



Isle of Wight EY Setting/School/College SEND OFFER



Name of EY Setting/School/College Cheeky Chimps Childcare Address 47a Monkton Street, Ryde, iow, PO33 2BB Telephone No. (01983) 562414	Website Address www.rydenursery.com Email chimpschildcare@hotmail.co.uk
Type of EY Setting/school/College	Private Childcare Setting
Specialist provision on site	Manager: Liza Baggett SENCO: Michelle Law

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
1.a) Who are the best people to talk to in the early years setting about my child's development needs?	All practitioners at Cheeky Chimps	They are responsible for: initial point of contact for addressing and responding to parental concerns and queries. We have an open door policy for both parents/carers and staff.
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)?	SENCO: Michelle Law	She is responsible for: liaising with other staff to monitor a child's progress within the setting and provide further intervention if required. The SENCO has contact with outside agencies and professionals who can offer further advice on more challenging areas and disabilities. She also attends regular training to keep update with relevant legislation and practice.

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?	Qualified and specialised staff will meet individual needs through structure strategies and resources	Child profiles and learning journeys are monitored and if a child is not progressing steadily additional staff, resources and professional guidance would be sought.	All children
	SEN support: keeping logs/ records of behaviour and progress.	Visual input: for example: sand timers and ‘what next’ cards. This will provide a calmer transition for day to day activities and routine. All staff has happy and sad cards to show the children as well as using language. Behaviours would be logged to see if a pattern occurs.	Children that require additional support.
	Additional staffing will be provided if needed to support individual children.	Smaller group focus sessions for a calmer environment for individual children and peers. We also plan Language Enrichment Activities to support children with these challenges.	Children that require additional support.

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"> • Each child is allocated a key person. This person will be responsible for observing a child's progress and catering for their needs and interests. • Support will be given at all times and time will be allocated for the parent to discuss any issues that have arisen. This time allows staff and the parent to make references and links to their child's behaviour/ needs at home and in the setting to see if there are any similarities or differences. 		
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"> • A private meeting can be arranged with the parents to discuss their views and listen to the staff members concerns. Then any steps to be taken can be discussed. • We use Tapestry to observe the children and this can be seen by the parents at all times. Parents are encouraged to add comments and their own observations. 		
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"> • Staff in the setting will be more vigilant to monitor and record the child's behavioural, physical or other needs. Staff will plan alternative and appropriate tasks, structure and achieve activities on the days the child attends. If the child moved departments information would be passed on and an effective transition process would be planned. • With the parents written consent we can begin a referral process if necessary. 		
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"> • Behavioural support given by experienced staff. • Staff attend regular training courses to update their knowledge. 	
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Early years support team. • Educational psychologists. • Additional support staff. 	
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • Speech, Language and Communication service (NHS). • Physiotherapy 	

<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"> • Staff, particularly SENCO staff will have attended training related to SEND and challenging behaviours. This training includes supporting children with autism, speech and language delay and managing disruptive, unwanted and inappropriate behaviours. • We have an early Years SEN adviser who we can contact for support and advice. • We have regular team meetings and staff supervision. • Each practitioner has CPD. • We currently have 2 practitioners who are working towards their degrees in childcare and education.
<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"> • Speech and language therapy may be provided by outside agencies. Within the setting we can provide small group activities, a task box, visual aids and language enrichment groups will be planned and provided to give Children extra support. All activities can be modified to suit an individual child. <p>To target more specific needs staff will ensure smaller and quieter group times to enable a more positive focus and better understanding. The use of visual aids and putting activities in a task box may also be beneficial and achievable. Activities will be linked to a child's interests, the EYFS and also their stage of development.</p> <p>Progress will be discussed as often as possible this also includes daily feedback. The SENCO and senior staff will be available for support and feedback. Tasks and activities can be discussed and mirrored at home. The parent can also view their child's profile via Tapestry as often as they like and also make contributions.</p>
<p>9. How will the EY setting/school/college measure the progress of my child/young person?</p>	<ul style="list-style-type: none"> • Observations will be recorded weekly and added to our Tapestry format, this will allow us to complete summative assessments and learning journeys. • Further ideas will be discussed with parents and outside professionals if and when needed. • For children with SEN we work towards an EPD (Educational Development Plan) and plan realistic goals alongside any professionals that are involved.
<p>10. What is the pastoral, medical and social support available in the EY</p>	<ul style="list-style-type: none"> • When a parent makes an enquiry we plan a day and time for them to come and see us. A senior practitioner will spend some time with the parent discussing session times, prices, activities, policies and shown the

<p>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>	<p>paperwork that needs to be completed.. They will then be shown around our setting and questions can be answered. We then organise settling in sessions for the child and a possible start date.</p> <ul style="list-style-type: none"> • A key person will be allocated for the child. • We work within strict ratios of adults to children depending on their age. • Senior staff will support children with SEND by administering medication if needed. Parents will be requested to fill out a medication form to give consent. • We have developed good relationships with outside professionals. <ul style="list-style-type: none"> • We display an allergy list in each department so that all staff are aware of individual needs. • We have a no nuts policy and this is explained to parents before their child attends. • We encourage healthy eating and provide healthy snacks and activities. • All staff and students are DBS checked and we keep up to date with first aid and safeguarding training. <p>Our setting is inclusive and any areas raised by staff/ parents or professionals can be discussed and clear boundaries put into place. Senior staff or the SENCO would be involved if a CAF is set up to help the family involved. We model positive behaviour at all times.</p> <p>We focus on the positive rather than the negative and reward positive behaviour with stickers, praise and a cheerful approach. We also use happy and sad faces to visually display emotions. Our behaviour management policy also outlines boundaries and acceptable behaviours. We would also keep the parents informed.</p>
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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"> • A caring and professional approach will be given at all times while the child attends. Detailed feedback will be given to support the parent as well as the child. Any strategies to be put in place will be discussed fully and advice from the parent will be positively received. • The SENCO is available to give advice and promote our open door policy. <p>We encourage every child to be involved in every aspect of our daily routine. We look closely at a child's interests and do our best to incorporate these into our planning, adjusting the activity if needed. If a child requires additional support, funding for an additional member of staff may be available depending on their need.</p> <p>We encourage free flow play so that the children can choose their activities.</p> <p>Children are often asked what they like to play with and about their interests.</p>
<p>12. How does the EY setting/school/college manage the administration of medicines?</p>	<ul style="list-style-type: none"> • Prescribed medicines are stored correctly and senior staff will complete forms and ask for written permission from parents before administration. If a child has an ongoing medical condition ie: asthma, parents will be asked to fill out a critical incident pack. This will outline the medication that needs to be given and steps that need to be taken if an emergency arises. • We currently have 6 members of staff that have paediatric first aid.
<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"> • Activities and trips are available to all children in the setting and the usual risk assessments, medication procedure and accident forms would be in place. <p>Our setting environment is accessible to every individual. It is a single story building with 1 disabled toilet facility. We have a slope and double doors at the main entrance. Individual access requirements will be discussed if necessary.</p>
<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"> • Pre-school offers a smooth transition into new schools by liaising with teachers, setting up visits to the schools and providing stories, general conversations about anxieties and excitement. We also have general talks with the parents to discuss the transition. • If the child is moving departments we put an integration process in place where the child comes for visits, staff meet with the parent and staff members will pass on any information to the child's new key person. • The new key person will provide support when the child is on visits and will get to know them. • We take photos when Pre School children visit their new school and display them within the setting.

<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none">• Further details of Cheeky Chimps Childcare can be found online at www.rydenursery.com• Parent Partnership offer information about health and social care provision, support for parents of young people up to 25 and individual support to young people with Special Educational Needs and Disabilities (SEND) who live on the Isle of Wight. Contact Number: 01983 825548 parentpartnership@iow.gov.uk• Family Information Zone (FIZ). FIZ is an impartial information and signposting service for families, children and young people 0-19 years old (up to 25 years for young people who have learning difficulties or disabilities). Contact Number: 01983 821999
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