

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 SEND 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 SEND, 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 (SEND 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.

Ashmore Park Nursery School's 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><u>How are children's special educational needs identified?</u></p> <p>Early identification of children's needs starts during the registration/induction process. When registering a child, electronically, parents are asked to share information if their child has additional needs and are engaged with other services.</p> <p>All parents are asked to complete a 'Finding Out About Me' booklet, which helps create a picture of the individual child and helps the child's key worker discover the uniqueness of each child. A 'Parent Consultation' meeting, between the parent and the child's key worker, is also arranged at the beginning of the child's journey in nursery, which provides the opportunity for parents to share information pertinent to their child.</p> <p>Parents and children are 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. 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 Ashmore Park Nursery school. If initial observations identify a concern with a child's overall development, the SENDCo 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. Children's learning is shared with parents at these meetings and how they can help at home. Parents</p>
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	<p>of Children with additional needs may also be invited to Team Around the Child (TAC) meetings each term where there is multi-agency involvement.</p> <p>This school has a Special Educational Needs and Disability Coordinator who is responsible for the coordination of support for children with SEND.</p> <p>How will I be informed my child has SEND if I don't communicate in English?</p> <p>We use ICT applications such as Google translate to communicate with families whose first language is not English.</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 their child's 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 SENDCo, 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 consent, may call on specialist advisors as required. Speech and Language development may also be assessed at this time and a referral made.</p> <p>If children are identified as having additional needs, 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. Progress of children will be measured 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 through the TAC process.</p>
<p>Details of how children and young people's special educational needs are monitored and reviewed.</p>	<p>How will my child's needs be monitored and reviewed and how will this take place?</p> <p>Children with identified SEND will be monitored regularly by their key worker/person responsible for working on their targets, and this information will be fed back termly in discussions with parents/carers</p>

<p>Details of how often monitoring and reviews take place.</p>	<p>usually in a review meeting. New targets will be set with parents/carers and key people from agencies supporting the development of the child.</p> <p>What happens if/when my child is not achieving their support plan?</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 SENDCo from specialists. The Headteacher and/or the SENDCo will liaise with the parents/carers to inform them of their 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>My child is achieving their SEND support plan.</p> <p>If a child is achieving their SEND support plan, however, their learning and development is still 'Not on Track', a further plan may be required. If a child is deemed to be 'On Track' following a period of additional support their progress will be monitored via the school's normal assessment procedures.</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>To provide curriculum access and inclusion we:</p> <p>For children with SEND, support will be provided within their key worker group, where possible.</p> <p>Ensure that all children with SEND take part in all of the activities on offer in 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; and adaption of materials/resources to meet individual needs.</p> <p>Provide a SEND support plan with appropriate learning steps.</p> <p>Staff work with individual children with identified SEND, and time is allocated depending upon the children's individual needs in order to support their learning and emotional wellbeing.</p>

	<p>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.</p> <p>How can I be involved in this support?</p> <p>It is our aim that all parents and carers are valued as partners in supporting their child’s educational journey. We believe that working in partnership with parents and other agencies is key to meeting a child’s needs. Key workers regularly share information with parents and provide parents with advice and guidance on how to support their child’s learning and development at home.</p> <p>The School also signposts families to the WIASS bulletin, which is a source of advice for parents.</p>
<p>Names, roles, telephone numbers of key contacts within the school (SENDCo, Inclusion Manager etc.)</p>	<p>Susan Lacey - Headteacher 01902 558116</p> <p>Jane Parocki - Deputy Headteacher 01902 558116</p> <p>Governing Board Chair - Cllr Phil Bateman MBE 01902 558116</p> <p>Website www.ashmoreparknurseryschool.co.uk and follow us on Facebook</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 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 e.g. through resources and/or adaptive teaching, to match their abilities, and to help them succeed. Our curriculum reflects the context of Ashmore Park Nursery and further information is available in our Learning and Teaching policy which is available on the school’s website www.ashmoreparknurseryschool.co.uk</p>
<p>Details of how the curriculum is organised (Policy) and made accessible</p>	<p>A differentiated curriculum is organised and offered to all children (refer to the Learning and Teaching policy).</p> <p>Additional adult support may be provided if children need higher than the normal adult-to-child ratios.</p>

to all, including organisation of teaching groups.	The provision of mechanical aids/adaptions, to meet the child's individual needs and/or the provision of additional support, will be considered on an individual basis.
Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carer Governor, Link Governor.	The nominated SEND Link Governor for the Ashmore Park and Phoenix Nursery Schools Federation is Mrs Michelle Cook.
Details of staff expertise and professional development/training of staff.	In the nursery, all Early Years Educators (key workers) are employed at level 4. The teaching team have a wide range of experience and expertise in working with children with SEND. Additional support for children with SEND will be provided by a Level 3 Early Years practitioner, or higher. The school has a high commitment to professional development and staffs' development needs are regularly reviewed and training is provided when appropriate. All staff have an in depth knowledge of how young children learn and the adaptations required for children with SEND. They all have the skills, knowledge and expertise to help children evolve their personal, emotional and social skills.
Details of the types of special educational needs for which provision is made.	We aim to meet the educational needs of all children, however, children with social and communication needs, and significant developmental delay may need adaptations to the provision on offer.

3) Grouping and Pastoral Care

Details of the school pastoral support system.	The philosophy of Ashmore Park Nursery School enables us to provide a strong supportive system for all our children and families.
Details of what support mechanisms are in place and how groups are planned, including what social support is available i.e. mentoring.	All children and parents are known personally by staff, which is supported by a robust, carefully planned induction process.

<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>If parents have any concerns regarding their child’s development, they can speak to their key worker who may arrange for a discussion with the SENDCo, if necessary. The relationship developed between the key worker and the child is vital in enabling each child’s voice and views to be heard and for consultation to take place about specific aspects of school life.</p> <p>Children are considered to be rich in potential and full of ideas. As part of daily school life children are posed questions to evolve thinking. Questions maybe be posed verbally or through a selection of materials offered.</p>
<p>Details of the strategies available to support regular attendance, including what support is available.</p>	<p>Attendance at Nursery School is non-statutory, however, attendance is monitored carefully and parents are encouraged to send their child to school each day.</p> <p>Additional help maybe available through the Early Help Team including nurture parenting programmes and family support visits as required.</p>
<p>Details of the strategies available to support good behaviour, including what support is available.</p>	<p>Strategies used are outlined in the school’s Behaviour policy (available on the school website).</p>
<p>Details of access activities out of the classroom and support available, including how parents are involved in planning of school trips etc.</p>	<p>Educational visits are planned throughout the year where funding allows. Arrangements are made to support children with additional needs so that they are able to access activities outside the school, which may include 1:1 support.</p> <p>Additional support may be provided by the staff of the school, or the family of the child.</p>
<p>Details of the transition procedures and arrangements i.e. moving into school and moving on from school.</p> <p>Plus details of how the school prepares young people for adulthood/ independent living.</p>	<p>When children with SEND transition to our school, we make every effort to contact previous settings to ensure we have as much information as possible, to support both the child and their family. A visit may also be arranged by the SENDCo, where possible, to observe the child in their setting prior to leaving, to gather information to support their transition into our school.</p> <p>We will meet with parents to discuss any concerns that they may have and to gain an understanding of their child’s needs.</p> <p>When children are transferring to another school, staff are invited to visit the nursery to see the children in an environment, in which they are confident and familiar with, as well as being given an opportunity to talk</p>

	<p>to their key worker. We have a robust transition process with our main feeder school, Oak Meadow Primary. We contact all receiving schools to ensure the transition to primary school is as smooth as possible and that all relevant paperwork is passed on.</p> <p>If parents and the child are being supported by the TAC process, transitional arrangements to the child's primary school will be a key focus for the summer term meeting.</p>
Details of medical and personal care procedures.	Each child's medical and personal care needs are managed according to their individual need. The school has policies in place for 'Supporting Pupils with Medical Needs' and intimate care.

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 to provide advice and support for staff:</p> <ul style="list-style-type: none"> ❖ Special Needs Early Years' Service Support Team ❖ Educational Psychologist Team ❖ Speech and Language Therapy Service ❖ Visually Impaired support team ❖ Hearing Impaired support team ❖ Physiotherapists ❖ Occupational Therapists ❖ Health Visitors ❖ Strengthening Family Workers.

Details of the schools access arrangements.	The school's 'Accessibility and Disability Plan' addresses matters relating to disability access.
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 (inclusion funding).
Details of travel arrangements to and from school.	This does not apply to our school.