**Early Years Education Provider**

*Please answer the following questions about your setting (using the template below) and send your service or setting offer to* [***fyi@cityoflondon.gov.uk***](mailto:fyi@cityoflondon.gov.uk)*. We may edit the offer to make sure it's easy to understand and consistent. We may also return it to you with comments for you to consider before you publish it. We will publish your Local Offer on the Local Offer website, and we ask that additionally you publish it on your own website (if you have one) for parents, practitioners, schools, education settings and partners to access.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Local Offer Core Details**   |  | | --- | | Hatching Dragons |   **Your Organisation’s Name**   |  | | --- | | *A Mandarin/English bilingual nursery provide childcare service from age of 6 months to 8 years old.*  *The nursery opens from 8:30am to 6:30pm , all year around apart from bank holidays and weekend.* |   **Local Offer Description**   |  | | --- | | Priscilla Chen-Chandler |   **Local Offer Contact Name**   |  | | --- | | 020 7256 9365 |   **Local Offer Contact Telephone**   |  | | --- | | enquiries@hatching-dragons.com |   **Local Offer Contact Email** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Birth to Preschool**  **0 - 4** | **Primary School**  **4 - 11** | **Secondary School**  **11 - 16** | **Preparing for Adulthood**  **16-18** | **Young Adults**  **18-25** |
| **Universal** |  |  |  |  |  |
| **Targeted** |  |  |  |  |  |
| **Specialist** |  |  |  |  |  |

**Please tell us the type of service provided for each group below by ticking the relevant boxes.**

**QUESTIONS THAT PARENTS, CARERS AND YOUNG PEOPLE HAVE ASKED…**

|  |
| --- |
| **Provider:** Hatching Dragons |
| **1. How does the setting know if children need extra help? What should I do if I think my child may have special educational needs?**  *How do you identify children with special educational needs?*  *How would a parent/carer be able to raise any concerns they may have about their child?* |
| All parents are asked to fill in “parents baseline report” which states all their child’s learning and development and support requirement before the child starts his /her session. |
| **2. How will staff at the setting support my child?**  *Who will oversee and plan the education programme for my child?*  *Who will explain this to me?*  *How is the setting’s management committee or owner involved and what are their responsibilities?*  *How does the setting know how effective its arrangements for children with special educational needs are?* |
| Each child will be assigned a key person, he/ she will be the person to oversee and plan the education programme for the child, Key person will also be the main contact for the parent when they have any concern about their child.  At Hatching Dragons, we do our best to provide all support toward to children’s learning and development. The management and practitioners attend relevant meetings and trainings, In order to make sure that the children’s need is supported effectively. |
| **3. How will the curriculum be matched to my child’s needs?**  *What are the setting’s approaches to differentiation?*  *How will that help my child?* |
| The curriculum is based on EYFS framework, the practitioners observe, planning and assess on each child. If there is any special need requirement, the concern will be brought to the management. Then the management will contact the parents and work along with professional bodies, local authority, seeking for their support. |
| **4. How will I know how my child is doing and how will you help me to support my child’s learning?**  *What opportunities will there be for me to discuss my child’s progress with the staff?*  *How will I know what progress my child should be making?*  *How will you explain to me how my child’s learning is planned and how I can help support this outside of the setting?*  *What opportunities will there be for regular contact about things that have happened at the setting eg a home / setting book?* |
| The setting provides summative report every 3 months. It is the report for parents to understand their child’s learning and development. The next step of the development and support will also be stated on the report. |
| **5. What support will there be for my child’s overall well being?**  *What is the pastoral, medical and social support available in the setting for children with SEND?*  *How does the setting manage the administration of medicines and providing personal care?*  *What support is there for behaviour, avoiding exclusions and increasing attendance?* |
| In the setting, some of practitioners have training in SEND. Regarding managing the administration of medicines and providing personal care, the management will provide all the assistance while the facilities and staff ratio is available. |
| **6. What specialist services and expertise are available at or accessed by the setting?**  *Are there specialist staff working at the setting and if so what are their qualifications?*  *What other services does the setting access including health, therapy and social care services?* |
| The manager has level 2 in understanding autism. One of practitioner has master degree in child psychology |
| **7. What training have the staff who support children with SEND had?**  *This should include recent and future planned training and disability awareness.* |
| Some of practitioners have SEND training previously and will take updated training next week. The setting aims all staff having SEND training. |
| **8. How will my child be included in activities outside the setting including trips?**  *Will my child be able to access all of the activities of the setting?*  *How will you assist him or her to do so?*  *How do you involve parent carers in planning activities and trips?* |
| If there is available trained staff, the child will always be included in activities outside the setting. |
| **9. How accessible is the setting 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 will equipment and facilities to support children with special educational needs be secured?*  *How does the setting communicate with parent carers whose first language is not English?* |
| The setting is based on lower ground, there is no wheelchair access, but with a stair lift. The improvement audit and visual environment has not been done yet.  There is no disabled changing and toilet facilities. All equipment and facilities to support children with special educational needs will need to gain the approval from the landlord first.  We are a bilingual nursery, most of our staff speak at least two languages. |
| **10. How will the setting prepare and support my child to join the setting, transfer to a new setting / school or the next stage of education and life?**  *What preparation will there be for my child before he or she joins the setting?*  *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?*  *How will you support a new setting / school to prepare for my child?* |
| The nursery provides free settle in period for all the children who join the setting.  We provide summative report for all children who is going to be transferred to a new school . |
| **11. How are the setting’s resources allocated and matched to children’s special educational needs?**  *How is the setting’s funding used to support children with special educational needs?* |
| We do our best to support all children in their learning and development. We will allocate necessary funding to support the children with special educational needs. |
| **12. How is the decision made about what type and how much support my child will receive?**  *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 judge whether the support has had an impact?* |
| All changes involve with the child, then the parents and key person will be involved. There will always be a discussion meeting between the setting and parents before making decision. |
| **13. How are parents involved in the setting? How can I be involved?**  *Describe the setting’s approach to involving parents in decision making and day to day life including for their own child.**What support is available for parents/ carers of a Child with SEND?* |
| The setting has daily communication book which records the child’s daily activities.  The settling set up consultation survey to receive the involvement from the parents. |
| **14. Who can I contact for further information?**  *Who would be my first point of contact if I want to discuss something about my child?*  *Who can I talk to if I am worried?*  *Who should I contact if I am considering whether my child should join the setting?*  *Who is the SEN Coordinator and how can I contact them?* |
| Please contact the manager if you require any further information. |

**Now, please publish these answers on your own website so that families looking at your service will know what you can offer. And make sure that the Local Offer directory has the answers too:**

**RETURN TO: Family & Young People’s Information Service (FYi) Manager** [**esther.olawande@cityoflondon.gov.uk**](mailto:esther.olawande@cityoflondon.gov.uk)