



West Wight Nursery

Name of EY Setting: West Wight Nursery Address: Summers Lane, Totland, IOW, PO39 0HQ Telephone No: 01983 640190	Website Address www.westwightnursery.org.uk
Type of EY Setting/school/College 72 Place day Nursery (Pre-school & Out of School Clubs for children aged 3 months– 11 years)	Updated 18 January 2019
Specialist provision on site We have a light sensory room on site and ball pool, as well as an outdoor copse, trickle stream and cycle track on site	Managers email: manager.westwightnursery@gmail.com

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>Kim Tyrell – Nursery Manager</p> <p>Staff - West Wight Nursery provides your children with a key person to monitor children's progress & development. We have an open door policy and welcome parents to share any worries or concerns. The children also have a secondary key person to shadow children in the setting when staff are absent.</p> <p>Lisa Sexton – Nursery Deputy SENCO & Joanne Sexton – ELKAN/SENCO</p>	<p>A) She is responsible for:</p> <ul style="list-style-type: none"> • Booking families in, showing parents/ carers round to inform on what West Wight Nursery can provide in regards to children with special educational needs and disabilities, organising staffing and seeking out SENCO's (Special Educational Needs Co-ordinator) support when necessary. <p>A) They are responsible for</p> <ul style="list-style-type: none"> • Working with the child and families to ensure that the individual's development needs are met. • Supporting the child to be safe and secure within the environment. We ensure that all children in our care have the opportunity to build positive relationships with key person and staff to create an enabling environment in which children can thrive. • Compiling children's learning journeys and seeking out SENCO's (Special Educational Needs Co-ordinator) support when necessary. <p>B) She is responsible for:</p> <ul style="list-style-type: none"> • Liaising with other professional regarding the children's additional needs and to seek more specialist advice when necessary making referrals to other agencies when children need additional support. • Implementing children's Individual development plans and monitoring and reviewing children's progress. • Keeping up to date with all current legislation, policies and approaches regarding children with additional needs. • Supporting staff to enable children to access all areas of the curriculum. The SENCO supports all key persons and parents to provide the best possible outcomes for all children.

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?
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<p>2. What are the different types of support available for children and young people with SEND in this Nursery Setting?</p>	<p>We will provide additional support according to the individual needs of any of the children in our care. However if we think that a child has additional needs we will monitor them to ascertain exactly what type of support is needed. This will then be shared with the parents/ carers and may involve other professionals being involved as well.</p> <p>Language enrichment groups are run daily for children with speech and language difficulties and delay.</p> <p>Makaton, Now & Next cards and visuals are also used by all staff to support children with S&L or attention difficulties.</p> <p>We have staff available for 1 to 1 support if required.</p>	<ul style="list-style-type: none"> • SEN support • Making a referral - If a child does not appear to be making progress even with the intervention we are providing, we would discuss with the parents/carers about making a referral to appropriate specialists for their needs. • Education, Health and Care Plan - If deemed necessary the setting with the permission of the parents/ carers may put in for an EHC assessment. • Language enrichment groups are planned around the individual needs of the children participating to help them to develop towards their targets outlined in their individual development plans. These groups not only target children with S & L issues however, they are used to support individual children's listening and attention, as well as provide for specific needs of different children i.e. to give children a voice within the group • The staff use Makaton as an additional tool to help children to communicate their needs and feelings. Visual Cues and Now & next cards are used to support children's understanding of what is going to happen next and what is happening around them. • The child's one to one key person would plan for the child's individual needs and help them to move on to achieving their next steps. If a child has an EHC plan in place the setting will provide the support as specified in the plan. 	<p>All children who need it Any child with additional needs that is showing little or no progress</p> <p>Children with severe or complex needs</p> <p>All children with any speech and language or listening and attention issues. Or children who require more individual support</p> <p>This can be useful to all children in communicating with adults as well as their peers who are less verbal or more verbal and children who speak English as an additional language</p> <p>For those children with additional, diagnosed needs</p>
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<p>3. How can I let the EY setting know I am concerned about the progress of my child/young person in school?</p>	<p>The Nursery Manager or Key Person would be the initial point of contact for responding to parental concerns about a child on admission and thereafter as your child develops and you have meetings with your child's key person you should feel able to share any concerns you have.</p> <p>Similarly staff may at this time share concerns that they have with regard to your child's development. In the absence of the Manager or Key Person the SENCO is also available for enquiries or an appointment can be made with the Key Person and SENCO to discuss your concerns.</p> <p>If the SENCO is already working with a child then she will be the first point of contact for the staff/parents to discuss the on-going intervention, how things are going and what progress is being made.</p> <p>We liaise with other professionals working with your child to ensure a multi agency approach.</p>
<p>4. How will the Nursery let me know if they have any concerns about my child/young person?</p>	<p>We have termly parent meetings , as well as meeting and greeting parents on the door. So any time a parent has a concern they can voice it.</p> <p>Additionally staff may have begun the process in conjunction with the SENCO of making some additional notes to share with you if they have begun to have concerns about your child meeting their developmental milestones.</p> <p>Our termly assessments from our Learning Journeys and Tapestry analyses feedback would also filter into our feedback to parents and assist our judgements.</p> <p>If the SENCO or any staff have any concerns for a child, the parents/ carers will be invited in for a meeting to discuss their concerns if a termly meeting is not due. This may be due to a child making little or no progress in their development or not reaching their expected milestones for their age.</p>
<p>5. How is extra support allocated to children and young people and how do they move between the different levels?</p>	<p>Every child is supported in their particular area of need with appropriate interventions which we monitor through assessment and observation. If a more complex need is identified then an individual development plan would be implemented to suit the needs of the child and the parent. Permission would be sought from the parent and after discussions a plan would be put in place and differentiated according to the child's specific needs. Depending on the child's needs some 1 to 1 time is allocated to focus on these areas of needs and additional resources or support is then provided if necessary.</p> <p>Advice is usually sought from the SENCO by the key person before involving the parents and this may involve the SENCO monitoring the child for a period of time.</p> <p>All staff are generally included in the intervention strategies so that the support is consistent throughout the setting; unless the child requires a 1 to 1 support worker the whole time they attend, if this is the case they will then be designated one main person to work with them if appropriate for their needs.</p> <p>The length of time of intervention will vary according to the need of the child and will be regularly reviewed and monitored by all staff involved, the SENCO, Manager & Early Help Team.</p>

<p>6. What specialist services are available at or accessed by the Nursery?</p>	<p>A. Directly funded by the pre-school</p>	<p>Light Sensory Room & Ball Pool – The setting through our Baby & toddler groups which operate on a Wednesday and Thursday, support local parents and encourage them to make use of our light sensory room and ball pool at no cost, fully supported by our staff. Invitations to the Health Visitor are accepted and she visits along with Barnado’s to meet new parents. Any child with additional needs is encouraged to access the setting’s light room and mutually convenient times.</p> <p>Training – Staff are signed up to Local Authority training and our SENCO attends regular briefings and training to keep apprised of the local offer. She has attended Safeguarding Level 3, Managing Safeguarding Responsibilities, Early Years SEN Training, LEG Group (Language enrichment) Training, Autism Real Training and Elklan Training. In her role she provides leaflets on talking, dummies, and ways to engage with your child and story sacks and talking tubs to encourage your child’s speech. To support our SENCO we also have 1 Deputy SENCO’s who has attended briefings and some training</p> <p>Copse Group Sessions – At West Wight Nursery we consistently run 6-8 week ‘forest’ school type sessions in our onsite copse which is beneficial for those children who struggle with their behaviour and have poor attention and listening skills.</p> <p>We try to promote Listening and attention through focusing on environmental sounds and explorations</p> <p>Behavioural Support – All staff have attended some sort of behaviour management training, whether that be ‘Brave Boys’, ‘How we react affects how children respond’ Makaton & ASD workshops to name a few; ensuring that behaviour management is consistent throughout the setting. We also support parents by sign posting them to the children’s centre for parent courses and help.</p>
	<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 from the SEN Early Years Advisory Service on a regular basis • Educational Psychologists will come into the setting to assess any children with Educational Healthcare Plan

<p>C. Provided and paid for by the Health Service but delivered in nursery</p>	<ul style="list-style-type: none">• Speech and Language therapy service for support and advice.• Speech and language therapy service work with us to support children in our setting that have been referred to them.• Other services have also been available to us in the past such as the physiotherapy service - we use depends on the need of the children attending our setting at the time. Our SENCO is aware of what services are available for us to access.• Our designated health visitor for our pre-school is available for us to seek advice or guidance if needed and liaises regularly with us to support us with matters concerning children in our care.
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<p>7. How are staff in the Nursery setting supported to work with children & young people with an SEND?</p>	<p>Weekly Planning Meetings for each age group so that key concerns and strategies can be discussed.</p> <p>One to one offered if staff feel there is a particular need at a particular time i.e. if a child is biting, or reacting negatively; whilst we try and get to the bottom of the behaviour.</p> <p>We monitor what training is needed on a regular basis and staff attend those courses which are most relevant to the children we have attending at the time.</p> <p>Regular supervision takes place so that the staff can voice any concerns and Peer mentoring is also used in a termly cycle to help staff manage their children's needs.</p> <p>We have numerous children for whom English is an additional language and use visuals and Makaton to support this development, along with phrases learnt from the children's parents that we incorporate into the daily routines i.e. greetings, songs or reassurances.</p> <p>We have provided in-house training for the whole staff team which includes Makaton training for children with speech and language difficulties, and support and training to run language enrichment groups with more confident and qualified staff</p> <p>Epi-pen training was provided for all Nursery room staff due to a child needing an Epi Pen and staff currently receive Epi pen training on their First Aid courses</p>
<p>a) What training have the staff supporting children/ young people with SEND had or have available?</p>	<p>A) Our SENCO and Deputy have attended numerous SEN Training days and regularly attends SEN briefings. Our SENCO has also attended ELKAN training and both have attended behaviour training courses. One to one staff attend training according to the role they are undertaking and the needs of their child. Our Manager is an Early Years Teacher, and our Deputy is working towards her BA in Early Childhood Studies. Along with one Level 3 staff member who is in her 2nd year of Early Childhood studies and 2 college students doing their Early Years Degrees. One doing Year one and one in 2nd year.</p> <p>B)</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>	<p>When a child has been identified with special needs the key person will ensure that activities are differentiated by the staff to ensure that the child can fully access the curriculum. Regular small group work will take place specific to that child's needs and staff ensure the whole team is aware of what language is appropriate for the child in question, which may include use of Makaton, visual aids, now and next cards, choice box.</p> <p>A) If a child has a more specific identified need then an individual development plan will be drawn up and targets will be set up according to their area of need. This will be monitored by the key person in conjunction with the SENCO every 3-6 weeks. These will be discussed with the parent/carer at termly parent meetings and at any other time as deemed necessary, i.e. at multi agency meetings and a copy will be given to the parent/carer. The SENCO/Key person will discuss how the child is progressing with the intervention and be able to suggest ways of how a parent/ carer can support their child at home. We have a range of specialist equipment from the light room, to proprioception toys, light boxes, ball pool, talking tubs and visual aids and games and specialist equipment such as toys to develop children's cognitive skills. The resources they provide would be specific to the child's individual needs.</p> <p>B) By keeping track of the young person's learning in their observation file they and the SENCO would be able to support with strategies or sign post to the local children centres where they can offer parenting support with this. Our webpage also includes links to the local offer. Children that need more expert support from an additional agencies such as Speech & Language therapy. The SENCO would make a referral with the parent's consent and forward it to the most appropriate agency. After initial assessments a programme of support will be drawn up and provided to the pre-school and parents/carers, they will provide suggestions or a programme of work that can be used at pre-school and at home by the parent/carer. The SENCO would continue to liaise with them to review and monitor the progress being made and ensure that the intervention continues to be effective.</p>
<p>9. How will the Nursery measure the progress of my child/young person?</p>	<p>Individual development plans are monitored by the Key Person in conjunction with the manager and SENCO every few weeks. Supported by individual Learning Journeys, the child's progress on the early years foundation stage and Tapestry assessments. The Key Person assesses how the child is progressing with the intervention and makes changes supported by the SENCO as and when necessary to ensure that each child continues to be encouraged to reach their potential.</p>

<p>10. What is the pastoral, medical and social support available in the Nursery setting</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 Nursery settings to manage behaviour?</p>	<p>At West Wight Nursery we ensure that before children start they have visited the setting with their parents on numerous occasions to ensure they are well settled before they start. Parents and the Key person – who is appointed before the child starts – fill in an all about me and chat about the EYFS and what stage the parent/carer feels their child has reached. Parents are able then to share their child's interests, understand the routine of the day and a bond between parent, child and key person is able to be established. The key person that will care for them and support them with all of their needs and be a main point of contact for the parents/carers and provide reassurance and support to them also.</p> <p>Ratio's are adhered to and often there are additional members of staff if children are having specific difficulties that need to be supported.</p> <p>A) We ensure that medication is documented and witnessed by another staff member as well as the parent when a child is collected. Critical care plans are in place for those children who need them and staff are trained to deal with their specific needs. All Staff are First Aiders. Staff and volunteers are DBS checked and all staff and Trustees attend Safeguarding Training so that they maintain a safe and secure environment for our children. Policies are regularly reviewed in staff meetings to ensure staff are fully apprised of the expectations of the setting and are reviewed annually on a rotating basis by the trustees. Leaflets regarding children's allergies are shared and recommendations are made about what is safe to put in children's lunch boxes as well as careful monitoring of children at lunch and snack times. Our policies are in a folder in the foyer for parents to look at and key policies are shared with the parent on admission. We host a baby group on Wednesday afternoons in our light room for new mums and babies to engage in sensory play and on Mondays a Toddler group for all ages from 10-12pm. In addition during holidays we run a cople group session for the wider community each week to engage parents in their children's literacy and learning. Focusing on dialogical book talk and experiences that re-enforce the story. This allows new parents to meet other parents who use the setting. We engage the community in our learning by encouraging parents and grandparents to come and read, share skills and have visits from Ability for dogs and the local Coast guard and fire brigade.</p> <p>B) All of our staff have or are booked to attend Behaviour Management training so that we manage behaviour consistently throughout the setting; focusing on positive re-enforcement. We work very hard to ensure not only the child but also the parent is reassured regarding their child's well being during the course of the day. We recognise that each family or child is an individual case and involve other professionals where necessary i.e. CAF (Common Assessment Framework), Early Help, Children's Centre or our Health Visitors. Staff use a variety of observations to ensure they can pinpoint the triggers for behaviours and we adapt practice and ratios accordingly and adults always model positive behaviour. The manager has also completed community consultation training NVQ Level 3 and a variety of training about disability awareness, bullying and mental health.</p>
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<p>11. What support does the setting 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>	<p>All children are welcome regardless of their abilities. The pre-schools inclusive curriculum and environment is planned to ensure that all children in the setting can participate fully in all areas and key workers ensure ALL parents are apprised of their children’s learning. We ensure that all children that have additional needs receive the right support, whether these are speech and language issues, behavioural needs or specific conditions to ensure that the children are getting the best support they need, to continue to develop and learn. We make referrals as needed and ensure our SENCO compiles and shares information with parents. To that end there is a Makaton sign of the week ongoing, a variety of leaflets about dialogical book talk, proreception, dummies and useful parent tips on cards in our parent room which offer solutions and ideas.</p> <p>A) The key person will ensure that activities are adapted and inclusive involving ALL children. Specific intervention groups will take place tailored to specific children’s needs and free flow ensures children who prefer being outdoors can be. Now and next cards, lanyards, and visual cues may be used or choice boxes to facilitate a child with language or cognitive difficulties. Access to the ball pool and the light room are also very beneficial, as is the large outdoor field where learning can take place in a very immediate way</p>
<p>12. How does the EY setting manage the administration of medicines?</p>	<ul style="list-style-type: none"> • Prescribed medicines only are administered in pre-school in agreement with parents/carers when a signed Medicine Consent form is in place ensuring the safety of the pupil and staff administering the medication. Parents sign to acknowledge that they know the medicine has been administered • Medicines are stored appropriately • Staff receive epi pen training when needed and now as part of their first aid courses. Some staff are trained with defibrillator training. • If your child has more complex medical needs we will ask you to fill out a care plan. This will include any additional information needed to help us provide the appropriate care your child may need whilst with us at nursery. Where necessary we will work closely with you and other health professionals involved in your child’s care to ensure we meet their needs fully. This is discussed with all staff that care for or have contact with the child.

<p>13. How accessible is the Nursery settings environment? (including after school clubs and school trips)</p>	<p>Our setting is purpose built with wide doors and ramps to access the building and field. Upstairs can be accessed via the lift or stairs and tables are adjustable with a variety of chair heights to meet most needs. Furnishings are placed so that you can move around them easily and the rooms are large and spacious. There is also a disabled loo and shower facilities if needed.</p> <p>Risk assessments are carried out and procedures put in place so that all children can participate in any activity we do. If there is a need for any 1 to 1 support then the designated support worker will be asked to accompany the child in the setting or on an outing. Activities are also offered at child level so as to be easily accessible to all children.</p>
<p>14. How will the Nursery support my child/young person when they are leaving? OR moving to another Year?</p>	<p>West Wight nursery works really hard to ensure children's transitions are smooth. Where possible we will meet with the school or new setting to talk about the child and transfer folders. When we are unable to do so we will endeavour to have a conversation about the child and voice any concerns we have. In the past if a child has additional needs a meeting has been arranged between the SENCO, parents and other professionals involved with the receiving pre-school or school. If appropriate transition sessions will be arranged for the child and key person to attend to settle them into their new environment. This will be organised to suit the needs of the individual child.</p> <p>When children move between rooms key workers move up with them for the first week of their move and if not the key person then someone from the room they are familiar with. When children move to school lots of visits between school and nursery to visit Reception, do joint PE sessions and lunches; as well as playtime in the playground will have been undertaken to ensure a smooth transition. In the first weeks we will pop in to the Reception class on site to touch base with the reception class teacher and the children to ensure everyone's needs are being met.</p>
<p>15. Where can I get further information about services for my child/young person?</p>	<p>For more information please contact the Manager on 01983 640190, pop in for a look around or have a look at our web and face book pages. We value any visit and will always endeavour to point you in the right direction; whether that be our provision or direction to somewhere else more suited to your needs. A signpost to the local offer is on our web page and you can contact the local Children's Centre, or your Health Visitor for any further information.</p>