

**WHITE LODGE CENTRE: Response to Local Offer Questions**

When the Children and Families Bill becomes enacted in 2014 local authorities will be 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 is 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. It will also be an important resource for professionals in understanding the range of services and provision in the local area. This information will be web based and there is an expectation that all providers will need to answer the 14 questions (as referenced to in this document). We have added prompts as guidance but there may be more information that you would like to add about your setting. For more information visit <http://www.se7pathfinder.co.uk/>

Name of Setting: White Lodge Nursery

Date: 08/09/2014

Setting Ofsted URN: 120311

Local offer 14 Questions and prompts	Answers
<p>1) <b>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?</b></p>	<p>We are a specialist nursery for children with Cerebral Palsy as well as being open to all.</p> <p>The staff are all therapy assistants so are well placed to recognise if a child needs extra help or pick up on any special needs which may arise as the child develops.</p> <p>All of the children have individual plans to enable them to enjoy learning through play. The staff who are all qualified to at least a level 3 carry out regular observations of the children. These observations inform the child's individual plans and enable the staff to monitor the development of the child.</p> <p>Two year checks are carried out and the child's progress and/or any concerns about them are discussed with the parents; from this discussion any action which may be highlighted is planned with the family. The Coordinator, SENCO, behavioural lead and key persons are always available for discussions. Our policies and procedures are available on the website. We work in line with the Code of Practice.</p>

<p><b>2) How will early years setting / school / college staff support my child/young person?</b></p>	<p>White Lodge Nursery works alongside in house Physiotherapists, Occupational Therapists and Speech and Language Therapists who specialise in children with Cerebral Palsy. The nursery staff implement the various therapies throughout the child's individual curriculum.</p> <p>The children are set an Individual Support Plan (ISP) by all involved professionals and parent carers. The ISP meeting is chaired by the SENCO who will also share the ISP with any other involved professionals as necessary.</p> <p>The nursery operates a ratio of 1 staff to 3 children, for children with Cerebral Palsy, however where a child needs 1:1 support to access the curriculum this can be arranged.</p> <p>The children have regular Team Around the Child (TAC) meetings which are attended by the SENCO, the Key person writes a report for these. The SENCO seeks advice and support from outside agencies as required.</p> <p>The child development is monitored through regular observations and assessments of their development. Children and parent carers are supported through the transition into the nursery and also when moving on to a new setting.</p>
<p><b>3) How will the curriculum be matched to my child's/young person's needs?</b></p>	<p>The nursery follows the Early Years Foundation Stage (EYFS) curriculum which is differentiated to meet the individual child's needs to enable them to make as much progress as possible. A sensory curriculum is also run alongside the EYFS.</p> <p>The nursery key person carries out frequent observations on their key children; from these observations an individual curriculum plan is set and reviewed each half term with the SENCO, this is shared and discussed with the parents. This allows the key person to monitor each key child's progression or highlights any concerns which may arise.</p> <p>ISP's are set and reviewed regularly with all involved professionals and parents.</p>
<p><b>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?</b></p>	<p>Each child's development is closely monitored through the use of the learning journey, individual curriculum plans, ISP's, the 2 year progress check and the child's individual tracker. This information is shared during regular meetings with the parents and written reports.</p> <p>Parents can have formal or impromptu discussions about their child's development or any concerns along with any other matters relating to their child with the Nursery Coordinator, SENCO or Key person.</p>

	<p>The children all have a home/nursery contact book for information sharing.</p> <p>The child's individual curriculum is discussed with the parents when set by the Key person, who is also happy to give ideas to help support the learning development at home.</p>
<p><b>5) What support will there be for my child's/young person's overall well being?</b></p>	<p>We aim to support the child to be as independent as possible. Their Personal, Social and Emotional development is crucial to their progress in other areas of development. We seek the views and preferences of the children wherever possible.</p> <p>Nursery staff are trained to meet the medical needs of the children along with the implementation of any therapy initiated by the in-house therapists.</p> <p>Medicines are administered in line with our medication policy and the child's individual care plan.</p> <p>We have behaviour management and intimate care policies in place.</p>
<p><b>6) What specialist services and expertise are available at or accessed by the setting / school / college?</b></p>	<p>The nursery staff are all qualified to at least a level 3 in child care and education, the Coordinator holds a degree in child care and education and holds Early Years Teacher Status (EYPS). The nursery staff are all therapy assistances to enable them to deliver the therapy throughout the curriculum for children with Cerebral Palsy. White Lodge Centre has in-house Physiotherapists, Occupational Therapists and Speech and Language therapist who specialise in children with Cerebral Palsy all of whom work closely with the nursery staff, children and parents.</p> <p>Regular multi- disciplinary meetings are held at White Lodge. Outside advisory teachers and Early support also support staff to meet the child's individual needs.</p> <p>Staff update their training regularly with the Early Years and Childcare service as well as updating their in-house training on a regular basis.</p>
<p><b>7) What training are the staff supporting children and young people with SEND had or are having?</b></p>	<p>Staff qualifications include:</p> <p>Early Years Teacher, BA (Hons) in Childcare and Education, Foundation degree in Early Years, Diploma in Pre-School Practice, NNEB, BTEC and NVQ 3.</p> <p>Training attended includes:</p> <p>Makaton to Level 8, Various Leadership skills, Planning for Progress, Hear our Voices, Fun with sounds, Behaviour Management, Managing Behaviour Positively, Inclusion and the Code of Practice, Peer observation, Schemas, Child Protection Liaison Officer, Planning,</p>

	<p>Observing and Documenting Children’s Learning, Statutory Framework for the EYFS, Progress Check at Age Two, Continuous Quality Improvement, Risk Assessment Training, Paediatric First Aid, Basic Food Safety Awareness, Safeguarding Children, Equality and Diversity, Infection Control, Fire Safety, Manuel Handling, Care and Control of Medications, Buccal Midazolam, Rectal Diazepam, Epipen, Gastrostomy, Oxygen Therapy, Outdoor Learning, The Developing Child 0 -2, 2-3 and 3-5 Years, 2 Year Olds in Mixed Age Setting, Treasure Baskets and Heuristic Play, Supporting Quiet Children, Schemas, Working with Parents and Families, Beyond these Walls, Gifted and Able supporting a Unique Child, Switched on to Technology developing Childrens ICT Skills, Equality Act, Key Person Approach and Attachment, Confident Communication Leading Language Development. SEND Briefings and SENCO Forums are attended.</p>
<p><b>8) How will my child/young person be included in activities outside the classroom including school trips?</b></p>	<p>All trips are planned and risk assessed to meet the children’s needs to enable them to access the activity/ visit.  Staff ratios are provided to meet the child’s needs.  Parental permission is sought well in advance of any trips.  The children regardless of ability are supported to access all of the activities on offer within the setting.</p>
<p><b>9) How accessible is the setting / school / college environment?</b></p>	<p>White Lodge nursery is purpose built and is fully wheelchair accessible. There are disabled changing and toilet facilities along with a variety of adapted potty chairs.  Teachers for Visual Impairment and Hearing Impairment give advice for individual children and for the visual and auditory environment for those individual children.  For Children with Cerebral Palsy equipment for the setting is sought by the in-house therapists through Education funding.  For children who do not have a Cerebral Palsy diagnosis and therefore not seen by the in-house therapists equipment will be sought through community therapists with the support of Early Years and Childcare SEN support.  The nursery will access interpreters where necessary for parent carers whose first language is not English.</p>

<p><b>10)How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?</b></p>	<p>The transition into nursery is planned around the individual child and any concerns of the parent carer. Visits are planned with the parent carer and child to spend time in the nursery, the amount of visits depend on what is deemed necessary but it is best to keep these to the minimum so the child does not come to expect the parent carer to stay all the time. The parent carer is welcome to take photographs of the staff and the environment (but not other children) to take home and discuss with the child. Before the start date a meeting is arranged between the Coordinator and the parent carer to gather all relevant information, during this meeting the child spends time with their key person. The length of subsequent sessions is dependent on how the child has coped during this time and are discussed on a daily basis with the parent carer until the time has built up for them to stay for the whole session. Each child's transition is planned around their needs and the nursery is flexible to meet these. Similarly transitions to move on to the next stage are planned around the individual child. The nursery are happy make a visit to the next setting and/or have the next setting visit the child at White Lodge to exchange relevant information. The child's Learning journey, reports and assessments are shared during these meetings; if the parent carer has agreed to this during the meeting to gather information about the child.</p>
<p><b>11)How are the setting`s/school`s/college`s resources allocated and matched to children`s/young people`s special educational needs?</b></p>	<p>The nursery is part of White Lodge Centre which is a registered charity and is a voluntary organisation which has a service level agreement through the local authority. Children with Cerebral Palsy or like motor neurological disabilities are funded to attend if the SEN panel deems this to be an appropriate setting. For the children who attend via this route the staff to child ratio is 1:3 unless funded for 1:1 support.</p> <p>For children who are funded via Free Entitlement or privately the staff to child ratio is 1:4 for 2 year olds and 1:5 for 3 and 4 year olds if these children required a higher level of support the funding for this would be sought through discretionary funding, the inclusion grant and/or the implementation of the EHC Plan.</p>
<p><b>12)How is the decision made about what type and how much support my child/young person will receive?</b></p>	<p>The SEN panel make the decision for children with Cerebral Palsy. The decision is arrived at through reports from parent carers and all involved professionals.</p>

	<p>For children who are funded via Free Entitlement or privately that need extra support this is sought with the involvement and agreement of the families through outside professionals such as community therapists, Educational Psychologists and any other professionals necessary which may lead to an EHCP.</p> <p>The setting judges whether the support has had an impact through the use of observations, Learning Journeys, review meetings and the involvement and opinions of families and involved professionals.</p>
<p><b>13)How are parents involved in the setting / school / college? How can I be involved?</b></p>	<p>Parent carers involvement is sought throughout the planning for each child. Regular meetings are held with the parents to gather their views. Reports, curriculum plans and ISP's are given to and discussed with the parents on a regular basis.</p> <p>Parent carers ideas are welcomed and where possible they are asked to share their specialist knowledge of a subject or activity with the children.</p>
<p><b>14)Who can I contact for further information?</b></p>	<p>The first point of contact to discuss something about your child is the Nursery Coordinator who is also the SENCO and Behavioural lead along with the Childs key person. All of the nursery staff know all of the children very well as it is only a small setting with a higher staff to child ratio than required.</p> <p>White Lodge Centre has a variety of support services which can be found on the White Lodge web site web site along with contact details for the nursery and each service.</p>