



Isle of Wight EY Setting/School/College SEND OFFER



Name of EY Setting/School/College: The Island Day Nursery Address: Mill Court, Furrongs, Newport Isle of Wight. PO30 2AA Telephone No: 01983 533334	Website Address www.islanddaynursery.co.uk
Type of EY Setting/school/College: Childcare Setting	
Specialist provision on site: N/A	

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

Admissions

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

Those children and young people with Statements/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?	1a) Key staff members: We provide all children with a key person to assess and monitor children's development. All children also have a secondary key person to complete these duties when staff are absent. We welcome any parents/carers to share any worries or concerns and an experienced manager can always arrange to discuss anything further with you.	Key Staff Members are responsible for: <ul style="list-style-type: none"> • Completing children's observations and learning journeys/two year old checks. • They are responsible for making a Manager or SENCO (Special Education Needs Coordinator) aware if they need additional support where necessary. • All nursery and preschool practitioners care and work with all children and ensure that all children build positive relationships with the key staff members. Staff plan activities daily to support each child's individual needs.
1.b) Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities	1b) SENCO (Special Educational Needs Coordinator)/Managers.	The SENCO/Managers are responsible for: <ul style="list-style-type: none"> • To ensure they keep up to date with all relevant and current legislation, policies and procedures regarding children with additional needs. Our SENCO is a Graduate Manager with experience in the role. • To support and educate all staff to enable children to access all areas of the

(SEND)?		<p>curriculum. The SENCO supports all key staff and parents/carers to provide the best possible outcomes for all the children.</p> <ul style="list-style-type: none">• To liaise with other professionals regarding any children’s additional needs and to seek more specialist advice where necessary.• To make referrals to outside agencies, such as Speech and Language if required for further help and advice. As well as organising staffing and applying for 1 to 1 or additional support to meet individual children’s needs.• To put in place Individual Education Plans (IEP’s) if required for any children in the setting and to ensure these are monitored and reviewed.• To undertake visits and arrange bookings with new families. Visits provide the opportunity to look around the setting and discuss children’s individual needs and how we can meet these in the setting appropriately.
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HOW COULD MY CHILD GET HELP IN THE EY SETTING/SCHOOL/COLLEGE? :

Children and young people in (name of EY Setting/School/College) will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in the EY setting/school/college
- Staff who will visit the EY setting/school/college 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/school/college?	We aim to support all children in the setting with the best possible care and learning experience. When we are made aware of an identified need or we have identified that a child has an additional need within the setting, we will put additional support in place that is catered to the individual child. If additional support is required this will be shared with parents/carers. The additional support may involve other specialist professionals supporting and offering advice in setting.	<ul style="list-style-type: none"> • Individual Education Plans (IEP): when a need has been identified we would target some specific support to meet their needs and monitor progress closely for the additional intervention provided. • Monitoring Progress: If the additional support provided is working and the child is making good progress we will continue to monitor and update the child’s targets when required until they reach their expected level of development. • Referral for additional support: If a child is not making reasonable progress with the extra intervention we are providing; we would then discuss this with the parents/carers about making a referral to an appropriate specialist. • Education, Health and Care Plan (EHCP): If we feel it is necessary we may put in for an EHC assessment with the permission of the parents/carers. 	<p>A child with additional needs.</p> <p>A Child with additional needs that is showing little or no progress.</p> <p>Children with severe or complex needs.</p>

	<p>Language Enrichment Groups – small group activities planned to support children with speech, language and communication needs or delay.</p>	<ul style="list-style-type: none"> We access children’s individual needs and plan small group activities/sessions to meet these in setting. The activities are aimed at supporting children’s Speech, Language and communication needs and they aim to build children’s confidence to communicate. 	<p>Any children that require some extra support with Speech, Language, and Communication skills. The sessions can also support children who need help developing their listening and attention.</p>
	<p>Visual Aids and Makaton sign- Visual aids are available in all rooms to use with children that need this extra support. Some staff also have basic Makaton skills they can use as required.</p>	<ul style="list-style-type: none"> All staff have access to visual aids/visual cards in the setting, as required to help support children’s understanding. We respect Makaton benefits many children with additional needs and some of our staff have basic Makaton skills and they are willing to learn more if required to support a child. 	<p>Available to use with any children requiring some extra support.</p>
	<p>1 to 1 support or small group ratio support if required.</p>	<ul style="list-style-type: none"> If funding has been secured for a child to have 1 to 1 support with an adult, a key person would plan for the child’s individual needs and they would help the child to develop and achieve their individual targets agreed. Some children also benefit from being in a smaller ratio or group to develop specific skills which we plan to meet their individual needs in this. If a child has an EHCP in place then we would plan to provide what is specified to meet this child’s individual needs. 	<p>Children with more specific or complex needs.</p>
<p>3. How can I let the EY setting/school/college know I am</p>	<ul style="list-style-type: none"> If a parent/carer has a concern regarding their child’s development before they start attending at the nursery or preschool, the parent/carer can raise this with a manager during their initial visit and they can 		

<p>concerned about the progress of my child/young person in school?</p>	<p>discuss this further at their settling in sessions with their key person/room leader.</p> <ul style="list-style-type: none"> • The manager/s or SENCO are always happy to arrange to discuss any concerns a parent/carer may have regarding their child's progress. • We sometimes liaise with other professionals to help us support families and children better. 	
<p>4. How will the EY setting/school/college let me know if they have any concerns about my child/young person?</p>	<ul style="list-style-type: none"> • Parents/carers who have signed up to tapestry (an online learning journal) will be able to see their children/s progress and next steps at any time. • Key staff complete learning journeys for the children and review where they are working at and this is monitored by the managers and shared with parents/carers. We also offer termly parent meetings to discuss and share children's progress. If any concerns are highlighted from the learning journeys or observed by key staff at any time, we would make the parent/carer aware through informal discussions initially. If needed we would then arrange a meeting with the family to discuss the concerns further with us. We would normally raise concerns if a child was making limited or no progress in their development, or showing that they are delayed and not achieving what we would expect for their age. 	
<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"> • We provide all children with the support they need to develop to the next stage of their development. If any specific need is highlighted we would put an Individual Education Plan in place to meet the child's specific needs. The level of support will vary and is dependent on the child's individual needs and we monitor this throughout the term. • We follow the Early Years SEN referral process and the stages of support as outlined in section 2 above. After we have had some advice from the Early Years SEN team or other professionals supporting the child, we may then complete a K3 assessment and following this an EHCP may be put in place. • Depending on the child's needs some 1 to 1 support time may be provided to focus more closely on their individual needs. Sometimes additional resources or support is provided through funding if necessary. Children's progress is regularly reviewed and the length of time a child has extra support in the setting will vary according to their individual needs and progress. 	
<p>6. What specialist services are available at or accessed by the EY setting/school/college?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Staff are kept up to date with all required training. • General advice and support to families regarding children's development, speech, behaviour, etc. We plan activities to support children if they have a general need in these areas.

	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Support and advice is provided by the SEN/Early Years Advisory service as required. • Visits from other professionals, such as Educational Psychologists if they are involved with a child's assessment or a child is on an EHCP
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • Speech and Language Therapy services for support and advice, as well as supporting some children in and out of setting that have been referred to them. • We sometimes work with other health services and we know what other services we can access if needed. The services we have advice and support with depend on the needs of the children. In the past we have had advice from the physiotherapy service.
<p>7. How are staff in the EY setting/school/college 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"> • The manager/s or SENCO give advice and support to the key staff, room leaders and parent/carers. • We attend the SEN briefing meetings termly for updates and advice. • Staff attend training provided by the Early Years support team, and some of the courses attended by staff helps them to support children with SEND. Training is monitored by the managers, and what staff need further training in is planned ahead, so that it is relevant to the current SEND children's needs and children with English as an additional language. • We have also previously provided in house training, which was offered to all staff in specific areas. Some of the areas we have offered training in are; physical development, speech and language difficulties and how to offer language enrichment groups and activities. • Other professionals offer us advice and recommendations based on individual SEND children. • We have an Early Years SEN advisor who provides lots of advice and support. • All staff have regular supervisions throughout the year with the managers. <p>a)</p> <ul style="list-style-type: none"> • Our SENCO is also a manager in setting. • We have qualified and experienced staff. • Ongoing training is provided as highlighted above for all the staff. 	
<p>8. How will activities/teaching be adapted for my child/young person</p>	<ul style="list-style-type: none"> • All staff have understanding and awareness of child development and key staff develop good understanding 	

<p>with learning needs?</p> <p>a). How will the curriculum be matched to my child's/young person's needs?</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>	<p>of the child and their interests. From this information the key staff can plan appropriate activities at the right level.</p> <ul style="list-style-type: none"> • Once a child has been identified with an additional need staff will ensure they plan appropriate play and learning experiences and activities, as well as reviewing the learning environment so that the child can access all areas. An Independent Education Plan may be put in place with specific targets that will be regularly reviewed. • Staff ensure that they communicate in the most effective way for all the children, using clear language and if they have a child that needs more support they would use visual aids. • If a child has a more specific need a key staff member may be allocated to work with the child for some 1 to 1 support or in small focus groups such as language enrichment groups. • Specialist equipment and resources may be sourced to meet a child's individual needs. <p>a)</p> <ul style="list-style-type: none"> • When key staff plan activities they always consider and show differentiation on the planning. Every child is unique and all children learn in different ways and at different speeds. The key staff members will monitor children's development and will link all observations to the EYFS (Early Years Foundations Stage). • We aim to plan fun learning experiences and activities that are linked to the children's needs and interests. <p>b)</p> <ul style="list-style-type: none"> • We record and monitor children's development using tapestry. Tapestry is always available for parents/carers to view and parents/carers can add comments and children's achievements to this. This helps the setting to have a wider view of the child and links home and setting together. • Parents/carers can see what children like to do in the setting, and what their current interests and play choices are and they can access the key persons next steps. • On a termly basis the children in the baby room have a summative assessment carried out and in the two's and preschool rooms the children will have a learning journey completed, and these are shared with the parents/carers. These also include suggestions on what we will plan to work on next and what you could do at home.
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	<ul style="list-style-type: none"> • We ask parents to provide us with their children’s current interests from home termly. We welcome all parent/carers contributions at any time as these help us plan better for children’s play and learning. • Key staff, room leaders, SENCO, Managers are always available to speak to parents/carers at any time for support and give advice. We can offer support and strategies to try regarding children’s speech and language, behavioural or emotional needs, or suggest other services that may be able to support the family through the local children’s centres. • Occasionally a child may need more professional support from a specialist agency such as Speech and Language therapy. The setting SENCO would make a referral with the parent/carers consent for the most appropriate agency. Sometimes after the initial assessment an individual programme of support will be provided for the setting and parents/carers. These programmes or packs offer suggestions of activities that can be used in setting and at home. The setting would continue to liaise with the other professionals and review and monitor the progress being made and the SENCO ensures that the intervention continues to be effective.
<p>9. How will the EY setting/school/college measure the progress of my child/young person?</p>	<ul style="list-style-type: none"> • Tapestry is used by key staff to write observations and record children’s progress. All observations are linked to the EYFS; these show the child’s current level of development. • Learning journeys are reviewed termly and are shared with parents/carers. • For a child with an identified Special Educational Need we put in place an Independent Education Plan, which would be shared with the parents/carers. These plans are monitored and reviewed by the SENCO and key person regularly, and have specific and achievable targets. • Sometimes we may provide smaller group work or 1 to 1 support if needed.
<p>10. What is the pastoral, medical and social support available in the EY setting/school/college?</p>	<ul style="list-style-type: none"> • We aim to provide the best possible care for all the children in the setting. • We respect parents preferences and wishes • We will arrange settling in sessions before your child’s start date and your child will be assigned a key person at The Island Day Nursery. During the first settling session parents can share children’s interests, daily needs and routine and current development stage. • We record long term and short-term medications and when medicine is administered by staff another member of staff witnesses this and it is signed by the parent/carer. • All staff at The Island Day Nursery update their first aid training every 3 years. • We have policies and procedures in place and these are available for parents to view at all times. • We aim to build good partnerships with other professionals and recommend families to the children’s centre

<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>	<p>where necessary.</p> <p>a)</p> <ul style="list-style-type: none"> • We aim to provide a safe and secure environment for all the children where they can develop and have fun reaching their full potential. • Staff monitor children's development and behaviour and if they notice any changes or concerns they would share this with the parents/carers. • All staff at The Island Day Nursery are DBS checked. All staff have current First Aid and Safeguarding training as we understand the importance of a safe and secure environment for the child. • We have detailed records and a list displayed for staff regarding children's allergies and preferences. • We are a nut free zone. • We provide healthy meals and snacks throughout the day. If children choose to bring in a packed lunch we encourage this to be healthy. <p>b)</p> <ul style="list-style-type: none"> • We have a 'Promoting Positive Behaviour' policy and we support staff and families to appropriately manage behaviour. • We work with parents/carers and involve other professionals where necessary. Some families benefit from having an Early Help Assessment in place. • We monitor children's behaviour and if we have any concerns we share these with parents/carers and record behaviour on ABC charts, if required. • All staff act as good role models for positive behaviour. All staff help children to learn about boundaries and what behaviour is expected from them. <p>c)</p> <ul style="list-style-type: none"> • We use positive approaches when managing behaviour. Staff work together to be consistent on how they deal with children's behaviour. A copy of our positive behaviour policy is available for all parents/carers to see at any time. • If unwanted behaviour continues we would record this and discuss it with parents/carers, so we can discuss putting a behaviour plan in place to support the child and family.
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<p>11. What support does the EY setting/school/college 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"> • We welcome all children and their families at The Island Day Nursery. We are an inclusive setting and ensure we plan to meet all children’s needs in the setting. We want to work with all families, including those with children with any SEND in the best possible ways. • We regularly review children’s progress and what to plan for their next steps. • The key person that works with your child will liaise with you and value your input towards your child’s development. • Our SENCO would always be happy to ensure they are available to talk to parents/carers at any stage and will always try to offer support or advice. If a child or family need some additional support they can always ask professionals for advice and refer you to more support through the relevant service. <p>a)</p> <ul style="list-style-type: none"> • Key staff plan and provide activities based around children’s needs and interests. Each child will be allocated a key person who will ensure they plan play opportunities and experiences tailored to the child’s current needs and interests. • We ensure we plan and set up an interesting learning environment for the children that is safe and accessible to all the children regardless of their needs. We make sure we have experienced and qualified key staff available to support the children as and when needed with activities. • We set up a variety of activities for children to access during the sessions and we also have areas where children can choose the resources they wish to play with from selection boxes. Staff observe children playing and exploring in the environment and plan further activities and experiences around what they see the children like and enjoying. This helps us to extend children’s learning opportunities. • We also send out interest sheets to parents/carers termly, asking them to tell us what their child enjoys at nursery/home and what they like to do. This helps us plan activities linked to children’s interests.
<p>12. How does the EY setting/school/college manage the administration of medicines?</p>	<ul style="list-style-type: none"> • When children register they are asked to provide us with details of any medical needs/allergies. • Parent/carers sign long term or short term medication forms to give staff permission to administer prescribed medicines appropriately and as required.

	<ul style="list-style-type: none"> • We document medications and ensure that the staff member giving the medication is witnessed by another staff member. • Medications are stored away in accordance with the prescription label; we only administer medication prescribed by a doctor or prescribing health professional. • To administer any emergency medication, such as Epi-Pens or oxygen, appropriate training will be updated if required. Currently several staff members have had training to use Epi-Pens. We also have had the community nurse in setting to train several staff in gastrostomy button care and what to do in an emergency. • All staff are first aid trained and their training is renewed every three years. • We would require additional information if a child has more complex medical needs, to help us ensure we provide the appropriate care for your child in the setting. We will also work with other healthcare professionals involved with you and your child to support us and the child in setting.
<p>13. How accessible is the EY setting/school/college environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • Our setting is in the main town and is easy to get to by bus, car or on foot. We have a designated drop of parking space outside the main doors for parents/carers. • We have two front doors. One for the baby room for the children under 2 years and the main entrance for the two's room and preschool, as well as access to the main office. Both main doors open wide to allow pushchairs to come into the building, and there is space for these to be left in the foyer. Both entrances have 3 steps down to the main doors. If a child needed flat access into the setting due to a wheelchair, the only way in on one level would be from the back of the setting via the garden. We would talk this through with the parent/carer to see if it was suitable. • Our setting is all on one level inside and we have spacious rooms for children to play and explore in. If an area of the nursery or preschool was inaccessible for a child we would try to make reasonable adjustments for a child with a specific need. We plan the learning environment and activities so that they are available to all children, and we try to ensure we can offer the same opportunities where possible. • Any nursery, preschool and holiday club trips are carefully planned and risk assessed. We would make reasonable adjustments to ensure that all children in the group can join in and be part of them with their peers. If a child required any additional support or 1 to 1 to be involved in activities this would be applied for and a member of staff would support the child on the trip.

<p>14. How will the EY setting/school/college support my child/young person when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> • We support all children with transitions between rooms and to other settings or schools. We want transitions to be made as smooth as possible for all children. • If a child is moving to another setting we ensure we send all the appropriate paperwork. We offer the new setting/key person to call us to discuss the child. This allows the child's new key person at the new setting to liaise with the old key person to discuss the child, their needs, progress and next steps. • We ensure that children have a smooth transition between play rooms. Children transition from baby room, to the two's room, to preschool room. • When the preschool children are due to start transition to their primary schools, we ensure we make contact with every primary school/reception class teachers. • The reception class teacher/s from our transitioning schools are invited to arrange to come in and visit the children in the preschool setting. They can also then have a chat with key staff, so that they can discuss the child's progress and their current interests and needs. • We will ensure the primary schools reception class teacher/SENCO is aware of all additional needs. We can help the parent/carer to liaise with the primary school, and if needed a meeting can be arranged with the school, parent/carer and relevant professionals. If an EHCP is required for a child, we will complete this before the child starts school.
<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none"> • Details of The Island Day Nursery and preschool can be found on our website at www.islanddaynursery.co.uk. • Call us (01983 533334) and ask to speak to a Manager/SENCO regarding your child's specific needs and we can then arrange an informal visit to the setting. When you visit the setting we can show you around the premises, meet some of our staff and you can ask any further questions. We will also provide you with our prospectus to take home with more information about us. • FIZ (Family Information Zone) 01983 823349, is a good place to find out more about other services available for families with children and young people with SEN up to the age of 25 years.

PLEASE RETURN TO: Rachel.johnson@iow.gov.uk