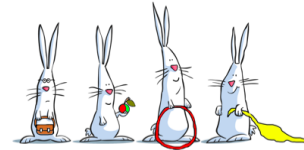


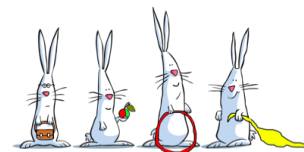
Response to Local Offer Questions

When the Children and Families Bill becomes was enacted in 2014 local authorities were 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 was 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.

Local offer 14 Questions and 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><i>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?</i></p>	<p>Banstead Bunnies uses a variety of methods and tools to ascertain whether a child has special educational needs. Each child in our care has a Key person who works closely with the child and family. We have two designated SENCO's available for parents and Key persons to discuss concerns with, who are trained in appropriate action to then take.</p> <p>Our SENCO's and Manager liaise with other professionals and follow the Code of Practice, and will be aware of any Early Help. When children start with us we ask parents for information about the child, and liaise with other settings the child may attend to gain a full picture of children's abilities and needs. Between the age of 2 and 3yrs children have a 2yr check in line with statutory requirements. This is carried out in order to alert professionals and parents to any need for early intervention and special support for their child. Within our general planning and observations staff will make professional judgements about children's needs and next steps.</p> <p>At present we do not specialise in catering for any one particular special need.</p>



<p>2) How will early years setting / school / college staff support my child/young person?</p> <p><i>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?</i></p>	<p>Our Head of Special Educational Needs Coordinator will oversee any programme of support your child needs, and keep parents fully informed. They will liaise with Key persons regularly, and decide the staffing of 1:1 support if funding is available for this. Where children are given support on the Early years local offer band this will be recorded in their learning journey.</p> <p>Each child with special needs where we feel the level of support required is at the enhanced level will have an Individual Support Plan (ISP). This will contain specific targets that we will work on with your child, these targets may be from other professionals working with your child outside of pre-school.</p> <p>All ISP's will be signed off by a SENCO and parents, and reviewed every 6 weeks. Banstead Bunnies has advisor support from Early Years Children's services to help ensure we offer effective provision, and that our parents are informed and able to access all support available to them for their child.</p>
<p>3) How will the curriculum be matched to my child's/young person's needs?</p> <p><i>What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person?</i></p>	<p>Each child in our care has a key person, who monitors the child's learning and development. They will then plan suitable activities and play pitched at a correct level for each child. Children with SEND will have specific Individual Education Plans drawn up for areas of additional need. This ISP is done jointly with the key person and the SENCO. ISP's work on some specific strategies to support desired outcomes and this concentrated time and focus will help the child progress and highlight further areas for development and hence targeting.</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?

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?

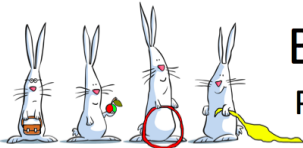
At Banstead Bunnies we have an 'open door policy' and encourage parents to continually share information, concerns and achievements. We can hold regular meetings to discuss progress and any problems if felt needed by either staff or parents.

Children's learning journeys go home twice a year for parents to view, comment and assist recording desired outcomes. Parents also are invited for a parents meeting once a year, however parents and staff are able to request a meeting at any time and encouraged to do so.

Banstead Bunnies uses a weekly diary - this is a two way means of communication for key person and parents to keep each other up to date on aspects of the child's time with us. Staff will record achievements, behaviour issues and any other information parents request to assist with continuity between home and pre-school for the child.

From the child's learning journey, and summative assessments we are able to look at statutory guidelines for development and ascertain development occurring and track its progress. All children in our care receive the statutory 2yr progress check, which looks at three prime areas of learning, communication and language, physical development and personal, social and emotional development.

At present we do not offer any learning or training events for parents, but we are able to keep you informed of any others that are occurring locally.



5) 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?

Banstead Bunnies has staff trained in first aid, and has strict policies for the administration of medication, (which is always witnessed), and storage of medication. We use Surrey County Council guidelines for care plans and when necessary build these plans with the parents to ensure the child's needs are being met.

Our staff have behaviour management training and we have policies which give specific reminders and examples to staff. We also have the support of other agencies if needed (our Surrey County council Area Improvement officer) and to draw on more specific knowledge and expertise through the Early Help process avoiding any need for exclusion and promoting attendance.

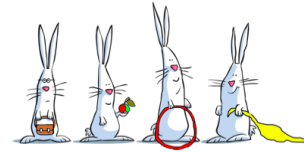
As part of the support for the child, we- where professionally possible, listen to and rate the child's thoughts and feelings as our highest.

6) What specialist services and expertise are available at or accessed by the setting / school / college?

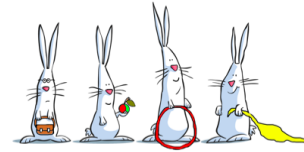
Are there specialist staff working at the setting/school/college and what are their qualifications? What other services does the setting/school/college access including health, therapy and social care services.

Banstead Bunnies has access through our support network, (which is offered as part of the Code of Practice from Surrey County Council) to a wide variety of expertise. These include advisors, Speech and language therapists, Occupational therapists, and Educational psychologists.

Early help process is also available.



<p>7) What training are the staff supporting children and young people with SEND had or are having?</p> <p><i>This should include recent and future planned training and disability awareness.</i></p>	<p>Currently we have 2 staff at Banstead Bunnies pre-school trained in SENCO and the Code of Practice. One of these is our named SENCO and has overall responsibility for this area. This member of staff attends regular SENCO forums to keep up to date with county guidelines and developments in this area.</p> <p>Our SENCO's have recently attended SALT referral procedure meetings, and a second member of staff has undergone behaviour management training.</p> <p>One of our SENCO is now Makaton trained and is able to offer signing to support communication development.</p>
<p>8) How will my child/young person be included in activities outside the classroom including school trips?</p> <p><i>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?</i></p>	<p>Our setting has good disabled access to the safe fenced outside play area, so children with special needs and disabilities are able to access this daily. Due to the nature of our setting trips planned are very local (church-two buildings away) and pavements and buildings are suitable for wheelchair access.</p> <p>Prior to visits risk assessments would be done to ensure SENCO is happy with ratios and parents will be consulted on the appropriateness of the plan for their child's needs.</p> <p>On occasions where we visit the woodland at the rear of the Pre-School, parents may be asked to assist us in the planning and execution for this visit to ensure the child's needs are met depending on the level of need. Each child and trip is looked at and treated as an individual case of need.</p>



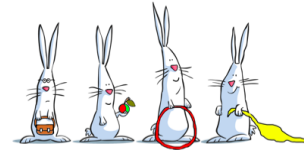
9) How accessible is the setting / school / college environment?

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?

Our building has full wheelchair access and a large disabled toilet for use, with area to change. We support those who speak a second language at home with the pre-school environment through multi-lingual labels, posters, greetings, toys and literature, as well as working in partnership with parents getting help and information from them about the language.

Translators can be accessed if needed. If needed extra funding can be sought through the inclusion grants available to settings with SEND children attending.

In line with the Equality Act 2012, Banstead Bunnies will make any reasonable adjustments possible to ensure inclusion.



10) How will the setting/school/college prepare and support my child or 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?

When children start at Bunnies we request lots of information from parents to assist us in helping to settle in their children, as well as an initial visit. If we feel a need or it is requested by parents we will carry out home visits with key persons to start to build relationships prior to starting, and to gain a fuller picture of life for that child.

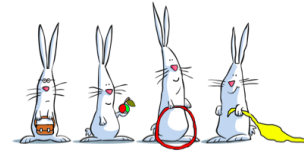
Initially children are requested to do 'settling hours', a session of reduced hours away from parents to enable children to get used to staff and the environment. Parents are sometimes needed to stay and support their child during this time. Each child is treated as an individual and as a result we will tailor the settling hours and sessions to each child's needs.

All Children with SEND have transition meetings prior to entering school between parents, the preschool and the new school. Here information is passed between parties to ensure a smooth transition occurs and the child's needs are being met. Where necessary Team Around the Family meetings will be ongoing and will contribute to transition meetings.

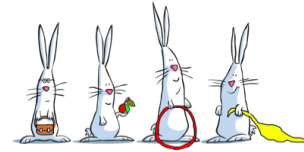
Learning journeys are given to parents when children leave the setting, and can

be shared with the school. These will include past ISP's, Current ISP's and any multi- disciplinary reports will be given to the school.

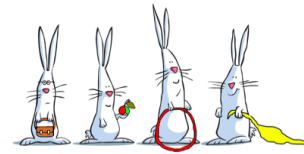
All schools that the children feed to are invited into Pre-School to meet and spend time with their new children. For those with SEND we would advise the school and parents to participate in at least one home visit, so as to fully understand the needs of the child.



<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><i>How is the setting`s/school`s/college`s special educational needs budget allocated?</i></p>	<p>At present our funding received from inclusion grant has be allocated to extra staffing. This enables us to ensure we have staff available (key persons) to carry out ISP work regularly with the children, reviewing and developing new ISP`s at 6-week intervals.</p>
<p>12)How is the decision made about what type and how much support my child/young person will receive?</p> <p><i>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?</i></p>	<p>Decisions regarding support for SEND children are made in partnership with parents through meetings, and with other professionals involved with the families.</p> <p>Funding is not decided by individual setting but from a central panel at Surrey County Council.</p> <p>Our SENCO will assess the child`s needs within the setting and decide with support from professionals involved how to deploy staff and resources gained with the funding.</p> <p>Reviews of ISP`s and annual audit meetings will address the impact of the support received.</p>



<p>13)How are parents involved in the setting/school/college? How can I be involved?</p> <p><i>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.</i></p>	<p>Parents are consulted continually over the targets we set for SEND children. This is done to provide continuity of care and focus of learning and development in small achievable steps, and can be done through regular home visits where needed.</p> <p>We ask that parents might be able to attend some sessions with their child to further support their child and inclusion, and where potential one to one assistance is needed for the child's enjoyment and achievement.</p> <p>We allow parents to guide us in the timings of children's attendance in relation to their needs, resulting in successful inclusion.</p>
<p>14)Who can I contact for further information?</p> <p><i>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?</i></p>	<p>If you have any questions regarding your child presently at Banstead Bunnies pre-school, or possibly starting with us, you should initially contact the manager, numbers and email can be found on our website: www.bansteadbunnies.co.uk</p> <p>The manager will be able to answer your questions and/ or pass you on to the correct member of staff with whom it is best to discuss matters.</p> <p>Surrey County Council website holds a variety of information regarding SEND and the family information directory, will tell you about local services.</p> <p>Surrey County Council's Local offer can be found at: https://www.surreysendlo.co.uk</p>



Banstead Bunnies
Pre-School

Completed by:

Emma Mayo

Director and Setting Manager

Banstead Bunnies Pre-School