



Isle of Wight EY Setting/School/College SEND OFFER



Little Squirrels Community Nursery Ryde Business Park Nicholson Road Ryde Isle of Wight PO33 1BQ	www.knlchildcare.co.uk
Early Years Provision	
No Specialist provision on site	

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

The Isle of Wight Council is committed to giving all children and young people high quality education that enables them to make progress and achieve well. For children and young people aged 0 to 25 with special educational needs or a disability, additional or specialist support may be needed to enable this. To support the process of identifying the range of provision and advice that is available, the Isle of Wight Local Authority have published a local offer. For more information about the Local Offer please use the following link:

<http://www.iwight.com/localoffer>

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

[Links to Admissions and SEND Assessment Teams here](#)

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

Setting/School/College Based Information	Staff	Summary of Responsibilities
1.a) Who are the best people to talk to in the early years setting about my child's development needs?	Key person	He/ She is responsible in ensuring a high standard of physical, emotional, social and intellectual care and development for all children placed in the setting. To be responsible for promoting and safeguarding the welfare of the children. Operate a programme of activities suitable to the age range of the children attending the setting, in conjunction with other staff. Assist in the preparation of children's observations, records and reviews for parents / carers in conjunction with other staff. Also producing legible documentation on children's development which are monitored by management on a regular basis. To work alongside parents / carers of children with special needs to achieve full integration within the setting. Liaise with and support parents / carers and other family members.

	Senior Practitioner	<p>As above and He/ She is responsible for the planning of the curriculum using the EYFS curriculum guidance within your room, using information provided by key persons. To act as key person to a group of children, liaising closely and building and effective relationship with parents / carers and other family members. To advise the nursery / preschool manager of any concerns i.e. over children, parents preserving confidentiality as necessary.</p>
	Manager	<p>She/he is responsible for overall responsibility of the setting. Provide day to day management of the setting. Formulate, operate and evaluate EYFS planning, following the guidelines of the National Curriculum that is suitable to the age range of the children. Promote equal opportunities throughout the setting. To work alongside parents/carers of children with additional learning needs to achieve full integration within the setting. Identify the physical, emotional, intellectual and development needs of children with special needs and offer appropriate support and relevant development opportunities. Liaise with and support parents/ carers and other family members. Liaise with the Local Authority and other professionals associated with the setting. Implement key person system within the nursery.</p>
	Deputy Manager	<p>She/ He is responsible to deputise for the manager and assist the manager with the above roles.</p>
	SENCO	<p>She / He is responsible in working closely with the senior management and colleagues in the strategic development of the nursery's special educational needs (SEN) policy and oversee the day to day operation of that policy with the aim of raising SEN pupil achievement. Support all staff in understanding the needs of SEN pupil and ensure the objectives to develop SEN are reflected in the nursery development plan. Monitor progress of objectives and targets for pupil with SEN from key person plans, evaluate the effectiveness of planning. Analyse and interpret relevant Early Year's data and advise the management team on the level of resources required to maximise achievement. Liaise with staff, parents and external agencies to coordinate their contribution, provide maximum support and ensure continuity of provision. Support the identification of and disseminate the most effective teaching approaches for pupils with SEN. Work with the management team and staff to develop effective ways of bridging barriers to</p>

<p>1.b) Who are the best people to talk to in the setting about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Key person SENCO Manager</p>	<p>learning. Undertake day to day coordination of SEN pupil's provision through close liaison with staff, parents and external agencies. Work with the management team and practitioners to ensure all pupils learning is of equal importance and that there are realistic expectations of pupils.</p>
--	---	--

HOW COULD MY CHILD GET HELP IN THE EY SETTING? :

Children and young people in (St Georges Nursery and Preschool) will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the setting may involve:

- Other staff in the EY setting
- Staff who will visit the EY setting from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with SEND in this EY setting?	The Children's needs are met i.e. bring in the right support – physio, speech and language, sign language.	<ul style="list-style-type: none"> • Encourage children to be more confident in the setting by meeting their needs, allowing the child to progress at their own pace. 	All children and parents/carers as required.
	To sign post parents / carers	<ul style="list-style-type: none"> • To support parents with different concerns. 	All children and parents/carers as required.
	To work with family not just the child.	<ul style="list-style-type: none"> • More support for family members and key person /SENCO to encourage the right outcomes. 	All children and parents/carers as required.
3. How can I let the EY setting know I am concerned about the progress of my child/young person in school?	<ul style="list-style-type: none"> • Discuss at any time with the key person/ SENCO any concerns regarding their child and their progress in person face to face meetings, by telephone or by email. 		
4. How will the EY setting let me know if they have any concerns about my child/young person?	<ul style="list-style-type: none"> • Through face to face meetings, talking and discussing observations and child's Unique Child Profile. 		

<p>5. How is extra support allocated to children and young people and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • Every child's needs are met, if a child is needing extra support then we accommodate this. If a child has no communication or language then we seek support from outside agencies as well as offering children the opportunity to participate in our own Language enrichment groups (LEG) run by trained staff. If a child needs an enhanced ratio or adult support to achieve to their full potential, we will apply for additional funding and employ an additional member of staff. 	
<p>6. What specialist services are available at or accessed by the EY setting?</p>	<p>A. Directly funded by the setting</p>	<ul style="list-style-type: none"> • Ongoing training for all of our staff, both virtual and face-to-face. New equipment as and when needed. Enhanced ratios as and when needed.
	<p>B. Paid for centrally by the Local Authority but delivered in setting</p>	<ul style="list-style-type: none"> • Additional financial support when identified and agreed by Local Authority which helps the setting provide necessary extra support for identified children.
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • Additional support and training from health services when medical needs are identified and support and training is needed to support children in our care.
<p>7. How are staff in the EY setting supported to work with children & young people with an SEND?</p> <p>a) What training have the staff supporting children/young people with SEND had or have available?</p>	<ul style="list-style-type: none"> • SENCO Training • Makaton • Communicating effectively with parents of children with SEN • Early Years SEN training • LEG group training • Paediatric first Aid • Managing ADHD • Mental Health Awareness • Gina Davies Attention Programme <p style="text-align: right;">How People with Autism Learn</p>	
<p>8. How will activities/teaching be adapted for my child/young person with learning needs?</p> <p>a). How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none"> • Learning Journeys • Planning for the individual children within the relevant areas • Individual development plans (IDP's) <p>Differentiation Individual Planning What next Steps Plan, Do, Review Parents termly meetings, more if necessary</p>	

<p>b) How will I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p>	<ul style="list-style-type: none"> • Meeting parents daily during drop off and pick up times enabling verbal conversations to take place • Tapestry – Children's online learning journeys
<p>9. How will the EY setting measure the progress of my child/young person?</p>	<ul style="list-style-type: none"> • Through Tapestry – Online Children's learning journey • Key person, SENCO and manager monitor progression and what next steps
<p>10. What is the pastoral, medical and social support available in the EY setting?</p> <p>a) What support will there be for my child/young person's overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>c) What approaches are used in early year's settings to manage behaviour?</p>	<ul style="list-style-type: none"> • Key person system in place • Qualified staff who all access training throughout the year • Support and warm nursery staff team • Named Behaviour Management Co-ordinator • Support, guidance, training and strategies given for undesirable behaviour and how to deal with • Partnership working with parents to ensure we all work together to best support individual children • Observations taken and put into each child's unique child profile • Advice sought from outside agencies i.e. Local Authority support workers • Referrals to Barnardos • Early Years Advisory Service

<p>11. What support does the EY setting have for me as a parent of child/young person with a SEND?</p> <p>a) How are young people with SEND currently involved in their education at your setting</p>	<ul style="list-style-type: none"> • Key person system in place – Key person and family supported by SENCO • Individual learning – Learning journey's / child voice • Flexible setting – adapt setting to ensure we meet all children's needs • Referrals to Barnardos • Referrals for Portage support through Early Years SEN Service • OT – Physio Referrals for help and support for physical skills
<p>12. How does the EY setting manage the administration of medicines?</p>	<ul style="list-style-type: none"> • Medication books in place • Medication and health policy in place • All staff First Aid trained • Seek support as and when necessary from outside agencies to ensure we meet children's health needs • Advice and equipment from OT where needed
<p>13. How accessible is the EY setting environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • One level setting • Ramp • Wide door ways • Accessible toilet • Concrete walk ways • Risk assessments undertaken before children to support individual children's needs • Advice and equipment from OT where needed
<p>14. How will the EY setting support my child/young person when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> • Meetings held and information shared • Planned visits to new settings, with possible extra visits if needed • Visual cues and photographs taken of new setting • Educational Health Care Plan
<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none"> • From setting • From Barnardo's (local children centres) • From Local Authority