**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.*

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| **Local Offer Core Details**   |  | | --- | | Sir John Cass’s Foundation Primary School and Children’s Centre |   **Your Organisation’s Name**   |  | | --- | | *A summary of your service offer to children with disabilities and special educational needs about your setting/ the environment/ accessibility in terms of physical/ information and the provision for children*  Our Children’s Centre offers services for parents and children from 0 to 5 years old. We provide paid for childcare facilities for children from 3 months upwards.  We are housed within Sir John Cass’s Foundation Primary School. As a setting, the Children’s Centre and Early Years is accessible for children with physical disabilities, however there is limited access if using areas such as the school hall or gym on the middle and top floors.  We offer an indoor and outdoor environment where we encourage children to become independent risk takers who persevere in their activities in order to achieve the best outcomes. |   **Local Offer Description**   |  | | --- | | Alexandra Allan |   **Local Offer Contact Name**   |  | | --- | | 0207 283 1147 |   **Local Offer Contact Telephone**   |  | | --- | | office@sirjohncassprimary.org |   **Local Offer Contact Email** |

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|  | **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…**

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| **Provider:** Sir John Cass’s Foundation Primary School and Children’s Centre |
| **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?* |
| Our staff are trained to understand children’s developmental needs. If a child does not appear to be at the appropriate developmental stage for their age in any aspect, they will monitor the child’s progress. At this point, the staff member will liaise with the SENCo to discuss any strategies that need to be put in place or any referrals that need to be made.  Any parents or carers who have concerns or questions about their child should raise them with the child’s keyworker or the SENCo |
| **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?* |
| Your child’s Keyworker or classteacher will plan and deliver the education programme for your child. There will be opportunities throughout the year to meet with your child’s key adult to discuss the support in place and your child’s personal targets.  The SENCo will oversee any plans put in place and meet regularly with your child’s key adult to discuss how strategies are working.  Children are informally and formally assessed on a termly basis and progress of all children is monitored. For children with additional needs, they may have smaller targets that are in place through an individual plan. Progress towards these targets will also be measured on a termly basis. |
| **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?* |
| All children develop at different rates and as such provision in the Early Years is matched to individual children’s needs. Planning takes place on a weekly basis and looks at suitable next steps in children’s learning. We benefit from a high ratio of adults to pupils in our setting. This allows our provision to be tailored and differentiated according to children’s needs. |
| **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?* |
| All children attending our Early Years setting have a learning journal that is updated regularly. Parents and carers are able to see this at any point in time.  Parents and carers with children attending our childcare provision and school will be sent termly reports about their child’s progress and achievements as well as being invited in to school to meet with the Keyworker.  Parents have the opportunity to speak with Keyworkers at the beginning and ends of each session. For those attending Stay and Play sessions, the keyworkers are available to speak with throughout the session.  Letters are sent home regularly to keep parents informed with what is going on in the school and the school has a website with a lot of information that can be accessed.  Throughout the year we deliver parent information sessions on a range of topics. |
| **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?* |
| Children with medical needs will have a medical care plan written up by the school welfare officer. Any medicines that need to be administered will be recorded and monitored by the welfare officer.  We have a flexible approach to settling children in our Early Years rooms. Every child is an individual and as such will settle in to the setting in a different way. |
| **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?* |
| We have access to:  First Steps  Speech and Language therapist  Health Visitor  Educational Psychologist  Qualified SENCo  School counsellor |
| **7. What training have the staff who support children with SEND had?**  *This should include recent and future planned training and disability awareness.* |
| All teachers and staff members in the setting support our children with SEND. Together they bring a wealth of experience, knowledge and understanding of children’s development and how to support additional needs.  In the 2016 -17 academic year, the whole staff had training in supporting children’s speech and language development and they also participated in developing children’s resilience training and a whole school disability awareness day. Some staff were trained to work with children with a diagnosis of autism and others undertook training on working memory. In the autumn term of 2017, staff are to undertake basic Makaton training.  Our programme of training for the staff reflects the needs of the setting and the skill sets and qualifications of the practitioners. |
| **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?* |
| We pride ourselves as being an inclusive setting and enabling all children to access a broad and rich curriculum. This includes ensuring that all children are able to go on school trips. Where additional support is needed, we may ask parents or carers for assistance with risk assessments or to accompany us on trips.  If your child has a physical disability, there may be some parts of the setting that cannot be accessed. We would recommend that you visit the setting to see if it is accessible for your child. |
| **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 Early Years environment is accessible for wheelchairs via a ramp at the Children’s Centre entrance. The rest of the building is split over several levels and there is no lift access.  We benefit from having staff who are able to speak a number of different languages and they are able to support parents who are not fluent in English. In some instances we have used other parents of the same first language to aid communication between school and home. There may be some instances where it is necessary to engage the use of an interpreter. |
| **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?* |
| Before your child joins the Early Years setting they will receive a home visit from their Keyworker. You will have the opportunity to discuss with the Keyworker how the Centre runs and what can be expected on a daily basis. This is your opportunity to have questions you have, answered. The Keyworker will also spend a little bit of time getting to know your child so that they are a familiar adult when they join the setting.  For children who join the setting from home or elsewhere, we offer a flexible settling in period where parents are able to stay with their child for periods of time to help them become acclimatised to the new environment. Each child is an individual and we take this on an individual basis, according to the child’s needs.  As a Children’s Centre attached to the school, we are proud of the internal transition arrangements that we have in place. Our children have the opportunity to visit their new rooms on several occasions before moving there and they will have the chance to meet their new keyworkers. In much of the setting, there is a free flow policy for some of the day, so children will already have access to their new room and have familiarity with the staff.  Children who join the school at a later stage will be introduced to the headteacher and key members of staff. They will be allocated a ‘friend’ within the class to help them learn routines over the settling in period. |
| **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?* |
| Funding is used in a number of different ways to support children’s needs. Once a child’s needs have been identified and plans put in place, we allocate our resources appropriately. Some of the ways we allocate our funding are set out below:   * Support staff * Resources * Additional tuition * Training * Specialist advice |
| **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?* |
| If your child has involvement from an outside agency such as speech and language or educational psychology, the setting will be given a report on your child’s strengths and areas for development. In some cases, the report will offer a plan for the setting to follow. In others, a plan is drawn together using the information given to the setting. The SENCo and the Keyworker or lead teacher will put an initial plan together and share it with the parents and carers, adding to, altering and finalising it as necessary.  These plans are updated on a termly basis, however if it is felt to not be working before the term is over there can be an early review of the support in place. We are able to judge whether the support is having an impact by the child’s interactions, involvement and development in class. If further support is required, the setting may liaise with the parents and invite the local authority to become involved through means of a request for an Education, Health and Care Plan (EHCP). |
| **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?* |
| Parents and carers are the primary caregiver of the child and as such bring a wealth of information about their child’s abilities and interests. Our home school book allows for parents and carers to share their child’s achievements and interests from outside of school. Our practitioners can then use these pieces of information to plan in specific activities for your child.  As a school, we have a PTA that all parents are welcome to become involved with. We also hold termly forums where we ask for your thoughts on the setting and how it could be improved even more.  If you have a child with SEND we understand that you might require more support and to help you out we have a SENCo, family involvement workers and a First Steps drop in session, every other Friday. |
| **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?* |
| If you would like to discuss something about your child, who is already attending the setting, you should contact your child’s Keyworker or class teacher in the first instance.  If you are worried about an aspect of your child’s development then you might like to talk to one of our family involvement coordinators or make an appointment to see our First Steps therapist.  If you are considering whether your child should join the setting, we would recommend that you come to one of our open mornings and meet our staff. If after this you still have questions, you would be welcome to contact our Headteacher, Head of Children’s Centre or Family involvement coordinator.  The SENCo is Alexandra Allan and can be contacted via [office@sirjohncassprimary.org](mailto:office@sirjohncassprimary.org) |

**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)