

Isle of Wight EY Setting/School/College SEND OFFER

Name of EY Setting/School/College Godshill Primary School Address School Road Godshill PO38 3HJ Telephone No. 01983840246	Website Address www.godshillprimaryschool.co.uk
Type of EY Setting/school/College School	
Specialist provision on site	

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:

[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>Job Role Polly Smith - EYFS lead Marie Seaman - Nursery room lead</p> <p>All Practitioners: Godshill Primary school provides all children with a key person to assess and monitor children’s development. The children also have a buddy key person to complete these duties when staff are absent</p>	<p>Polly Smith is responsible for:</p> <ul style="list-style-type: none"> ● EYFS lead - overseeing <p>Marie Seaman is responsible for:</p> <ul style="list-style-type: none"> ● Room leading ● SEN for nursery children ● Safeguarding for nursery children <p>Lynne Westhorpe is responsible for:</p> <ul style="list-style-type: none"> ● SEN support and advise <p>Key person is responsible for: Compiling children’s learning journeys and seeking out SENCO’s (Special Educational Needs Co-Ordinator) support when necessary. 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 have an open door policy whereby parents/carers can freely come and talk privately about their child.</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>Key person and SENCO (Special Educational Needs CoOrdinator for Preschool): Marie Seaman</p>	<p>SENCO (Marie Seaman) is responsible for: Keeping up to date with all current legislation, policies and approaches regarding children with additional needs. Our SENCO is able to seek advice and guidance from Godshill Primary Schools SENCO (Lynne Westrope) and our family liaison officer (Dawn Groves). Educating all staff and supporting them 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. Co-ordinating any referrals to outside agencies when deemed necessary. We discuss SEN at our weekly team meetings to ensure consistency throughout our practice. All staff are aware of the importance of 'The Unique Child'</p>
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HOW COULD MY CHILD GET HELP IN THE EY SETTING/SCHOOL/COLLEGE? :

Children and young people in **Godshill Primary School** 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?	All children are supported no matter what their stage.	If a need is identified in the child’s development then additional support is put in place and this is documented and discussed with parents through the use of Tapestry. Additional support is put in place to support every individual child.	All Children.
	Bucket Groups (listening and attention)	Developed for individual child needs	Children requiring support in listening and attention
	Visual Aids/Timetables/Now and Next	All staff and children have access to visual aid cards to support all children’s understanding. Using widget on line to create vocabulary cards that then flows throughout the primary school. Visual timetables to allow children to recognise the routines of the day.	All Children

		Now and next is an appropriate tool for children who need the daily routine broken down into small, achievable tasks.	
	NELI Language	School ready children are introduced to NELI stage 1 throughout the summer term. Delivered by the reception teacher to act as a transition and language intervention.	School stater children
	Makaton	Room lead is trained in delivery of Makaton and this is used on a daily basis through song and rhyme.	All children, but used more frequently on a one to one basis if required.
	Special Tasks	Special tasks for individual children are created inline with recommendations from external agencies and primary school SENCO if needed	Specific children
3. How can I let the EY setting/school/college know I am concerned about the progress of my child/young person in school?	<p>Contacting the nursery on: 01983 840246</p> <p>emailing the nursery on: griffinspreschool@stenburyfederation.co.uk</p> <p>Speaking to the key person or nursery room lead at the end or start of a session.</p> <p>Online Learning journals are continually available online where parents/carers can access, view and comment on their child's learning.</p>		
4. How will the EY setting/school/college let me know if they have any concerns about my child/young person?	<p>Godshill Griffins produce written reports to the parents/carers 3x a year.</p> <p>Godshill Griffins invite carers/parents in to discuss the child's progress at parent consultation meetings - available 3x a year</p> <p>If any concerns come up the key worker for your child/nursery room lead will inform via email/letter/verbal ASAP</p>		
5. How is extra support allocated to children and young people and how do they move between the different	<p>Extra support is provided by key worker planning for each child's individual needs and interests.</p> <p>S&L and referrals to other external agencies are completed if there is a concern.</p> <p>Pupil progress documents are created at assessment points throughout the year - September, November, March,</p>		

levels?	<p>May and July</p> <p>Birth to 5 matters is used to show progression between the levels</p>	
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"> All nursery staff are kept up to date with their training alongside the Godshill Primary Staff
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> Early Years Support team. Any professionals bought in.
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> Speech and Language Therapy services. Barnardos Occupational therapy
<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>	<p>Nursery SENCO and main primary school SENCO supports all key persons and parents to provide the best possible outcomes for all children.</p> <p>SEN training is provided by the Early Years support team and the Learning and Development Training program.</p> <p>Other professionals provide recommendations catered to the individual child.</p> <p>Weekly team meetings</p> <p>All staff have CPD</p> <p>All staff have regular supervisions.</p> <p>Our room lead is the SENCO so knows all the nursery children on an individual basis.</p> <p>Regular SEN training is attended by both the nursery SENCO and the main school SENCO.</p> <p>Our nursery room lead has a foundation degree in Early years.</p> <p>Our EYFS lead has qualified teacher status.</p> <p>We are currently undertaking relevant training provided by the learning pool - which includes sign language and elklan.</p>	
8. How will activities/teaching be adapted for my child/young person with learning needs?	<p>Using the key person system and the buddy key person setup. the staff have a good understanding of the children and their interests.</p> <p>Using Birth to 5 matters the practitioners know what the children require to move them to the next level.</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>a. Every child has their own needs and their own learning staples and we allow the children to develop at their own rate. The curriculum is mapped by child interest planning. The key person monitors the children's development through observations. These observations are used along with practitioner judgement to assess what level the children are. Our nursery curriculum compliments that of both the reception class and the whole school curriculum to allow the children to have a broad range of experiences.</p> <p>b. Through the use of our online child learning journey program tapestry. As well as an open door policy, parental consultations that are 3x a year and practitioners having assessments points at 5 stages in the year. The use of the two year old assessment as well as the milestones are used as indicators for the child's progress. At the consultation meetings practitioners talk about what parents/carers could be doing at home to help support their child.</p>
<p>9. How will the EY setting/school/college measure the progress of my child/young person?</p>	<p>Key person uses Tapestry to record the children's progress. Summative assessments are created at the 5 data points in the year to assess the child's progress For children with SEN (Special Educational Need) a EDP (Educational Development Plan) will be completed and reviewed regularly. Parents We write observations for Tapestry that link in with the EYFS, these show a current level of development and compile the child's learning journey</p>
<p>10. What is the pastoral, medical and social support available in the EY setting/school/college?</p> <p>a) What support will there be for my child/young person's overall wellbeing?</p>	<p>To support well being the children are invited to attend our monthly toddler sessions alongside their parent/carer to make transition into the nursery easy for everyone to get to know each other. Once a bond is formed with a particular key worker then they will become that child's key person. Before the child starts we offer taster sessions so that the child can get to know the staff and the key worker bonds can be established. All staff are first aid trained and a medical record is kept for every child. Parents are informed of the accident and the medical assistance given.</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>Intimate care records are kept.</p> <ul style="list-style-type: none"> a. Children's Well being is support by staff observing the children and taking note of any changes in behaviour. Well being is closely monitored especially in times of transitions. All staff are DBS checked nad have undertaken first aid and safeguarding training. List of the children's allergies are on display in the main staff room so all staff are aware of any issues. The school is a nut aware and we encourage healthy lunch boxes. We have a free-flow system in and out of the building to allow for free use of our large outdoor space. b. As part of Godshill school we follow the behaviour policy and the staff and families help to manage the children's behaviour. Children's behaviour is monitored and discussed at our weekly meetings. Nursery are part of the whole school briefings where the school family liaison officer will inform staff of any issues within family groups. Staff act as positive role models for the children and promote positive behaviours at all time. c. If our support is not aiding the child to display adequate behaviours then discussions with parents will occur and advise from the schools SEN team/external agencies will be taken.
<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>	<p>The nursery SENCO is always available and the main school SENCO is available on request.</p> <p>Families are referred to professionals where necessary and resources, support and advice is readily available if asked for.</p> <p>The child's key person will make sure that resources and activities are in place to support their needs and interests.</p> <p>Children are encouraged to explore the learning environment and make the most out of all of the activities and resources on offer.</p> <p>We check in regularly with parents using our current interest forms to ensure that we are up to date with the children's interests and needs.</p>
<p>12. How does the EY setting/school/college manage the administration of medicines?</p>	<p>All staff are first aid trained and are able to administer medicines.</p> <p>Medicine administration is recorded by the member of staff administering it and by another member of staff to act as a witness.</p> <p>Medicines are stored away from the children and only medication prescribed by a health professional are administered.</p> <p>Parents/carers have to fill in and sign a medical form.</p>

	Only medicines with the child's name on as pointed by the pharmacy are administered.
13. How accessible is the EY setting/school/college environment? (including after school clubs and school trips)	The entrance way to Godshill Griffins Nursery is flat and accessible; all doors and passageways are wide and spacious. The nursery is all on one level with no steps. Access to the main school site is easy and there is access to a disabled toilet if needs be. All activities offered are adaptable to suit every child's individual need.
14. How will the EY setting/school/college support my child/young person when they are leaving? OR moving to another Year?	Godshill Griffins Nursery has a close relationship with Godshill reception class and the staff from both the reception class and the nursery are deployed across the two rooms. Transition is continual and the children form bonds with the school staff and join in with main school activities frequently. September - EYFS lead visits the nursery setting regularly to interact with the children. January - The children have 20 minutes each day to share a story/rhyme time with the reception class April - The children, in addition to the 20 minute story time have two 1-hour play sessions a week in reception class June - parents are invited in to the reception class to meet with the staff and to be introduced to the phonics teaching scheme June - Phonics sessions start If the child is moving to another setting then we openly invite staff from the new setting in to become acquainted with the child and will send the child's documentation and learning journey on to the new setting. This level of support will be tailored for the individual child's needs and that of the new setting.
15. Where can I get further information about services for my child/young person?	On our website: www.godshillprimaryschool.co.uk email: griffinspreschool@stenburyfederation.co.uk telephone: 01983 840246

PLEASE RETURN TO: Rachel.johnson@iow.gov.uk