

LOCAL OFFER: INDIVIDUAL SCHOOL 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.

Bilston 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>	<ul style="list-style-type: none"> • Early identification of children's needs starts during the induction process. Each child is visited within their home by a key worker and another staff member. This helps develop our partnership with parents/carer and provides the ideal opportunity for them to share information regarding their child's needs and development. • Staff observe all children during the first few weeks of Nursery and use information they gather to define a level of ability in all areas of learning within the EYFS framework. Key workers use this information to plan the next steps for each child and to identify any concerns regarding a child's progress. • If staff identify that a child's progress and attainment is not at expected levels or identify specific concerns about a child these are raised with the SENCO who will arrange a meeting with the child's parents. Termly meetings are then arranged where the child's progress and targets are discussed. Staff provide feedback to parents on a daily basis at the end of the nursery session. • If support is required to enable information to be shared with parents whose first language is not English, translation services will be used. If appropriate community members with the same home language may be used, with the consent of parents, to translate information between parents and the school.
<p>Details of how children and young people's special educational needs are assessed.</p> <p>Details of how progress is measured</p>	<ul style="list-style-type: none"> • Children are regularly observed and assessments are made by the child's key worker. These observations, along with discussions with parents, provide information which staff can use to make judgements regarding a child's attainment and progress. • Staff refer to the Early Years Outcomes when making a judgement of each child's attainment and use the age related bands within the 'Development Matters' guidance to identify if a child is or is not making expected progress for their age. • If a decision is made that a child is displaying difficulties or their attainment is significantly below that expected for their age this will be discussed with parents and support strategies put in place. Additional support from specialist agencies will be sought to undertake further assessments of a child's needs if the SENCO identifies that the child has significant or specific additional needs. • Children's attainment and progress is reviewed on entry to nursery and at the end of each term. Progress is reviewed by staff in discussions with Senior staff and colleagues so that judgements are moderated for accuracy. • If a child is identified as having additional needs a SEND support plan is provided written in partnership

<p>and evaluated.</p>	<p>with parents and, if appropriate specialist agencies. The Support Plan includes measureable targets aimed to support children's development. A child's progress will be measured against each target at regular intervals, at least once each term depending on the development level and age of the child.</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>	<ul style="list-style-type: none"> • Staff observe and assess children's progress on an ongoing basis and share this information as part of the school's monitoring and supervision processes with Senior staff. The progress of children with additional needs is discussed with Senior staff at more frequent intervals. • Regular meetings are held with parents, staff and other professionals to review a child's progress and share information. These meetings are held at appropriate intervals but at least termly. • • If the targets are not being met the SENCO will advise staff on various strategies to help support the learning. During the review meeting if the targets have not been met all parties involved will discuss and seek advice on the next step available.
<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>	<ul style="list-style-type: none"> • A Support Plan is provided for each pupil with specific and measureable targets. The plan identifies desired outcomes and strategies that will support the child's learning. Staff plan differentiated activities that take into account the child's learning and development needs and targets from the Support Plan. • The school has specialist and support staff, who work alongside the key worker to provide extra support for individual pupils. If appropriate one-to-one support for agreed periods of time can be provided to enable a child to access the curriculum and take full advantage of the learning opportunities available. Additional support is provided to ensure children's welfare needs are met. • It is our aim to ensure that all parents and carers are valued as partners in supporting their child's educational journey. We believe that partnership working is key to meeting a child's needs. Key workers share information with Parents on a daily basis as well as during review meetings and will support Parents with advice regarding home learning activities. • Parent Partnership Service information is given to parents which provides access to training opportunities. • If parents have any concerns regarding their child's progress they can speak to their child's key worker at the end of the nursery session. Parents can also speak to the Senior staff about any concerns they may have.
<p>Names, roles, telephone numbers of key contacts within the school (SENCo,</p>	<ul style="list-style-type: none"> • Emma Smith - Head Teacher- 01902 556491 • Lyanne Ellitts- Deputy Head Teacher/ SENCO – 01902 556491

Inclusion Manager etc.)	<ul style="list-style-type: none"> Wendy Binder- Early Education Manager – 01902 556491
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2) Curriculum Access

Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.	<ul style="list-style-type: none"> Bilston Nursery School is an “Outstanding” school that is vibrant, supportive, caring, and nurturing. We believe that every child is unique and brings different experiences to Nursery. The curriculum is designed to offer every child the opportunity to express their ideas, follow their interests and thrive in a secure and supported environment. The curriculum is based on the Early Years Foundation Stage.
Details of how the curriculum is organised (Policy) and made accessible to all, including organisation of teaching groups.	<ul style="list-style-type: none"> The curriculum is differentiated to meet the needs of all pupils. Children are placed into key groups with no more than ten children to a group. Teaching aids that children may require to meet their needs are considered on individual basis. Support Staff work with all pupils and time is allocated depending upon the children’s individual needs. Policies are displayed within the nursery providing access for all. Copies of policies are available from the School Office.
Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carer Governor, Link Governor.	<ul style="list-style-type: none"> Governors are actively involved in the life of the school and make regular visits to ensure policies and procedures are in place.
Details of staff expertise and professional development/training of staff	<ul style="list-style-type: none"> All key workers within the nursery are fully qualified to work with children under five. Staff development needs are regularly reviewed and training is provided where needs are identified.
Details of the types of special educational needs for which provision is made.	<ul style="list-style-type: none"> We aim to meet the educational needs of all children.

3) Grouping and Pastoral Care

Details of the school pastoral support system.	<ul style="list-style-type: none"> Each child is allocated a Key Worker who is responsible for their welfare and well-being and developing relationships with the child’s parents/carers.
Details of what support mechanisms	<ul style="list-style-type: none"> Relationships are formed with parents during the induction process which involves information meetings,

<p>are in place and how groups are planned, including what social support is available i.e. mentoring.</p>	<p>home visits and settling visits. These relationships develop throughout a child's time in nursery and key workers offer support to parents and families through day to day contact.</p>
<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>	<ul style="list-style-type: none"> • If parents have any concerns regarding their child's progress they can speak to their child's key worker at the end of the nursery session. Parents can also speak to the Senior staff about any concerns they may have. • The school provides a secure safe environment for children where children have the confidence to share their thoughts and feelings, with staff who are important to them such as their key worker. • Every effort is made to provide strategies for children with communication difficulties to share their thoughts and feelings, taking into account the age and development of the child.
<p>Details of the strategies available to support regular attendance, including what support is available.</p>	<ul style="list-style-type: none"> • Attendance at Nursery School is non-statutory however parents are encouraged to send their child to school regularly. To support regular attendance Senior staff may seek additional support from outside agencies including Early Help Teams such as the local Children's Centre.
<p>Details of the strategies available to support good behaviour, including what support is available.</p>	<ul style="list-style-type: none"> • Strategies used are outlined in our behaviour policy.
<p>Details of access activities out of the classroom and support available, including how parents are involved in planning of school trips etc.</p>	<ul style="list-style-type: none"> • Educational visits are arranged throughout the nursery year and are planned based on children's interests and educational needs. • Arrangements are made to support children with additional needs so that they are able to fully access activities outside of school which may include 1:1 support. If a parent chooses to accompany their child to support their additional needs they are welcome to do so and the school will fund the cost of their attendance.
<p>Details of the transition procedures and arrangements i.e. moving into school and moving on from school. Plus details of how the school prepares young people for adulthood/ independent living.</p>	<ul style="list-style-type: none"> • During the induction process information from a child's previous setting is sought and where possible key workers will visit the child in the setting to gather information that can support their transition. • We will meet with practitioners to discuss the needs and how best to meet them. • We will meet with the child's parents to discuss any concerns they may have and gain a more holistic perspective about the child. • When our pupils are leaving to transfer to a new setting we invite the new setting to attend the child's review meeting so that information can be shared. Primary school staff are invited into the Nursery to meet staff and observe the child in the familiar setting. During the transition to a new setting, key workers may accompany the child to reassure them and model effective support strategies.

Details of medical and personal care procedures.	<ul style="list-style-type: none"> Each child's medical and personal care needs are managed according to their individual needs. The school has a 'Supporting Pupil with Medical Needs' Policy.
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4) Equipment & Resources

Details of the specialist staff working within the school and qualifications.	<ul style="list-style-type: none"> All staff have Early Years Qualifications with Senior staff being qualified teachers or qualified to NVQ level 5. The Head Teacher holds a PCGE in the Co-ordination of Special Educational Needs.
<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>	<ul style="list-style-type: none"> The School purchases support from the Local Authority Educational Psychology Service. Additional support services which the school accesses include: <ol style="list-style-type: none"> Speech and Language Therapy Service Early Years Special Needs Support Team Health Visitor Early Help Service - Children's Centre Visual Impairment Support Team Hearing Impairment Support Team
Details of the schools access arrangements.	<ul style="list-style-type: none"> The School accessibility plan addresses matters relating to disability access.
Details of how the schools SEN budget is allocated.	<ul style="list-style-type: none"> The nursery allocates funding for children with SEND from its main budget. The school does not receive delegated SEN funding. Extra funding may be available from the Local Authority where assessment identifies that children have significant or specific needs that require additional funding in order for their needs to be met.
Details of travel arrangements to and from school.	<ul style="list-style-type: none"> This does not apply to our setting.