



## Isle of Wight EY Setting/School/College SEND OFFER



<b>Name of EY Setting/School/College:</b> Little Love Lane Pre-School and Nursery <b>Address:</b> Love Lane, Cowes, Isle of Wight. PO31 7ET <b>Telephone No.</b> 01983 200349 <b>Email:</b> themanager@littlelovelane.co.uk	<b>Website Address</b> <a href="http://www.littlelovelane.co.uk">www.littlelovelane.co.uk</a>
<b>Type of EY Setting/school/College</b> Childcare setting	
<b>Specialist provision on site</b>	

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

## 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: <http://www.iwight.com/localoffer>

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

<b>Setting/School/College Based Information</b>	<b>Staff</b>	<b>Summary of Responsibilities</b>
<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.a) Key persons (staff); We provide all children with a key person to assess and monitor children's development. All children will also be allocated a secondary key person in the absence of their primary key person. The Manager is always available to talk with about any concerns, worry's or needs.</p>	<p>Key Persons are responsible for:</p> <ul style="list-style-type: none"> <li>• Completing children's observations, planning for their individual needs and completing their key children's learning journeys.</li> <li>• The key person is responsible for sharing information with the manager and the SENCO (Special Educational Needs Co-Ordinator). This includes sharing information regarding the children's levels, and if additional support is needed.</li> <li>• All members of the Little Love Lane team work with all of the children and build positive and strong relationships with the children and their families. The team support each other always. Each key person is responsible for planning activities and experiences daily to support their key children's individual needs.</li> </ul>
<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>1.b) SENCO (Special Educational Needs Co-Ordinator)/ The Manager: Debbie Woodman and the Deputy Manager: Claire Green.</p>	<p>The SENCO and MANAGER are responsible for:</p> <ul style="list-style-type: none"> <li>• To ensure they are kept up-to-date with all current legislation changes and essential policies and procedures concerning children with Special educational needs.</li> <li>• To support and educate the whole team to ensure that the team understand and can ensure that all children can assess all areas of the curriculum. The SENCO is supernumerary which allows her to support all staff and children to get the best possible outcome.</li> </ul>

		<ul style="list-style-type: none"><li>• To make referral to outside agencies when needed, this includes, Early Years and speech and language if required.</li><li>• Organising the needs of a child, such as a 1-1 if needed.</li><li>• To work and liaise with other professionals regarding any children's additional needs and to seek advice.</li><li>• To put I.D. P'S (Individual development plans) if required for any children in the setting, and ensure that they are reviewed regularly.</li><li>• The Manager book and will undertake the initial visit. Visits provide the families a chance to view the setting, discuss the children's needs and discuss if the setting is appropriate.</li></ul>
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## 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

	<b>Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
2. What are the different types of support available for children and young people with SEND at Little Love Lane Nursery and Pre-School?	We aim to support all children in the setting. This will be through having the best possible care and learning experience. When we identify an additional need or we have been made aware of an additional need. We will put the additional support in place that is catered to the individual child. This information will always be shared with parents/ carers. The additional support may involve outside agencies. All professionals will work together to ensure the best possible outcome for the children.	<ul style="list-style-type: none"> <li>• An Individual Development Plan (IDP) will be put in place when needed. This is to target specific support; monitor progress closely so additional support is put in place when needed.</li> <li>• If additional support is put in place, this means a need has been identified. With this we will closely monitor the child's progress. We will place additional support to ensure that the child makes the best possible progress. The monitoring is continuous. Targets will be regularly updated until they reach their expected level of development.</li> <li>• If a child is not making progress with the additional support that we have put in place, the next step would be referring to outside agencies. This is done with the parents' permission. A meeting will be arranged with the parents to discuss this.</li> </ul>	<p>A child with additional needs.</p> <p>A child with severe or complex needs.</p> <p>A child with additional needs that is showing little or no progress.</p>

		<ul style="list-style-type: none"> <li>An Education, Health and Care Plan (EHC) will be put in place where necessary with parent's/carers permission.</li> </ul>	
	<p>Language Enrichment Groups: (LEG) These are small groups, where activities are carried out to support children's speech, language and communication needs or delay.</p> <p>Bucket: This is a small group again, where a bucket is used. The bucket is filled with various sensory items. These items are used to build listening and attention.</p>	<ul style="list-style-type: none"> <li>We plan for the children's individual needs. This means that some children will benefit from our Language Enrichment Groups or our Bucket groups. The activities are aimed to either support speech, language and communication and/or attention and listening. Our SENCO will work closely with the key persons to decide if the extra support is needed. These groups do not involve outside agencies. They are done within the setting, carried out by practitioners.</li> </ul>	Children that require intervention with their speech, language, communication, listening and attention skills.
	1-1 support or small group support.	<ul style="list-style-type: none"> <li>Once funding has been secured for a child to have 1-1 support, the 1-1 will solely be employed to work with the child on the days of the child sessions. They will plan, assess and put in place all that is needed to support the child and to move them forward in the development and achieve their individual targets.</li> <li>If a child has and EHC plan but not any funding for 1-1 support, small group activities will be planned and carried out to support their individual development and encourage specific skills.</li> </ul>	Children with more specific or complex needs.

	<p>Visual Aids and Makaton signs. Visual aids are available in each room to use with children that need the extra support, staff members also have visual aids on them. All staff use basic Makaton and some staff know Makaton fluently.</p>	<ul style="list-style-type: none"> <li>• All staff know and understand the importance of visual aids in supporting children that need the extra support. They understand when to use them and know where they are. They all also have their own set on a lanyard which they wear daily.</li> <li>• Basic Makaton is used daily by all staff. Some staff use it with every word spoken. They are all willing to learn more.</li> </ul>	<p>Any child that needs the extra support.</p>
<p>3. How can I let Little Love Lane Nursery and Pre-School know I am concerned about the progress of my child/young person in school?</p>	<ul style="list-style-type: none"> <li>• A parent can raise the issue any issues or concerns with the Manager at the initial visit and they will discuss this with the SENCO and key person.</li> <li>• The Manager, Deputy Manager, SENCO, Key person, Room leader. All of these people are available for every parent at all times.</li> </ul>		
<p>4. How will Little Love Lane Nursery and Pre-School let me know if they have any concerns about my child/young person?</p>	<ul style="list-style-type: none"> <li>• Parents have access to their child's online journal (Tapestry) 24/7. This shows them everything about their child's development, including observations, learning journeys and level they are working in.</li> <li>• Observations and learning journeys are completed. The Manager oversees this. If a concern arises, an informal meeting will be called with the parents to discuss the concerns and explain. Parents/carers have to agree to everything before anything can be put in place. If needed, we would then arrange a meeting with the family to discuss the concerns in full and discuss intervention if needed. This would happen if a child was making no or limited progress in their development.</li> </ul>		
<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"> <li>• As a setting, we provide all of the children the support they need to progress in their development. If a need is highlighted, we will put an individual development plan in place to meet the child's specific needs. The level of support the child will receive will be dependent on the child's individual needs. They are monitored always.</li> <li>• We follow the Early Years SEN referral process and the stages of support. After we have obtained the advice, we need from the Early Years SEN team or other professionals supporting the child, we may also need to complete a K3 assessment, and following this an EHCP may need to be put in place.</li> </ul>		

	<ul style="list-style-type: none"> <li>Some children may need 1-1 support depending on their individual needs. Others may need other forms of intervention. Sometimes additional resources or support is provided through funding if necessary. Children's progress is regularly reviewed and the length of time that a child has extra support in the setting will vary due according to their individual needs and progress.</li> </ul>						
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<p>7. How are staff in Little Love Lane Nursery and Pre-School supported to work with children &amp; young people with a SEND?</p>	<ul style="list-style-type: none"> <li>The Manager gives advice and support to the team, room leader and parents/carers.</li> <li>The SENCO also gives advice and support to the team, room leader and parents/carers She also attends SEN briefing meeting for updates and advice.</li> <li>Staff attend regular training provided by the Early Years support team. Some of these courses are to support staff with children with SEND. Training is monitored by the manager. The team also know that they can speak</li> </ul>						

	<p>to the manager at any time if they feel that they would benefit from extra training in certain areas. These courses are also highlighted during the team's appraisals.</p> <ul style="list-style-type: none"> <li>● In-house training is provided and regular staff meetings to update all of the team.</li> <li>● An Early Years SEN advisor provides advice and is happy to meet us regularly.</li> <li>● Outside professionals are happy to offer advice and guidance.</li> <li>● All staff have supervision meetings termly with the manager.</li> </ul>
<p>a) What training have the staff supporting children/young people with SEND had or have available?</p> <p>8. How will activities/teaching be adapted for my child/young person with learning needs?</p>	<ul style="list-style-type: none"> <li>● Our SENCO has been a SENCO for many years. She has attended many courses and has vast experience in this area.</li> <li>● We have experienced and qualified staff that regularly update their training.</li> <li>● Regular training is provided for all staff.</li> </ul> <ul style="list-style-type: none"> <li>● All of the Little Love Lane Team have a good understanding and awareness of child development. The Key staff gain a great understanding of their key child's interests. Using this information and the knowledge of their development, they can plan appropriate activities.</li> <li>● As soon as a child has been identified with an additional need, staff will ensure that all their additional needs are met regarding all aspects, including planning appropriate play, and learning experiences and activities. The key person will also review the learning environment do that the child can access all areas. An Independent development plan may be put into place with specific targets that will be regularly reviewed.</li> <li>● Specialist equipment and resources may be used to meet the child's individual needs.</li> <li>● If a child's needs require it, a 1-1 will be put in place. The 1-1 will also be the child's key person.</li> <li>● If a child requires small focus groups such as LEG or BUCKET, the key person will speak to the lead of these and arrange their child to be placed in these groups.</li> <li>● Staff always ensure that they communicate in the most effective way for all children. Being clear and concise. Makaton is also used, with visual aids and cards.</li> <li>● We have a sensory room which is a wonderful calming space for our children</li> </ul>

<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"> <li>• Children learn in different ways and different speeds; they are all unique. The key staff are responsible for monitoring the children's development and linking it into the Early Years Foundation Stage (EYFS). The manager oversees this.</li> <li>• Differentiation is always shown on the planning by all staff members.</li> <li>• All experiences will be linked to the child's needs and interests. The activities planned will be fun and exciting.</li> </ul> <ul style="list-style-type: none"> <li>• Through observation, monitoring and planning. This will be open on Tapestry for the parents to view and add comments and add observations themselves. This helps link home and the setting together.</li> <li>• The children get termly learning journeys and the two-year-olds get one, two-year check. These have next steps and advice for parents on aiding with their development at home.</li> <li>• Parents are welcome to discuss their child's progress at any time with the key person. We operate an open-door policy.</li> <li>• We ask parents and carers to make suggestions on experiences and activities within the setting.</li> <li>• The manager, Deputy manager, SENCO, key staff and room leaders are available to speak with at any time.</li> <li>• We offer all types of support for the children and their families or can suggest other services that may be able help.</li> <li>• Sometimes a child might need other professionals to be involved in their development. This may include Speech and Language therapy. The SENCO will make this referral with the parents' consent. Once seen, a programme of support will be put into place for the setting and parents/carers. These programmes offer suggestions of activities for both the setting and parents/carers. The setting will continue to liaise with the other professionals and review and monitor the progress being made and the manager and SENCO ensure that the intervention continues to be effective.</li> </ul>
<p>9. How will Little Love Lane Nursery and Pre-School measure the progress of my child/young person?</p>	<ul style="list-style-type: none"> <li>• Tapestry is used by the key staff to write the observations and to record their progress. The observations are then linked to the EYFS; this will then show the children's levels.</li> <li>• Termly learning journeys and two-year checks are written and shared with parents/carers.</li> <li>• For children with special educational needs, an individual development plan will be put in place which is shared with the parents/carers. They regularly reviewed and have specific achievable targets.</li> </ul>

	<ul style="list-style-type: none"> <li>• LEG and BUCKET groups (small groups) and 1-1 support will be provided when needed.</li> </ul>
<p>10. What is the pastoral, medical and social support available at Little Love Lane Nursery and Pre-School.</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"> <li>• We aim to provide the best possible care for all children in the setting.</li> <li>• We record long and short-term medication. All medication given to children is witnessed by another member of staff.</li> <li>• Children with medical needs will have a critical care plan put in place.</li> <li>• We respect parent's/carers preferences and wishes.</li> <li>• All of the team have up-to-date first aid training</li> <li>• The team follow the policies and procedures.</li> <li>• During the settling visits, parents can discuss medical needs and sit with the key person to fill in the relevant documents.</li> <li>• We aim to build good partnerships with other professionals involved in the children's development.</li> </ul> <ul style="list-style-type: none"> <li>• We will strive to provide a safe and secure environment for all of the children where they can develop and have fun.</li> <li>• We provide healthy food and drinks throughout the day.</li> <li>• We have a board that has every child's detailed allergy and preference list.</li> <li>• We are a nut free setting.</li> <li>• All of the Little Love Lane team have a full DBS check and are re-checked every 3 years.</li> <li>• All staff have full first aid training which is complete every three years.</li> <li>• All staff complete safeguarding training every three years.</li> <li>• All staff complete food hygiene training every three years.</li> <li>• Staff monitor children's development and behaviour. Any changes or concerns are reported to the manager and share their concerns with the parents/carers.</li> </ul> <ul style="list-style-type: none"> <li>• We have a 'Promoting Positive Behaviour' policy which all staff adhere to.</li> <li>• We support all parents/carers and will contact other professionals when needed and with their permission.</li> <li>• We offer Early help to families.</li> </ul>

<p>c) What approaches are used in early year's settings to manage behaviour?</p>	<ul style="list-style-type: none"> <li>• We monitor all children's behaviour. When a concern is raised, we share this with the parents. If the behaviour continues, strategies and recording methods will be put in place with parent/carers consent.</li> <li>• All staff are aware that they are role models to the children. They are good role models, modelling positive behaviour always. They also support children in understanding their boundaries and expected behaviours.</li> <li>• All staff follow a positive behaviour policy. We use positive approaches to manage behaviour. We value that each child is individual so our approach will adjust to their needs. Staff work together to be consistent always.</li> <li>• As stated previously, unwanted behaviour, overtime will be recorded to find triggers. We will have regular meetings with the parents/carers and work closely with them to ensure there is consistency between home and the setting.</li> </ul>
<p>11. What support does the Little Love Lane Pre-school and nursery 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"> <li>• We are an inclusive setting; we welcome all children and their families. We plan and ensure that the setting is equipped for the needs of the children. This will also mean liaising with outside agencies to gain equipment if needed. We work well with all families, including those with children with SEND needs.</li> <li>• The manager has an open-door policy; she is available to at any stage. And will always offer support and help find solutions. The manager will ensure that the correct support is available, this may mean contacting outside agencies if needed with the parent's/carers permission.</li> <li>• The SENCO and key person will be there for the children and families at all time. The key person will have regular meetings with the parents/carers regarding the child's development.</li> <li>• The children's progress is regularly reviewed and the children's next steps are put in place.</li> <li>• We plan activities and experiences that the children have an interest in. The activities and experiences will further their personal development, we ensure that they are safe and accessible.</li> <li>• We have qualified and experienced practitioners available to support all of the children.</li> </ul>

	<ul style="list-style-type: none"> <li>• We set up a variety of experiences and activities throughout the day that are fully accessible for all children. The children are observed by the steam and using these observations, future experiences and activities will be set up, offering more learning opportunities.</li> <li>• We love parents to get involved. The parents are the children’s first educators and know them better than anyone. We ask parents to fill in an ‘All about me’ form when their child starts at the setting. This allows us to understand more about the child. This is a live document on Tapestry and can be edited at any time. We encourage parents to keep it updated. We have an open-door policy and encourage parents to come in for regular meetings.</li> <li>• Key staff have non-contact time once a week to allow time to plan and provide activities and experiences based around the observations they have taken. The planning will be tailored to each child’s needs and interests.</li> </ul>
<p>12. How does Little Love Lane Pre-school and Nursery manage the administration of medicines?</p>	<ul style="list-style-type: none"> <li>• When a child starts at the setting, we ask them the parents to provide us with details of any medical needs and/or allergies.</li> <li>• If the medicine is long term, we will put a care plan in place. The medicine for will be put in this pack. It is signed every day the child is in by the staff and the parent.</li> <li>• Short term medicine has a separate document; they are stored in a folder. Parents are asked to fill in all of the details of the medicine including times for it to be administered and to sign it giving staff their permission to administer it.</li> <li>• When medicine is administered by a member of staff, it will be witnessed by another member of staff, both will sign the form.</li> <li>• All medicines will be stored away in accordance to the instructions on the label.</li> <li>• All staff are first aid trained are medicines are covered within this training. This is updated every three years.</li> <li>• Staff also go on yearly Epi-pen and defibrillator training.</li> <li>• A staff member in every room has been on the extension course called ‘medicine administrating’ course and oversees each administration.</li> <li>• If a child has more complex needs, we will need all the information and a critical care plan will be put in place. We would seek advice from appropriate professionals to ensure that we provide the appropriate care.</li> </ul>

<p>13. How accessible is Little Love Lane Pre-school and nursery (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> <li>• Little Love Lane is situated along a quiet road, it is easy to drive to and has a large car park. Also on the same site is the food bank and the children’s centre.</li> <li>• We have three accesses to the setting. The under 2’s, the 2-3 and the Pre-school. These are all easily accessible.</li> <li>• The setting is over one level and is very spacious.</li> <li>• We have a very large outside area.</li> <li>• If the setting was inaccessible to a child, we would make reasonable adjustments.</li> <li>• We have a pushchair park.</li> <li>• All trips are carefully planned and risk assessed. We make reasonable adjustments to ensure that all children are included. If a child had 1-1 support, the 1-1 would come on the trip and be with their child.</li> </ul>
<p>14. How will Little Love Lane Pre-school and Nursery support my child/young person when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> <li>• We take pride in our transition process. If the child is going from one room to another, we put everything in place the term before the move. This allows a term of transition visits into the next room. We have a pack with all the information on for the parents which is given to them at the beginning of the process. This pack explains everything.</li> <li>• During the visits, the room leader observes the children and chooses their new key person based on how relationships are formed.</li> <li>• Before the child moves up, a final learning journey will be written. The key person will call the parents in for a meeting to discuss the child’s development levels and go through any final concerns and/or arrangements.</li> <li>• The children will have 1 or 2 visits a week to the next room during the term. These visits are made smooth and fun.</li> <li>• If the child is transitioning into school, all the relevant paper work is put in place and transitioned over.</li> <li>• If the child is going to attend Lanesend, we start visits in January. We do one a week for all children that are moving up to school. We also do a PE session once a week over at the school all year round. This gets the children familiar with.</li> <li>• The reception class teachers from all our transitioning schools are invited to come to the setting and visit the children.</li> <li>• We have many meeting with the teachers about the children transitioning to the schools. For our SEND children, the schools SENCO will attend.</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>• Little Love Lane Pre-school and Nursery have a website: <a href="http://littlelovelane.co.uk">littlelovelane.co.uk</a></li><li>• We have a Facebook page.</li><li>• The Manager, Debbie Woodman can be contacted by phone or email at any time: <a href="mailto:themanager@littlelovelane.co.uk">themanager@littlelovelane.co.uk</a> 01983 200349</li><li>• Parents can phone and email to arrange their initial visit, during this time they will have a show around with the Manager, Deputy Manager or room leader. A parent pack will be provided.</li><li>• The setting can give information to families of outside agencies or refer them if needed.</li></ul>
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**PLEASE RETURN TO: [Rachel.johnson@iow.gov.uk](mailto:Rachel.johnson@iow.gov.uk)**