

The Local Offer

Name of Setting: The Old School House

Telephone: 01509 218096

Email: chservices@glebehouseproject.org.uk

Name of person to contact: Vanessa Dewsbury/Peter Warlow

My child has SEND. I would like to look around. What do I need to do?

We provide a range of services for children and young people with a learning disability aged 8-18 yrs. This includes: After schools club – Four days per week. Holiday scheme – One day a week during half term and four weeks during the summer. Children's days- Four Saturdays a month. Domiciliary care – As requested. Direct payment – As requested. Children and their families are welcome to visit our setting and we would like to arrange this at a time that is convenient to you. Ideally it would be good for you to come whilst we have other children with us so that you can get an idea of what we do. Parents and carers may also want to visit on their own first, we are happy to do this and for you to make as many visits as you wish. Alternatively if you cannot get to us we are happy to do a home visit. We welcome you to chat to the manager Vanessa Dewsbury or the deputy Tracey Smith, both of whom can be contacted on 01509 218096. We will show you the setting and talk about how we work and what we have to offer. Once parents have decided that they would like their child to use our services, a support plan and a prospectus is given to parents and we will discuss a starting date upon the completion of the support plan. This discussion will also include funding the place at the setting and if applicable a contract will be drawn up. We are registered with OFSTED on the voluntary register. We have our own website www.glebehouseproject.org.uk please take a look.

How will my child and I be made to feel welcome and how will you get ready for my child coming?

Glebe House has a well-established team of staff who are qualified and highly trained. We recognise and value parents' expertise and knowledge of their own child and we work closely with them. We gather information from parents when they visit us and from their support plan. The support plan is centered around the child/young person and contains valuable information such as interests, needs, strengths, likes, dislikes etc. It will enable us to have a sound knowledge and also help parents and carers by them not having to repeat themselves every time they meet somebody new. We carry out school visits and work closely with other professionals to gain as much information as possible and always keep this channel open. This is to help us to understand the needs of your child in different settings. The sharing of this information has proved to be invaluable. Upon confirmation of the funding we will work closely with parents and carers to ensure that any additional requirements are in place. This ensures that each individual's needs and interests are catered for. We arrange training for individual staff as well as the whole team to ensure the needs of the child are understood and the environment provides the best opportunities. After the settling in period (3 months) your child will be assigned a keyworker. This person will work with your child and be able to offer support to you both. At all times we will include the child/young person in our planning. This improves communication, confidence, and self-worth thus helping them to achieve their full potential.

How accessible are your premises?

It is important to us that our setting is inclusive for all of our children and young people. Glebe House children's services operates on the ground floor within a building that we share. All areas are wheelchair accessible and we have a ramp leading to the back door. The entrance to the car park has electric gates and the walls and fences are secure. We have a multi-sensory garden and an all-weather play area. The entrance to the building is operated by an electric door. We operate in the rear of the building which has very large area. This can be separated into two separate rooms. These rooms consist of a multi-sensory area, arts and crafts area, and a reading/TV/games area. There is a separate kitchen and also a teenage unit to promote independent living. We have a disabled toilet and a freshening up room that has a ceiling track hoist. Staff have undergone relevant training in the operation of specialist equipment.

How will you keep my child safe?

We aim at all times to provide a safe and stimulating environment for all the children and young people that use our services. We want to make parents and carers feel assured in our capability to look after your child. Incidents can occur but we are keen to minimise risks to children and staff. We carry out generic risk assessment for trips out/equipment/activities/environment. Each child/young person has their own individual risk assessment to ensure they are safe from harm. This is completed prior to them starting to ensure the environment is safe for them. Opening and closing checks are carried out at the beginning and end of each session to make sure that everything is in working order and complies with safety standards. Staff undergo annual training and updates. We have a comprehensive list of policies and procedures. Our Safeguarding policy and procedure is reviewed annually and a copy is provided in our prospectus. Medication is appropriately and safely stored and we work closely with other professionals regarding safe administration of medication. If you wish to view any of our policies, we are happy to provide them for you. All

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employed staff complete an enhanced Disclosure and Barring Service (DBS) check. All staff undergo regular supervisions and have an annual appraisal. All staff wear identification and a staff photo board is kept on our wall. Confidentiality is paramount and we use photographs only for recording children's achievements and events with full consent from parents and carers. We are more than happy to contact you by phone to let you know how your child is settling in and progressing.

How will you communicate with me what my child has done, enjoyed and learnt?

Upon collection of your child a member of staff will feed back to you what your child has been doing on that particular day. Your child will come home with a diary sheet at the end of each session. This will contain information such as: Activity carried out, food/drink consumed, general mood behaviour and the activity for the next session, so you are kept fully informed. The allocated keyworker for your child will record once a month in their keyworker file. A written report will be made by us for annual reviews outlining The Every Child Matter 4 Outcomes and how your child and Glebe House have made sure these outcomes have been met. We will communicate via email to let you know the plan of activities so you can talk to your child about this and prepare them. We have our own children's services mobile number which is provided to parents and carers. Other forms of communication include newsletters, the website and our Facebook page.

How do you work with other professionals?

We feel it is vital to work with other professionals in order to make sure that information is shared appropriately and that we can provide the best care possible for your child. We have built strong relationships with many services such as: CAMHS, Memphys SOS, local area special schools, Diana nurses, social services, Autism outreach, occupational therapists, and many others. We work effectively with these professionals and attend review panels. We may also liaise with them via telephone, email etc. to share information and act upon their advice if necessary.

What training have you/your staff had in SEND?

The children's services manager is NVQ4 qualified and is also a registered manager for personal care. The majority of staff hold an NVQ level 3 or equivalent. We have a wealth of experience in working with children with a learning disability. The team of staff have attended a variety of training such as: Safeguarding, Pediatric first aid, Makaton, PECS, Epi-pen, Autism awareness, moving and handling, personal care, health and safety, behaviour management, epilepsy awareness, gastrostomy, medication and administration of emergency medication, infection control, fire awareness, risk assessment and pool safety. We are happy to access additional training if necessary.

How will you adapt play opportunities for my child?

It is important to us that all children feel included, valued and can make a positive contribution. Our building is wheelchair accessible and we provide appropriate equipment to support a variety of children and their needs. We will liaise with other professionals for support and guidance and encourage you and your child to contribute to all of the planning. We will ensure there are appropriate staffing to ensure your child is in a safe and stimulating environment at all times, this may mean staffing on a 1:1 or even a 2:1 basis. We will have small group activities to adapt to a child's individual interests. We will adapt existing materials and equipment to ensure participation. We only support children with a learning disability.

How will you get ready for my child going to his/her new school?

Transitions in school can be a worrying time for both the child/young person and their family. We will provide stability and consistency throughout this period of time to make it as smooth as possible. We will be involved in multi-agency meetings to support the child and provide any information necessary. We will advocate for the child/parent if requested. We will visit the child in school. We will provide social stories to prepare the child/young person for their transition.

How will you and I know how my child is doing and how will you help me to support my child's learning?

We have an open door policy and communicate regularly with parents and carers face to face or a method which is suitable to them. We work very closely with local area special schools and are involved and contribute to the child/young person's annual review. Within the review targets will be made and we will follow and encourage the child/young person to achieve those targets within our setting. Once the target has been met we will work together with the family, school, individual to set and plan the next steps/new targets in the setting which will also assist at home. The diary sheets are there also to inform you of what your child has been doing. We will review the support plan annually and involve the family in this process. We will ask parents to complete questionnaires twice per year and contribute to the way we run our setting.