

## **Greenmount Community Preschool SEND OFFER**



Greenmount Community Preschool  
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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 PRESCHOOL:**

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 about my child's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Assigned key person</p> <p>Alexandria Heatherton (Preschool Manager)</p> <p>Tui Clery (SENCO)</p>	<p>Each individual key person has a group of key children. The key person is your first point of contact. They are responsible for observing each child within the setting and putting plans in place to further enhance the learning and development of each child.</p> <p>The SENCO is responsible for taking part in relevant training to support them within their role as SENCO.</p> <p>The SENCO is responsible for ensuring any child that has special educational needs are identified and are receiving targeted support.</p> <p>The SENCO has contact with a range of external agencies that are able to give more specialist advice.</p>

## HOW COULD MY CHILD GET HELP?

Children and young people in Greenmount Community Preschool will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies that 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?	Language Enrichment Groups	Children are involved in focussed small group activities which concentrate mainly on extending their communication and language skills. However these groups are also used to build listening and understanding skills as well as confidence.	All children.
	Speech and language support	Children who require additional support with regards to their speech and language and development may be visited within the setting by a speech and language therapist. They will develop a plan tailored to suit your child's language needs. Your child's key person or the settings SENCO will also carry out activities provided by the speech and language therapist to help support your child.	All children with speech and language difficulties.
	One to one support	One to one support will be offered to children who are not making progress and have significant educational	All children with specific difficulties.

		needs. We will offer your child an adult on a one to one basis in order to offer something different to meet the individual needs of your child. Advice or assessment from outside agencies may be needed to decide whether or not one to one support can be offered.	
	Bucket Groups	A four-step programme of engaging, sensory activities which encourages children to focus, supporting them to maintain and to gradually increase the length of time that they can focus on an adult led activity. Bucket Groups also increase language skills and encourage children to copy and complete an adult led activity with a clear beginning, middle and end.	All children who need support with focus and concentration.
	Sensory Area	Greenmount Preschool has a sensory area which can be used by children who might need additional focussed sensory play away from the main, open access play areas. This space has a variety of sensory toys and activities which children can access according to their needs (use of this area is subject to staffing levels).	All children who need additional sensory play and an additional quiet calm space away from the main play area.
3. How can I let the EY setting know I am concerned about the progress of my child in the setting?	<ul style="list-style-type: none"> <li>• Your first point of contact would be your child's key person. They are available at any time to share concerns with and discuss your child's progress and achievements.</li> <li>• If there are further concerns the manager is available to meet with as well as the settings SENCO.</li> </ul>		
4. How will the EY setting let me know if they have any concerns about my child?	<ul style="list-style-type: none"> <li>• You will be invited to termly key person meetings with your child's key person to discuss progress and achievements.</li> <li>• If there are any concerns raised by your child's key person then you will be invited to attend a meeting with your child's key person and the manager to discuss how best to support your child.</li> </ul>		

<p>5. How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> <li>Your child's progress will be monitored by their key person. Your child's key person will plan activities for your child to take part in. The activity will be differentiated accordingly to meet your child's needs. This will include additional support from the key person. If your child has needs related to a more specific area of their development e.g. communication skills then your child will be placed in a small focus group which will be run by the settings SENCO. The length of time of intervention will vary according to the needs of your child. The intervention will be regularly reviewed by the key person, SENCO and manager to determine the effectiveness of the provision and to inform future planning.</li> </ul>	
<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"> <li>Language enrichment groups.</li> <li>Behaviour support.</li> <li>Speech and language support.</li> <li>Bucket Groups.</li> </ul>
	<p>B. Paid for centrally by the Local Authority but delivered in the setting.</p>	<ul style="list-style-type: none"> <li>Additional adult one to one support</li> <li>Educational Psychologists for children with an Educational Healthcare Plan.</li> </ul>
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> <li>Speech. Language and Communication Service (NHS)</li> <li>Physiotherapy</li> <li>CAMHS (Child and Adolescent Mental Health Service)</li> <li>Early years advisory team</li> <li>Portage support (early years SEN team)</li> </ul>
<p>7. How are staff in the EY setting supported to work with children with an SEND?</p> <p>a) What training have the staff supporting children/young people with SEND had or have available?</p>	<p>Staff have received a variety of training to help them support children with a SEND.</p> <ul style="list-style-type: none"> <li>Makaton training</li> <li>Autism Awareness</li> <li>Managing behaviour</li> <li>Communication with children who have an SEND</li> <li>Early language development programme</li> <li>SEN training</li> <li>Supporting parents who have a child with an SEND</li> </ul>	

	<ul style="list-style-type: none"> <li>• SEN – Plan, do, review. To be able to effectively plan for children with additional needs</li> <li>• Running language enrichment groups within the setting</li> <li>• Running Bucket groups within the setting</li> <li>• Autism Reality Training</li> <li>• Identi-Play</li> </ul>
<p>8. How will activities/teaching be adapted for my child with learning needs?</p> <p>a) How will the curriculum be matched to my child's needs?</p> <p>b) How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>If a child appears to need extra support their key person will differentiate their plans to suit the needs of the individual.</p> <p>Occasionally a child may need more expert support from an outside agency such as Speech &amp; Language therapy. A referral will be made, with the parent's consent and forwarded to the most appropriate agency. After initial assessments a programme of support will be drawn up and provided to the setting and parents/carers.</p> <p>Your child's key person or the settings SENCO will then carry out the programme of support with your child to support their learning and development.</p> <p>When a child has been identified with special needs the activities they take part in will be differentiated by their key person to ensure that they access the activities more easily. To target more specific needs your child's key person may be allocated to work with your child on a 1:1 basis or in small focus groups.</p> <p>If appropriate, specialist equipment will be provided such as speech and language resources.</p> <p>An SEN advisor is allocated to the setting and they will work directly with those children whose needs are significant and they have not progressed with the interventions put in place by the child's key person or the SENCO. They will meet with the child's key person and discuss the best way to support your child.</p> <p>If a child has more specific identified needs then an individual educational plan will be drawn up and targets will be set according to their area of need. These will be monitored by the key person by the SENCO each term. These will be discussed with the parent/carer at key person meetings and at any other time as deemed necessary.</p>

	<p>Progress will be able to be discussed at termly key person meetings. Staff members will be available at the end of each day if a parent/carer wishes to raise a concern. An appointment can be made to speak in more detail to the manager or SENCO.</p>
<p>9. How will the EY setting measure the progress of my child?</p>	<ul style="list-style-type: none"> <li>• Your child’s key person will record observations of your child daily and these will be used to make assessments each term. These will be shared with you at each key person meeting. Assessments are made using the Early Years Foundation Stage (EYFS) development matters document which states what each child should be achieving at a certain age. However, it is useful to know that all children develop at their own rates and development is not a race or a checklist. Each child will be supported no matter what their stage of development.</li> <li>• More information can be found on the following website - <a href="https://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf">https://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf</a></li> </ul>
<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’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"> <li>• We have a range of policies which include – administering medicine, achieving positive behaviour and inclusion. These policies set out procedures for all staff to follow at all times.</li> <li>• Each child’s wellbeing is assessed during each observation made on each child. If there is concerns with regards to a child’s wellbeing the child’s parent/carer will be contacted to discuss how to support the child.</li> <li>• Each child has an allocated key person who is responsible for each child’s overall wellbeing at all times in the setting.</li> <li>• We have behaviour ‘officers’ in the setting who have received training on managing behaviour.</li> <li>• We rarely exclude a child from the setting. If behavioural issues have been identified the child’s key person or manager will ask to have a meeting with the child’s parent or carer to discuss strategies that can be put in place to support the child in the setting.</li> <li>• The settings behaviour policy states that we do not shout, scream or humiliate a child at any time. This also includes physical punishment. We use positive reinforcement to achieve positive behaviour. Stickers, certificates and golden leaves are used to praise positive behaviour. We focus on the positive behaviour instead of the negative.</li> </ul>

<p>11. What support does the EY setting for me as a parent of child 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"> <li>• Staff have attended training relating to supporting parents of children with a SEND.</li> <li>• The setting has an open door policy meaning parents/carers can talk to any member of staff at any time about any worries or concerns they may have.</li> <li>• Children within the setting who have a SEND are currently receiving one to one support or tailored support from their key person or an outside agency.</li> <li>• Children within the setting have Education Health Care Plans in place and these are reviewed every 6 months</li> </ul>
<p>12. How does the EY setting manage the administration of medicines?</p>	<ul style="list-style-type: none"> <li>• Prescribed medicines only are administered in the setting in agreement with parents/carers when a signed Medicine Consent form is in place ensuring the safety of the child and staff administering the medication.</li> <li>• An individual health care plan is compiled for children with complex medical needs, with support from the key person and in consultation with parents/carers. This is discussed with all staff who care for/have contact with the child.</li> <li>• We have trained first aiders on the premises at all times who are trained to administer regular medication, staff have received training to enable them to use an epi pen if needed. Staff agree to receive further training to administer other medication that may require further skills.</li> </ul>
<p>13. How accessible is the EY setting environment?</p>	<ul style="list-style-type: none"> <li>• The setting is accessed via a ramp.</li> <li>• The building has a disabled toilet.</li> <li>• The outside are to the setting is accessible via a ramp.</li> <li>• There are some areas that are accessed using steps but there is also ramp access to these areas.</li> </ul>
<p>14. How will the EY setting support my child when they are leaving?</p>	<ul style="list-style-type: none"> <li>• The setting is within close proximity of the main school. The preschool is allocated a teacher who meets with the settings manager termly to discuss transition events and visits.</li> <li>• The settings manager and reception teachers share information regarding each school leaver within the setting as early as possible so that the school are aware of any children who have a SEND as early as possible. This enables the school to begin to adapt the environment, purchase specialist resources etc.</li> <li>• All school leavers take part in transition visits throughout the year. This involves each child visiting the school with their key person for half an hour a few times a week usually starting in the spring term. This enables each child to become familiar with the new environment and the teachers and teaching assistants. It also gives the teacher the opportunity to identify the support each child will need within school especially those children that have an SEND.</li> </ul>



	<ul style="list-style-type: none"> <li>• Parent/carers will attend a meeting with their child’s key person and their new school teacher at the end of the year to discuss any needs their child may have.</li> <li>• Our transition plans are tailored to each child’s specific needs; for example visits to the main school may be arranged more frequently if needed, children might be encouraged and supported to wear school uniforms whilst at preschool to ease the transition.</li> </ul>
<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none"> <li>• WightChYPS is a directory of services for children and young people on the Isle of Wight. A Family Information Directory (FID) is a comprehensive online information bank of all types of children's and young people's services available in a local area. It includes services provided by the local authority, voluntary groups, local and national support groups and anyone else that works with children.</li> <li>• Special Educational Needs and Information Advice Service (SEND IASS) previously known as parent partnership. This service offers an impartial, confidential service to parents and carers of children and young people with SEN and disability. <a href="http://iowsendiass.co.uk/">http://iowsendiass.co.uk/</a></li> </ul>