



St Mary's Preschool SEND OFFER

<p>St Mary's Preschool St Mary's Preschool, Amphill Road, Ryde, Isle of Wight, PO33 1LJ Telephone No.01983 562000 option 3 stmaryspreschool@stmaryspri.co.uk</p>	<p>2024/2025</p>
<p>Preschool</p>	
<p>Specialist provision on site N/A</p>	

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 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 preschool school admissions criteria.

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS PRESCHOOL:

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?	Katie Beiser Preschool Leader or Child’s key person.	They are responsible for: <ul style="list-style-type: none"> • Showing new families around the setting, enrolling and settling them in, explaining what we could provide in regards to children with special educational needs and disabilities. • Each child is assigned a key person who is responsible for assessing and monitoring each child’s development and progress, which is over seen by the Preschool leader. • We have an open door policy and welcome Parents/Carers to speak to us about any worries or concerns they may have regarding their child’s development.

<p>1.b) Who are the best people to talk to in the setting/school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Katie Beiser Preschool Leader/SENDCO for the setting.</p> <p>Katie Beiser Preschool leader /SENDCO for the setting.</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Liaising with outside agencies to seek further professional advice and make referrals when appropriate. • Implementing children's Individual development plans, monitoring and reviewing them. • Holding regular meetings with parents and professionals to review targets set. • Working with the families and child to ensure the individual's development needs are met. • Keeping up to date with current legislation, policies and approaches regarding children with additional needs or disabilities. • Making sure all staff have regular access to training opportunities.
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HOW COULD MY CHILD GET HELP IN THE EY SETTING?

Children and young people in St Mary's Preschool will get support that is specific to their individual needs. This may be provided by one or a number of people/agencies, the child's key person/Preschool leader/setting SENDco or may involve:

- Other staff in the EY setting.
- Staff who will visit the EY setting from the Local Authority central services such as Early years SEN advisory team.
- 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?	<p>SEND support - When we identify that a child has additional needs we will provide additional support according to the individual needs of the child. This support will be shared with and agreed by the parents/carers and may involve other professionals from specialist backgrounds.</p> <p>Individual Development Plans.</p> <p>Tracking progress</p> <p>Small adult led groups</p>	<p>Individual Development Plans - Once the needs of a child have been identified, we would target the support specific to the child's needs.</p> <p>Tracking progress - we would continue to monitor their progress and update their targets as necessary until they reach their expected level of development. This will involve regular meetings with the Preschool leader, the child's key person and the parents/carers. Planned and run regularly for all children in the setting, each activity is differentiated for each child to suit their needs and development.</p>	<p>Any child about whom we have worries or concerns.</p> <p>All children.</p>

	<p>Language enrichment groups</p> <p>1-1 Speech and Language sessions</p> <p>Makaton</p> <p>Visual timetable/visual aids/objects of reference</p> <p>Choice board</p>	<p>Language enrichment groups are planned around the individual needs of the child and run regularly. These groups target children with a range of speech and language concerns.</p> <p>Children will have 1-1 speech and language sessions with their key person; these sessions will be planned and advice/targets set by a speech and language therapist will be used.</p> <p>The staff use Makaton to help children to communicate their needs and feelings.</p> <p>A visual timetable is used daily to help all children in the setting. Visual aids are used for children who have additional needs.</p> <p>A choice board may be used for children who need help with choosing an activity.</p>	<p>All children that have limited language, English as a second language or attention/concentration concerns.</p> <p>Any child who has speech and language difficulties, or individuals that have had a speech and language referral.</p> <p>All children.</p> <p>All children.</p> <p>For children who require individual support.</p>
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	<p>Now and Next board</p> <p>A task box</p> <p>PECS</p> <p>Social stories</p>	<p>A now and next board would be used if a child needs help to move on to different activities.</p> <p>A task box may be created and used daily for children who have 1-1 support and specific activities would be planned to help achieve targets that are set in the child's IDP.</p> <p>The picture exchange communication system (PECS) is used to support children develop speech and language.</p> <p>Social stories would be made where appropriate to help children develop a greater understanding and aid routines.</p>	<p>For children who have specific needs.</p> <p>For children who have specific needs.</p> <p>For children who have difficulties with communication and social interaction.</p>
	<p>Making a referral</p> <p>Health Visitors</p> <p>Education, Health and Care Plan (EHCP)</p>	<p>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.</p> <p>We work closely with Health Visitors. We have termly meetings to discuss the children attending the setting and any concerns that we or the health visitor may have.</p> <p>Education, Health and Care Plan (EHCP) - If deemed necessary we, with the permission of the parents/ carers, may apply for an EHCP assessment.</p>	

<p>3. How can I let the EY setting know I am concerned about the progress of my child/young person in school?</p>	<ul style="list-style-type: none"> • Every family has an opportunity to discuss all information regarding their child at their taster sessions which all children are offered before attending their full sessions with Katie Beiser, Preschool Leader and their child's assigned Key person. • We offer an open house policy and all parents/carers and are welcome to discuss concerns or worries at any time with Katie Beiser or their child's key person. 	
<p>4. How will the EY setting let me know if they have any concerns about my child?</p>	<ul style="list-style-type: none"> • The parent would be invited in for a meeting with the Preschool Leader and the child's key person/1-1 support worker to discuss concerns the setting may have, and will advise what would happen next. • We offer termly meetings where parents/carers are able to discuss their child's development and progress. This is also an appropriate time to discuss any worries or concerns the setting may have. 	
<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"> • We will offer appropriate support to any child who we have identified as needing additional support; this would be tailored to each individual and reviewed regularly. • If appropriate we would seek permission from parents/carers to refer the child to the Early Years SEN team or the appropriate professional such as Speech and Language therapist. 	
<p>6. What specialist services are available at or accessed by the EY setting?</p>	<p>A. Directly funded by the preschool</p>	<ul style="list-style-type: none"> • Experienced staff. • Speech and language sessions. • Individual development plans. • Bucket groups. • Language enrichment groups.
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Support, advice and visits from the Early Years SEND team. • SEND funding where needed. • Professionals linked to the EHCP process.
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • Speech and Language therapist services. • Health visitor- who is linked to our setting.

<p>7. How are staff in the EY setting supported to work with children SEND?</p> <p>a) What training have the staff supporting children with SEND had or have available?</p>	<ul style="list-style-type: none"> • The staff are supported by the setting SENDCO. • Early Years SEND advisory team. • Health visitors. <ul style="list-style-type: none"> • All staff have the opportunity to attend training sessions. • Staff have attended Makaton training. • SENDCO training. • SEND training days • ATAS training • Epi pen training
<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>	<ul style="list-style-type: none"> • For any child with additional needs/ disabilities their learning needs would be carefully planned for on an individual basis and differentiated to enable each child to thrive in the environment. • Support would be offered to the parents/carers by the Preschool leader and the child's key person. <ul style="list-style-type: none"> • An IDP (Individual Development Plan) would be written and targets set according to the needs. The parents would be invited in to discuss and review the targets on a regular basis. • We use Tapestry for all children, parents have a secure log in to enable them access to their child's observations. They can also add photos or observations themselves for the child's key person to see. A termly learning journey will be written by the child's key person and the parents will be invited in to preschool to discuss their child's learning and development. <p>Regular meetings would be held with the setting and any other professionals involved to review progress/targets.</p>
<p>9. How will the EY setting measure the progress of my child?</p>	<ul style="list-style-type: none"> • The child will be monitored through observations and assessments using the Small steps, Development matters, Birth to 5, Preschool curriculum, alongside their individual targets.

<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 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"> • At St Mary's Preschool, we aim to offer a safe, caring, inviting environment where children feel comfortable and relaxed to enable them to become independent learners. • All children are allocated a Key person when they start at the setting, to help them settle in and learn new routines. • We have a fully trained Paediatric first aider in the setting at all times. All medication is written in a log by staff and signed by parents; this is stored either in a locked cabinet or fridge. All allergies are clearly listed for all staff to see and a healthcare plan is filled out with the parents so everyone know what to do in an emergency. • Staff work very closely with the children, they are encouraged to be polite to each other and resolve their own conflicts. • The children use sand timers for turn taking when needed. • All children are given clear boundaries, and are taught right from wrong. • Any behaviour concerns will be discussed with parents. • If appropriate we may involve other professionals for an Early Help assessment with parents' consent. • We have a promoting positive behaviour policy and follow a stepped approach. This is to ensure the children are well supported, understood and that their needs are met.
<p>11. What support does the EY setting have 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"> • We have an open door policy and any parent is welcome to discuss their child on a daily basis with the preschool leader, the child's key person or 1-1 support worker if they have one in place. • We aim to make all parents feel welcome and comfortable so they feel they can approach us with their concerns or questions. • We also work closely with other outside agencies and have advice and leaflets from them to offer. • Any child with Special Educational Needs is included in all that we do / offer at St Mary's Preschool. We may carry out an individual risk assessment to ensure the environment / activity is safe for their particular needs.

	<ul style="list-style-type: none"> • The child's key person will observe and assess the child and differentiate to make sure the activity / environment is appropriate for that particular child.
12. How does the EY setting manage the administration of medicines?	<ul style="list-style-type: none"> • All medication is written in our medicine log by staff and signed by parents. The medicine name, dose and any reactions are written in the log; it will then be stored appropriately in the locked cupboard or fridge as necessary.
13. How accessible is the EY setting environment?	<ul style="list-style-type: none"> • The setting is all on one level, there are two small steps, one at the entrance and one to access the outside area.
14. How will the EY setting support my child when they are leaving or moving to primary school?	<ul style="list-style-type: none"> • We would aim to make transition as smooth as possible. • We would hold a meeting to discuss the child in full with the staff members at St Mary's Preschool, the child's parents and the new setting/school when possible. • We would encourage the new setting/school staff to visit the child while still at St Mary's Preschool. • A social story would be made to aid transition where necessary.
15. Where can I get further information about services for my child?	<ul style="list-style-type: none"> • Your local Health visitor. • Barnardo's. • NHS Speech and language team. • SENDIAS.

