



Isle of Wight EY Setting/School/College SEND OFFER



Carisbrooke Clever Cloggs Day Care Ltd Wellington Road, Newport, Isle of Wight. PO30 5QT 01983 821557		Website Address: www.Clevercloggsiow.co.uk Email Contact@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 Hub (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 SETTING:

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?	Job Role <ul style="list-style-type: none"> • Managers Special educational Needs Co-Ordinator (SENCO)	<ul style="list-style-type: none"> • Our Managers are responsible for the administration procedures and have overall responsibility for the setting. This includes regulation, finance, employment and most importantly the education and welfare of every child who attends. • Our SENCO has the dedicated role of SENCO and is responsible for liaising with parents, practitioners and other professionals to monitor and progress children's development when showing additional support is needed. Our SENCO discusses individual children's education and welfare needs with the Managers, Team leads, Key Person and Parents to plan strategies and activities which are delivered to

<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>	<ul style="list-style-type: none"> • SEN Team • Key person/Key team <p>AS ABOVE and: - SENCO of Carisbrooke C of E Primary</p> <p>SENCO of your choice of school transferring to.</p>	<p>promote the child's development. Our SENCO Works alongside our practitioners, particularly with speech and Language to share training and good practice.</p> <ul style="list-style-type: none"> • Our SEN Team are a small team of staff supporting a group of children with additional needs. They will be tailoring and delivering specific strategies, activities and experiences advised by The Early Years Team, Speech and Language and any other professionals involved. • Key persons and the key team surrounding the child have responsibility for the daily welfare and education, planning, observing and delivering strategies and activities to promote each child's development. Monitoring individual children's educational and working closely with the SENCO <p>He/She is responsible for:</p> <ul style="list-style-type: none"> • Liaising with Clever Cloggs or chosen school, parents, other professionals and child to ensure that all strategies in place will be able to be continued to progress the child's learning and development. • To communicate with all parties to ensure a smooth transition to school.
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HOW COULD MY CHILD GET HELP IN THE EY SETTING/SCHOOL/COLLEGE?

Children and young people in (Carisbrooke Clever Cloggs Day Care) will get support that is specific to their individual needs. This may be all provided by one or several people/agencies:

- 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"> • Children are quickly identified of gaps within developmental norms. These are discussed with parents prior to referring to any outside agencies, working within the code of practice. • Language Enrichment Group (LEG) 	<ul style="list-style-type: none"> • Children have such diverse needs and therefore we follow guidance from other professionals working within the code of practice. This may mean initiating an Educational Health Care Plan to ensure ongoing support for transition to school. • Children participate in small groups in activities to promote language development and social development 	<p>Any child with a significant delay.</p> <p>Any child showing delay in speech, communication and language.</p>
	<ul style="list-style-type: none"> • Small group work 	<ul style="list-style-type: none"> • Children participate in activities to promote an area of development where they may be showing delay. 	Any child showing delay within the EYFS
	<ul style="list-style-type: none"> • Speech and Language therapy (SALT) Service 	<ul style="list-style-type: none"> • Child may be observed and assessed by the speech and language team and appointments may be made with parents. • Resources and activities will be shared for practitioners to continue within the setting. 	Any child where speech is unclear and delay within communication.

			Children with English as an additional language.
	<ul style="list-style-type: none"> • Bucket Group Small group providing a structured progression of listening and attention. 	<ul style="list-style-type: none"> • The child has a structured progression at their pace of learning to listen and participate in staged activities from demonstration, participation and completion independently. 	Any child showing increasing delay in listening and attention
	<ul style="list-style-type: none"> • Early Years Special Educational Needs (SEN) team observation and assessment. 	<ul style="list-style-type: none"> • May work with child within the setting. Will offer strategies and advice to the setting. May provide support within the home. • Additional funding may be applied for to assist the child with equipment or additional support from an adult. • An Educational Health Care Plan (EHCP) may be initiated to support the child in transition to school. 	<p>Any child with a significant development delay may be referred.</p> <p>Any child attending with developmental or physical diagnosis with or without an Educational Health Care Plan (EHCP)</p>
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 are opportunities to discuss initial concerns with managers on induction. There are opportunities within stay and play sessions to discuss any concerns with the key person or any of the key team. The SENCO is introduced so that parents know who to go to with concerns. The managers have an open-door policy, where parents can come in and discuss any issues surrounding their child. However, we are also available at the end of the telephone if a parent has difficulty in coming to talk to us in person. Parents can also contact us in writing, by email. 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. • During the year there are formal parent chats organised to allow both parents to have dedicated time with key persons and SENCO if needed to discuss their child's progress. 		

	<ul style="list-style-type: none"> 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. 	
<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"> The setting will talk openly with parents if there are concerns and back up all conversations with any evidence of observation that has been collected over time to explain where the child is within their learning journey. Some children who show a concern may only need small group time sessions to encourage their confidence. Our SENCO will use small group time and confidence building activities before they move further with other identified needs. After discussions with parents, further observations will be made to provide evidence for a referral to other professionals with the support and agreement of the parent. 	
<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"> The SENCO will target strategies to individual children and small groups. Groups are planned for the sessions attended and staff available at that time. Individual one to one sessions may be delivered by the key person or one of the key team. All children are individually planned for within the EYFS for their next steps. By using our on-line learning journal, Tapestry, the SENCO, key person and key team can monitor progression of all children plotting the development on progress sheets. This will highlight areas below expected levels. Children are offered experiences and activities, however they all progress at their own level within the EYFS Children under the SEN team may need small steps within the EYFS and have individual educational plans in place. These are reviewed and half termly to plot progress. Additional funding may be applied for and agreed for an additional adult to support and provide targeted activities or to support and access routines and activities. 	
<p>6. What specialist services are available at or accessed by the EY setting/school/college?</p>	<p>A. Directly funded by the Carisbrooke Clever Cloggs Day Care Ltd.</p>	<ul style="list-style-type: none"> SENCO, Key person and Key team, support and are supported by the Early Years SEN Team. The setting pays into the IOW training programme and the Edu-care on-line training, which 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 our setting.</p>	<ul style="list-style-type: none"> Early Years SEN Team Educational psychologist

	C. Provided and paid for by the Health Service but delivered in our setting.	<ul style="list-style-type: none"> • Speech and Language therapy 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 Managers support the SENCO to have taken part in new initiatives to support children We have gained Elklan Communication Friendly Status and taken part in a their 0-3's Speech and language training course that was rolled out to all staff. We have undertaken Isle Attend Attention Autism and then supported two leads to be trained on an eight-week course so that we could provide the Bucket Group. Our experienced team and qualifications provide a wide array of knowledge that is shared between staff. <p>We support our SENCO to attend arranged SENCO Network meetings. As we have had a high level of need, we do have extremely good relationships with the SEN team and a wealth of experience. This is shared through team meetings to support all our children.</p> <p>Not only do we subscribe to the Local Authority Scheme, we also use the LSCB, Isle of Wight College and Edu-Care to provide flexibility on attendance and a wide range of subjects to study and aspire.</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> <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"> • The Key person and team 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 • An appropriate range of resources are available to support development / SEN strategies inside and outside. • Background noise is monitored and managed appropriately with a less distracting area given for small group or one to one activities. • Differentiation between activities for individual children and ages of children has been planned for. • Resources such as visuals or photographs are used to support understanding. <ul style="list-style-type: none"> • 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 a member of the key team to share wow moments of development. Communication books are put in place 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. 	

	<ul style="list-style-type: none"> • More formal parent chats are held to share their child’s learning journey. The team will use Tapestry and Progress sheets to explain where the child is, how far they have progressed and where they are planning for. • Review meetings will be held between the Senco, Parents, and other professionals to evaluate what is in place, what has been working well and what needs changing.
<p>9. How will the EY setting/school/college measure the progress of my child/young person?</p>	<ul style="list-style-type: none"> • All observations are entered onto Tapestry which are linked to the area of learning and an age band. Progress can be monitored by tracking at assessment periods. Progress is manually plotted ever half term as an overall visual check to where the child has progressed and in which areas. • SEN children may be working with small steps within the EYFS to show progress. • Groups with speech and language such as LEG and the Bucket groups have measurement scales to show progress.
<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>	<ul style="list-style-type: none"> • Our team have a holistic approach for every child, to ensure we do not discriminate or label, we aim to provide all children with the same opportunities but delivering individual targets within cultural and medical requirements. • The Key person and key team provide individual plans and assessments. The setting offers a low adult ratio to children to enable a more consistent staffing approach. This provides built in sickness cover, so relationships can be built and maintained. Providing a consistent environment supports children in their confidence, helping them to feel secure. • Our designated Deputy on the floor addresses all medical requirements of which are documented from parents and signed daily. All documentation is in place to record all welfare requirements. • Our team work on a rota system to address all children’s welfare needs. There is a board changed daily to inform parents who will be attending to children’s needs that session. Parents are informed when there is an issue or incident or to request information. Parents are asked for children’s usual routines on induction. • 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 are considered. Advice will be sought by Early Years SEN team when we experience a new challenging situation that our strategies do not appear to be working for.

<p>c) What approaches are used in early year's settings to manage behaviour?</p>	<ul style="list-style-type: none"> • Positive behaviour management rolls throughout the setting, using tried and tested methods of using positive praise to counteract negative behaviour and positive role models. Distraction may be used. To talk to children within their understanding giving them a choice and the opportunity to consider their options. We offer a safe place for a child to take time out away from others to calm down and enable them to gain control of their feelings. It may be advised from the Early Years SEN team to apply for funding to provide additional support if needed for a 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 have an open-door policy, providing opportunities to pop in anytime for a chat. We offer formal talks; however informal talks take place daily with the key person or member of the key team. 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. • We believe every child has a voice to make requests and provide ideas to enhance their own learning.
<p>12. How does the EY setting/school/college manage the administration of medicines?</p>	<ul style="list-style-type: none"> • All staff are paediatric first aid trained and follow our policy and procedure on administration of medications. Our supervisor has also undertaken a level 2 course on the care, storage and administration of medication. • Only prescribed medications are to be administered after parents have completed a form stating the name, dose, times and how to administer. When administered by the supervisor a form is completed to state dose and time given which parents then countersign. All medication is stored and named safely out of reach of children and in compliance of the instructions. • Medication may be inhalers or an epipen. When any situation arises, such as using diabetes equipment for example, further advice and training will be sought. Individual care plans are discussed with parents and put in place to inform the team of the individual child's needs.
<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 offers extended hours to help parents with their routines or those that work by opening at 08.00 daily, term time only. Children are offered breakfast. • Our setting has level access from the road to our door and easily accessible to wheelchairs after removing safety gates. The back of our building has a ramp and steps onto the school playground. A higher ratio of adults to children is needed when accessing the local environment.

<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 with our feeder school. This improves yearly. Children who have been identified as needing additional support with transition will be offered more short trips and visits to our attached school, at varying times, 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. • Review meetings will be focussing on transition to ensure this can go as smoothly as is possible. Adults will be invited into the setting to observe and gather as much information on the child as possible.
<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none"> • Our Senco collates a variety of information for parents. • Parents voice is a local parent carer forum for families of children and young people 0-25 with SEND www.parentsvoice-iw.co.uk • Parents are signposted and supported to visit Early Help Centres situated in South Wight 01983 408718, West and Central Wight 01983 537390 and North-East Wight 01983 617617. www.barnardos.org.uk • Family information Zone, 4th Floor County Hall, NEWPORT 01983 823349 • The local offer provides help for parents and carers to find the right support for their children with SEND found at www.iwight.com/localoffer