



Isle of Wight EY Setting/School/College SEND OFFER



Name of EY Setting/School/College: Carisbrooke Clever Clogs Day Care Ltd Address: Wellington Road, Newport, Isle of Wight. PO30 5QT Telephone No: 01983 821557		Website Address: www.Clevercloggsiow.co.uk	
Type of EY Setting/school/College		Full day childcare, on non - domestic premises. Term time only	
Specialist provision on site		<ul style="list-style-type: none"> • Early Help Centre (Barnardo's) • Carisbrooke C of E Primary School 	

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 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
<p>1.a) Who are the best people to talk to in the early years setting about my child’s development needs?</p> <p>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 (SEND)?</p>	<p>Job Role</p> <ul style="list-style-type: none"> • Managers • Special educational Needs Co-Ordinator (SENCO) • Key persons and Co-workers 	<p>He/She is responsible for:</p> <ul style="list-style-type: none"> • Managers are responsible for the administration procedures and have overall responsibility for the setting. <p>He/She is responsible for:</p> <ul style="list-style-type: none"> • SENCO has overall responsibility for monitoring individual children’s educational and welfare needs. Planning strategies and activities to promote the child’s development. Working alongside Key persons particularly speech and Language <p>She/He is responsible for:</p> <ul style="list-style-type: none"> • Key persons and Co-workers responsibility is planning strategies and activities to promote each child’s development. Monitoring individual children’s educational and working closely with the SENCO <p>The setting works closely in partnership with parent/carers to support children with S&L and SEN</p>

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?	<ul style="list-style-type: none"> • Early Years Support Team 	<ul style="list-style-type: none"> • Additional evidence based assessment to gain a wider picture of your child's need and to put in place additional strategies for the setting to complete. 	Children identified by the SENCO, Health Visitor or other health care professionals
	<ul style="list-style-type: none"> • English as an additional language 	<ul style="list-style-type: none"> • All paperwork can be produced into different languages on request and we can support some languages with staff knowledge. • Signs or vocabulary to be shared in the child's own language within the setting. 	
	<ul style="list-style-type: none"> • SENCO 	<ul style="list-style-type: none"> • As well as supporting the children the SENCO can support families and signpost to various agencies and support families by attending meetings, to benefit the child. 	
	<ul style="list-style-type: none"> • All Staff 	<ul style="list-style-type: none"> • Staff are fully qualified and attended up to date training. Staff are consistently working to support the family to understand the child's developmental 	

		differences to other siblings and peers, Key persons work closely to support all concern with the child's development.	
3. How can I let the EY setting/school/college know I am concerned about the progress of my child/young person in school?	<ul style="list-style-type: none"> • During our enrolment programme there is lots of time to talk with key persons to gain knowledge of the individual children and complete and all about me profile. There is time daily to talk to the key person and the SENCO is about daily to talk to. The managers have an open door policy where parents can come in and chat to key person during open hours. During the year there are formal parent chats organised to allow both parents to have dedicated time with key persons and SENCO if needed. • The setting uses Tapestry an online learning journal where parents can communicate with the Key person and share observations, pictures and videos to support their child's educational development. • We often use home-link books to provide an opportunity for families to record messages where early drop offs and pick-ups limit personal conversations with key persons. 		
4. How will the EY setting/school/college let me know if they have any concerns about my child/young person?	<ul style="list-style-type: none"> • The setting will talk openly with parents if there are concerns and back up all conversations with any evidence that has been collected over time. Some children who show a concern only need small group time to encourage their confidence to be built so the SENCO with use small group time and confidence building activities before they move further with other identified needs. 		
5. How is extra support allocated to children and young people and how do they move between the different levels?	<ul style="list-style-type: none"> • The SENCO with target strategies to individual children and small groups using the key persons next steps and working with the key person to write next steps for the child. • By using Tapestry the SENCO and key person can support each child develop need areas of development and build up a picture of their development and measure development over time and either step back or forward on strategies to gain the best learning environment for the individual. 		
6. What specialist services are available at or accessed by the EY setting/school/college?	A. Directly funded by the school	<ul style="list-style-type: none"> • SENCO and staff support and supported by the Early Years Support Team. Early Year Support services are paid into via a commission of services yearly. • The setting pays into a training programme that provides additional training for staff to support children's development and their own personal development. 	

	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Early Years Support Team • Educational psychologist
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • Speech and Language support • NHS services • Occupational Health
<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 SENCO supports families with their child’s development and attends meetings and additional training updates. Currently the SENCO and Managers are taking part in a Speech and language training course that will, when completed be rolled out to all staff and other settings. • Experienced staff and qualifications provide a wide array of knowledge that is shared between staff. Some members of staff are training in diabetes medication administration and additional training for staff is provide to give a complete care programme for individual children takes places as needed, in some cases before the child is left on our care. 	
<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> <p>b) How will I know how my child/young person is doing and how will you help me to support my child/young</p>	<ul style="list-style-type: none"> • Key person adapt planning and next steps for each child in line with the early Years Foundations Stage (EYFS) with guidance with the SENCO and SEN strategies and guidance EDPS, IPDS and ECT • Appropriate range of resources to support different development / SEN strategies available inside and outside. • Background noise monitored and managed appropriately. Differentiation between activities for individual children and ages of children. • Through the interaction of Tapestry parents can see daily what their child has been up to and add observations, pictures and videos to share. At collection and drop off times there is chance to talk to key person or co-workers and share wow moments of development. Communication books are put in place 	

<p>person's learning?</p>	<p>when either parents or key person deem it a line of additional communication. Parents are invited in for parent activities to share the children learning experiences with other adults. There are shared resources available from key persons and the SENCO to support the child's development at home.</p> <ul style="list-style-type: none"> • Use Tapestry as a way to share strategies with a family or group through videos
<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 monitoring • EYFS small steps. EYFS standard steps and ECAT • TAFS, CAFS and S&L measurements
<p>10. What is the pastoral, medical and social support available in the EY setting/school/college?</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"> • The staff look at the holistic approach for every child, to ensure we do not discriminate or label, we treat all children the same but provide individual targets taking into account cultural or medical requirements. • Key person provide individual plans, assessments. The setting offers a low adult ratio to children to enable a more consistent staffing approach, this minimises the change of staff so relationships can be built. This is further evidence of providing a consistent environment. • By having a team approach to behaviour all children will be treated consistently, daily staff chats enable staff to talk about changes to strategies and bringing in some additional strategies to change practice for the benefit of the individual. The setting will work with families and provide support for a consistent approach for setting and home. All avenues will be sort long before exclusions is considered. • Positive behaviour management rolls throughout the setting, using tried and tested means of using positive praise to counter act negative behaviour. Where the need arises 1-1 support will be sort to provide needed support for the child.

<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"> • The setting looks after the family not just the child, we are always providing open access to talk. We offer formal talks, however informal talks take place daily between key person and guardians. The SENCO offers strategies for home use and builds up relationships with families over time, she works with the family for the best of the child and family and offers sessions in the setting if home is not accessible.
<p>12. How does the EY setting/school/college manage the administration of medicines?</p>	<ul style="list-style-type: none"> • The individual needs of a child may need the staff to be trained in administering medication. Currently there are a number trained in diabetic blood testing and insulin pump administration. • All staff are paediatric first aid trained • Members of staff are currently being trained in administration of medicines general
<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"> • The setting is open 08.00 – 17.30 daily, term time only. We offer breakfast for children who arrive early and tea/snack facilities for the later leavers. • The setting uses its local area for learning development and teaching children road safety, nature and the world around them.
<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"> • The location of the setting offers a good opportunity for early transition visits, children who have been identified as needing additional support with transition will be offered short trips and visits to our attached school to allow them to feel more comfortable with the size of the building and children within the environment. • Schools off site within our local community are also visited under school's guidance. When known schools are released for allocation we contact them to find out their transition process and liaise with reception teachers for data hand over and formal discussions in relations to their new intake from us. • We exchange up to date records and profiles which could include strategies for targeted children and progress reports, tapestry will also be transferred for the families and school.

<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none">• We signpost our parents to the following and assist by supporting during visits or helping by taking parents for first visits and contact with Early Help Centres• Family information Zone• Early Help Centre (Barnardo's)
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