND support plan, then to ensure learning is maintained after this period, and development is appropriate for their age, then monitoring may be reduced to a half termly basis to ensure progress continues.</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>To provide curriculum access and inclusion we:</b></p> <p>Support learning for children with SEND within their key worker group where possible.</p> <p>Ensure that all children with SEND take part in all the activities of the school, unless a health and safety issue or a high-risk assessment rating prevents this.</p> <p>Ensure that a differentiated curriculum is offered to children with SEND including - the provision of mechanical aids to support learning, if needed; adaption of materials/resources to meet individual needs.</p> <p>Provide a SEND support plan with appropriate learning steps.</p> <p>When staffing levels allow for smaller group learning this may be available to support a child's learning and emotional well- being.</p> <p><b>How can I be involved in this support?</b></p> <p>We ensure that all parents are aware of the schools arrangements for SEND through discussions with parents at induction meetings, through regular meetings and through consultations as the needs arise.</p> |

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|   | Regular, informal conversations are held with parents and the exchange of the “learning together” books build a mutual trust. A formal meeting is requested if there is a need to express concerns and implement a SEND support plan.   |
| Names, roles, telephone numbers of key contacts within the school (SENCo, Inclusion Manager etc.) | <p>Susan Lacey - Headteacher 01902 558126</p> <p>Jane Parocki - Deputy Headteacher 01902 558126</p> <p>Governing Board Chair - Cllr Phil Bateman MBE 01902 558126</p> <p>Website <a href="http://WWW.phoenixnurseryschool.co.uk">WWW.phoenixnurseryschool.co.uk</a> Follow us on Facebook</p> |

## 2) Curriculum Access

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| Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.          | <p>It is the aim of the school that each child should reach their full potential in a positive, caring and supportive environment, which provides equality of opportunity. We recognise that all children have individual needs, enthusiasms and motivations. Each child in the school will be treated with respect and learning is differentiated through resources or outcome to match their abilities and to help them succeed. Our curriculum has been constructed to reflect the context of Phoenix Nursery School and Development Matters and further information is available in our Learning and Teaching policy which is available on the schools website <a href="http://www.phoenixnurseryschool.co.uk">www.phoenixnurseryschool.co.uk</a></p> <p>Additional support maybe available to meet the learning needs of children with SEND</p> |
| Details of how the curriculum is organised (Policy) and made accessible to all, including organisation of teaching groups. | <p>A differentiated curriculum is organised and offered to all children( refer to Learning and Teaching policy)</p> <p>The provision of mechanical aids/adaptions to meet needs/provision of additional support staff will be considered on an individual basis.</p>   |

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| <p>Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carer Governor, Link Governor.</p> | <p>SEND governor across the Federation of Ashmore Park Nursery school and Phoenix Nursery school is Michelle Cook.</p>   |
| <p>Details of staff expertise and professional development/training of staff.</p>  | <p>In the nursery, all key worker staff are employed at level 4 with one key worker having qualified teacher status. The teaching team have a wide range of experience and expertise in working with children with SEND.</p> <p>All staff have an in depth knowledge of how young children learn and adaptations needed for children with SEND. They all have the skills, knowledge and expertise to help children evolve their personal, emotional and social skills. Staff also have a good understanding of how children develop language skills and are able to effectively support the development of communication skills.</p> |
| <p>Details of the types of special educational needs for which provision is made.</p>  | <p>Children with verbal communication delay, mild learning delay and children with medical needs, when additional funding is available, to meet the level of support required.</p>   |

### 3) Grouping and Pastoral Care

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| <p>Details of the school pastoral support system.</p> <p>Details of what support mechanisms are in place and how groups are</p> | <p>The philosophy of Phoenix Nursery School enables us to provide a strong supportive system for all our children and families. All children and parents are known personally by key staff.</p> |
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| planned, including what social support is available i.e. mentoring.  |  |
| <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> | Initially speak to the key worker who can then arrange for a discussion with the SENCO/HT. The relationship developed between the key worker 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. |
| Details of the strategies available to support regular attendance, including what support is available.  | <p>Additional help maybe available through the Early Help Team including nurture parenting programmes and family support visits as required.</p> <p>MAST 3 Educational Psychologist support</p>  |
| Details of the strategies available to support good behaviour, including what support is available.  | Following strategies in the school's behaviour policy ( available on school website)   |
| Details of access activities out of the classroom and support available, including how parents are involved in planning of school trips etc.   | Learning Together sessions are planned throughout the year where parents are invited to come to nursery with their child and take part in a shared activity. We consult with parents wherever possible into the feasibility and affordability of child and parent visits.                            |
| Details of the transition procedures and arrangements i.e. moving into school and moving on from school.   | Schools are invited to visit nursery to see the children in an environment in which they are confident and familiar as well as talk to key workers. We have approximately 10 different feeder schools and we endeavour to communicate so that we can support effective transition. Schools           |

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| <p>Plus details of how the school prepares young people for adulthood/ independent living.</p> | <p>with a stretched induction process communicate the times and dates of the visits to the new school to us, so we can support children and families to make effective use of the transition process. We are always available for consultation by receiving schools.</p> <p>We make every effort to contact previous settings to discuss children with SEND so that we have as much information as possible to support both the child and parent.</p> <p>We have meetings with Educators to ensure that any child entering the school who is known to have SEND is able to have those needs met as fully as possible.</p> |
| <p>Details of medical and personal care procedures.</p>  | <p>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 assessing the required staff training and working to ensure the dignity for each child. Care will be taken to ensure a planned approach to managing fire/emergency procedures through, the use of a peep; will take place as a child's needs requires this.</p>   |

#### 4) Equipment & Resources

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| <p>Details of the specialist staff working within the school and qualifications.</p>  | <p>Please refer to curriculum access section for staffing details.</p>   |
| <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,</p> | <p>The following agencies are available for advice and support to staff</p> <ul style="list-style-type: none"> <li>❖ Special Needs Early Years' Service Support Team</li> <li>❖ Educational Psychologist Mast 3</li> <li>❖ Speech and Language Therapy Service</li> <li>❖ Visually Impaired support team</li> <li>❖ Hearing Impaired support team</li> </ul> |

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| including support services for parents and carers.  | <ul style="list-style-type: none"> <li>❖ Physiotherapists</li> <li>❖ Occupational Therapists</li> <li>❖ Health Visitors</li> <li>❖ Strengthening Family Workers</li> </ul> |
| Details of the schools access arrangements.         | The nursery has ramped access to the outdoors and access into the nursery is compliant with current DDA regulations.   |
| Details of how the schools SEN budget is allocated. | The school funds children with SEND from the main budget. Extra funding maybe available for some children( double funding)   |
| Details of travel arrangements to and from school.  | Does not apply   |