



## **SEND Information Report 2025-26**

**Welcome to Sir James Knott Nursery School**

**Our Headteacher is Mr John Croft**

**Our Nursery School Special Educational Needs Disabilities Co-ordinator is Mr John Croft**

**Our Aspiring Deputy Special Educational Needs Disabilities Co-ordinator is Miss Chantelle Skipsey**

**Our Governor with responsibility of SEND is Sophie Moore**

At Sir James Knott Nursery School, we are committed to providing an inclusive, nurturing environment where all children can thrive and achieve their potential personally, socially, emotionally, physically and educationally. We recognise that some children may need additional support to reach their full potential, and we work closely with parents, carers and professionals to ensure their needs are met.

This SEN information report explains how we identify, support and review the needs of children with Special Educational Need and Disabilities (SEND)

Our Local Offer provides information for children and young people (from birth to 25 years) with Special Educational Needs and/or Disabilities (SEND) and their families. The Local Offer brings together information in one place so parents, carers and young people can see the range of services and support available in their local area and understand how to access them. This information can be found here [Local Offer: Special Educational Needs and Disabilities \(SEND\) | North Tyneside Council](#)

### **School Offer**

At Sir James Knott Nursery School, we strive to support all children to achieve at school whilst meeting children's individual needs. We aim to help all learners reach their full potential and we are committed to our responsibility towards the identification, assessment, support and review of children with special educational needs.

We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create an inclusive culture responding to the diversity of children's backgrounds, interests, experiences, knowledge and skills.

When planning, the teacher and teaching and learning practitioners set suitable learning challenges and respond to children's diverse learning needs. We aim to create a learning environment, which is flexible enough to meet the needs of all members of our school community. We monitor progress for all learners, which includes holding regular pupil progress meetings each term.

At Sir James Knott Nursery School we: Take care, Aim high, Enjoy learning and Achieve success.

### **Areas of SEND we support**

**We are experienced in supporting children with a range of needs including:**

- Communication and interaction (e.g. speech and language delay, autism).
- Cognition and Learning (e.g. global developmental delay).
- Social, Emotional and Mental health needs (e.g. attachment difficulties, anxiety).
- Sensory and/or Physical needs (e.g. hearing impairment, visual impairment, motor skills difficulties).

### **How we identify SEND**

Some children have barriers to learning which means they may require additional support throughout their school career. We identify children with SEND by the following.

- Careful observations and assessments by key persons and teachers.
- Information shared by parents/carers on/before entry, including all about me packs and home visits.
- Involvement communication from health visitors, speech and language therapists, portage and various other professionals.
- Ongoing tracking of progress against the EYFS milestones.
- Using the graduated approach, completing relevant documents such as 'building the picture' and IPP (individual play plan).
- Assess, Plan, Do, Review.

The DfE SEND Code of Practice 2015 defines SEND as:

***"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:***

- ***Has a significantly greater difficulty in learning than the majority of others of the same age, or***
- ***Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."***

If a learner is identified as having SEND, we will provide provision that is additional to or different from the normal differentiated curriculum, intended to overcome the barrier to this learning.

## **How is this different to a learner than is underachieving?**

Learners can fall behind for lots of reasons. They may have been absent from Nursery due to illness; they may have attended lots of different Early Years settings and not had a consistent opportunity to learn. They may have English as an additional language, or they may be worried about different things that distracts them from their learning. At Sir James Knott Nursery School, we are committed to ensuring that all learners have access to learning opportunities and, for those who are at risk of not learning, we will intervene with support. This does not mean that all vulnerable learners will have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2025-26 shows that we currently have 5 of our children identified as having SEND and 3 being monitored, three of these are in receipt of Early Years Inclusion Funding which supports them to gain additional support at Sir James Knott Nursery School and to support with transition into their reception year of education when the time comes. We have 3 children who we have submitted an Educational, Health and Care Plan assessment, 1 who gained a plan and another 2 who are going through the system.

The Code of Practice identifies four categories of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, rather than fitting a child into a category. In practice, individual children often have needs that cut across all areas and their needs may change over time.

## **How do we support children with SEND?**

Every member of staff is required to adapt and differentiate the curriculum to ensure access to learning to all children throughout the school. Our staff use various strategies to adapt access to the curriculum. These adjustments may include:

- Greater emphasis on particular learning strengths to meet the needs of various learners e.g. visual, auditory and kinaesthetic.
- Large communicate in print signs/symbol around school.
- Every child has a key person to provide consistent, nurturing care.
- IPP's (individual play plans) with clear smart targets which are reviewed regularly.
- Using the graduated approach to ensure early identification for e.g. building the picture documents.
- Access to high-quality inclusive teaching and carefully planned learning environments.
- Small group or 1-1 interventions where needed.
- Support from SENDCO/ Deputy SENDCO who oversees provision and liaises with professionals.
- One page profile so every member of staff is fully aware of children with special educational needs likes, dislikes and how best to support them.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a 'Individual play plan', it outlines the targets, next steps on how to achieve the target with interventions, actions daily provision that we undertake to support learners with SEND across Nursery. Finally, 6 weekly review meetings with parents and carers. We modify the plan regularly as it changes every half term as our learners and their needs change.

### **How do we involve children in their support?**

It is very important that children feel involvement in the support they receive and that their voices are heard. We do this by:

- Observing children's interests, strengths and needs and incorporating these into their learning.
- Including children's voices within the planning.
- Using One Page Profiles.
- Support is embedded in play and daily routines to help children feel secure and confident.

### **How do we work with parents and carers?**

- Regular meetings to share progress and next steps.
- Termly review of individual support plans.
- Open communication through daily conversations, Family app, home-school diaries if required.
- Parents are involved in all decisions around their child's support.
- Annual parent surveys.

### **How do we support transition?**

- Home visits and stay and play sessions before starting nursery.
- Thorough handover between staff when children move rooms.
- Visits to new classroom/ meet new teachers.
- Transition meetings and shared information with child's next setting.
- Additional transition visits in place for children who may find this challenging.

### **Assessing SEND at Sir James Knott Nursery School**

Class teacher, support staff, parents/carers and the learner themselves will be first to notice a difficulty with learning.

In accordance with the Code of Practice, the school aims to gain a full understanding of a learner's particular strengths and needs and this is done by talking to school staff,

parents/carers and the child. The Special Educational Needs Co-ordinator (SENDCO) will also support with the identification of barriers to learning.

We have a range of assessment procedures to follow, which include:

- Discussion and asking questions to everyone involved with the child including parents/carers and children.
- Classroom observations, electronic Family observations to inform and share assessment and progress with parents.
- Pupil Progress Meetings- all staff in the Nursery.
- Data tracking through our termly checkpoints using Cherry Garden for our SEND learners if necessary.
- Looking at work and progress over time.
- Looking at the impact of any adjustments that have been made for the child such as intervention groups.
- Working with the child and parents/carers to find out what works, what is tricky and what we can do to support.
- Where necessary, the school will also seek support from external agencies such as;
  - Early Years Inclusion Service
  - Educational Psychologist
  - Sensory Team
  - SRB or School to School support with transition information and reports
  - Speech and Language
  - Health Visitors
  - Occupational Therapists

### **Staff Training and Development**

At Sir James Knott Nursery School we have weekly professional development meetings. Staff training is shared at these meetings to enable all staff to support children with Special Educational Needs. The SENDCO attends Local Authority SENDCO Network Meetings each term.

The school assesses the needs of all children upon entry to Nursery and if any relevant training for staff is required, then this is arranged. Any training staff go on this is then delivered back to the wider staff team.

- Our SENDCO has completed/is completing the National Award for SEN coordination (Early Years).
- Staff regularly attend training in areas such as speech and language development, autism awareness and emotional awareness.
- All staff have received training on The Graduated Approach and Smart Target setting.
- 2 members of staff are emotion coaching trained.
- All staff have had introduction to Makaton training.

## **How do we work with other agencies?**

We work alongside various agencies/professionals to ensure children are receiving the right support and their targets cover all areas of need. Some of the professionals we work in partnership with are:

- Speech and Language
- Educational Psychology
- Health visitors/School nurses
- Occupational Therapy and Physiotherapy
- Early Help and social care
- Specialist SEND services
- Early years inclusion team

## **How do we evaluate the effectiveness of our SEND provision?**

We regularly evaluate the effectiveness of our SEND provision within school; we do this by:

- Review support plans and IPP's with staff, parents and professionals.
- Tracking children's progress against their starting points and outcomes.
- Monitoring by SENCO and Headteacher.
- Reports to the Governing Body about SEND provision and outcomes.
- Half termly SEND surgeries with North Tyneside Council's Area Sendco: Sophie Moore.

Monitoring progress is an integral part of teaching and learning within school. Parents/carers, children and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved at each step. Before additional provision is put in place, the SENDCO parent/carer and child (where appropriate), agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of provision. All children who are on our Special Needs Register will have an Additional individual play plan. This is evaluated and reviewed on a weekly basis by staff who are the child's Key Worker. This provides key information on what provision, resources are needed and support parents/carers to engage with strategies for their child's learning at home.

The plan is reviewed every half term with parents/carers, Key Worker and Teacher. Children, parents/carers are strategically involved with both the operational and decision making along with the teaching and support staff who will be directly involved in reviewing the child's progress. The child's and parents/carers voice and views are very important within the review, this could be within a formal meeting where we can discuss progress and plan next steps or may be built into the intervention itself. If a learner has an Education, Health and Care Plan (EHCP) the same review considerations take place, but the EHCP Plan will be formally reviewed annually.

The SENDCO collates the impact of data on interventions to ensure that we only use interventions that work; evidence-based interventions. Intervention information is shared within Governor meetings and to all of the teaching and learning team.

Data of all learners is collected by the whole school and is monitored by the Headteacher/ SENDCO, Middle Leader and Governors.

### **Funding for SEND**

Sir James Knott Nursery School received funding directly to the school from the Local Authority to support the needs of the learners with SEND. The funding will be allocated based on the needs of the children who are identified as having SEND. The support provided for children with SEND will depend upon their level of need and type of funding allocated.

### **How do we find out if support is effective?**

#### **Parental engagement**

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### **What is an Education, Health and Care Plan (EHCP)?**

The majority of children and young people with SEND or disabilities will have their needs met within the school. Some children and young people may require an Education and Health Care needs assessment in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with a EHC plan. The purpose of a EHC plan is to make special educational provision to meet the special educational needs of the

child or young person, to secure improved outcomes for them across education, health and social care and as they get older, prepare them for adulthood (DfE Code of Practice 2015).

### **Other opportunities for learning**

The Equality Act 2010 places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimize a child or adult linked to a protected characteristic defined in the Equality Act to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

***"A person has a disability for the purposes of this Act if (s) he has a physical or mental impairment which has substantial and long-term adverse effect on his ability to carry out normal day to day activities".***

### **Section 1 (1) Disability Discrimination Act 1995**

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

### **Access to the learning environment**

Sir James Knott Nursery School has one allocated disabled bay in the school car park. The main entrance and the Nursery Nook Nursery are fully accessible for wheelchairs. There is a disabled toilet with changing facilities located near the Nursery Nook classroom.

All children and their families are involved in planning arrangements for trips and the type of support required for transport.

During lunchtime, teatime club, outdoor learning time and holiday club provision parents/carers are involved in the decision making of how their child's needs are met.

Under the Children's and Families Act 2014 and in compliance with our Nursery's policy of 'supporting children with medical conditions', we work with other Health and Care professionals such as Speech Therapists, GP's, Health Visitors, School Nurses to meet the children's needs. Parents/carers responsibility is to provide Nursery with evidence and up to date information about your child's medical needs.

### **Who is responsible for what? Who to contact?**

#### **SEND/CO/Headteacher John Croft responsible for:**

- Ensuring that you are involved in supporting your child's learning and being kept informed about the support your child is getting.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- The day to day management of all aspects of the school, this includes the support for children with SEND.

- He will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Governing body is regularly updated about any issues in the school relating to SEND, including the progress that pupils with SEND are making in school.

**Deputy Sendco Chantelle Skipsey responsible for:**

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Health Visitor.
- Attending half termly SEND surgery meeting with North Tyneside area sendco.

**Class teacher/room lead responsible for:**

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the appropriate SENDCo know as necessary.
- Writing Individual Play Plans and sharing and reviewing these with parents at least once each term and planning for the next term. (with the support of Deputy SENDCO)
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**SEN Governor Sophie Moore responsible for:**

- Making sure that the necessary support is made for any child who attends the school who has SEND.

**What if I have a concern or complaint?**

We encourage parents to speak first with their key child's person/class teacher or SENDCO. If the issue remains unresolved, the headteacher will address the concern. If you are still not satisfied you may follow the school's complaints policy available from the school office or website.

Parents are free to seek help/advice from anyone they choose about this process. The special educational needs and disability information, advice and support services (SENDIASS) will be able to identify an independent parental supporter.

### **[North Tyneside SENDIASS](#)**

#### **Have your say**

This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, Governors and staff, so if you have any comments on this or would like to know more about our SEND provision please contact:

Mr John Croft (Headteacher/ SENDCO) [john.croft@sirjamesknottnursery.org.uk](mailto:john.croft@sirjamesknottnursery.org.uk)

School telephone number: 0191 257 4441

#### **Useful SEND Links**

- Sir James Knott Nursery School SEND Policy
- Sir James Knott Nursery School Inclusion Action Plan
- Sir James Knott Nursery School Accessibility Plan
- Sir James Knott Nursery School SEND Information Report 2025-26

**All of these documents can be found on our school website**

**[Sir James Knott Nursery School](#)**

## Parents/ Carers Information

- **Early Years Inclusion Service**  
<https://educationnorthtyneside.org.uk/education-north-tyneside/early-years-inclusion-service/>
- **Early Years Inclusion Service Padlet for Parents**  
[Professional Advice- Early Years Inclusion Service \(padlet.com\)](#)
- **North Tyneside Local Offer**  
[Local Offer: Special Educational Needs and Disabilities \(SEND\) | North Tyneside Council](#)
- **Nasen (National Association for Special Educational Needs)**  
[Home page | Nasen](#)
- **Special Educational Needs and Disability Code of Practice 0-25 Years (January 2015)**  
[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- **The Communication Trust and Consortium**  
[TCT resources \(ican.org.uk\)](#)