



Welcome to Sir James Knott Nursery School

Our Headteacher is Mr John Croft

Our Nursery School Special Educational Needs co-ordinator is Mrs Kim Edgar

Our Governor with responsibility of SEND is Mrs Anne Stoker

SEND Information Report 2017-2018

Welcome to our SEND page. We hope you will enjoy reading about the variety of ways in which Sir James Knott Nursery School is able to support SEND pupils to reach their full potential. All Governing Bodies of Maintained Schools and Nursery Schools have a legal duty to publish information on their website about the implementation of the Governing Body's for pupils with SEN. The information published must be updated annually.

Mission statement.

“Creating Strong and lasting foundation for learning.”

At Sir James Knott Nursery School we strive to support all children to achieve at school to meet their 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, and we aim to create an inclusive culture responding to the diversity of children's backgrounds, interests, experience, knowledge and skills.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs and we aim to create a learning environment, which is flexible

enough to meet the needs of all the members of our school community. We monitor progress for all learners, which includes holding regular pupil progress meetings each half term.

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

How we identify SEND

Some children have barriers to learning that mean they have special needs and require particular action by the school. Children may have special educational needs either throughout or at any time during their school career.

The DfE Code of Practice 2015 defines SEND as follows:

A child or young person has SEND if he or she has 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:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or**
- b) has a disability which prevents or hinders him or her from making use of educational 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 that 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 not speak English very well or they may be worried about different things that distract 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 2017-18 so far shows that we have 2 children identified as having SEN and 0% of those have a Statement of Educational Need/Education, Health and Care plan.

The Code of Practice identifies four categories of SEND:

Communication and Interaction

This area of needs includes children with Autism Spectrum Condition and those with Speech and Language and Communication Needs.

Cognition and learning

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, and Severe Learning Difficulties.

Social, emotional and mental health difficulties

This includes any pupils who have an Emotional, Social or Mental health need that is impacting on their ability to learn.

Sensory and/or physical needs

This area includes children with hearing impairment, visual impairment, multisensory impairment and physical difficulties.

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

Assessing SEND at Sir James Knott Nursery School

Class teachers, support staff, parents/carers and the learners 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 (SENCO) 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 before entry to Nursery through the 'All about me' booklet.
- Classroom observations, on-line tapestry updates to inform and share assessment with parents.
- Baseline data discussed through Pupil Progress meetings, identifying gaps and support needed for individual children.
- Data tracking through Target Tracker
- Individual Pupil Play Plans which scaffolds a child's learning and gains evidence for the support of outside agencies.
- Pupil Progress Logs, identifies and demonstrates children's current achievements in learning, shared during parent consultations.
- Looking at work and progress over time ongoing assessment update through Target Tracker and Pupil Progress meetings.
- Looking at the impact of any adjustments that have been made for the child such as intervention groups.
- Working with the child and parents 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:

- Educational Psychologist
- Sensory Team - (Hearing Impairment Team, Visual Impairment Team)
- Occupational Therapists
- SRB or school to school support with transition information and reports
- Speech and Language Team. (SALT)
- Health Visitors
- CAHMS

How will both you and I know how my child is getting on and how will you help me to support my child's learning.

Every teacher is required to adapt and differentiate the curriculum to ensure access to learning for all children in their class. Our staff will use various strategies to adapt access to the curriculum and this might include using:

Daily planning with target children and area of learning to focus upon.

- Greater emphasis on particular learning strengths to meet the needs of different learners e.g. visual, auditory, kinaesthetic.
- Observations of the children whilst they are playing at adult led activities and their own choice play activity.
- Practical apparatus to support learning through scaffolding.
- Technology including iPad to act as recording systems
- Positive behaviour systems for individual children, visual photographic 'Golden Rules.'
- Positive verbal praising, peer to peer modelling for expected behaviour.
- Visual timetables
- Now and Next Boards
- Individual Pupil Play plans.

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. The information is then used to compile an individual 'Progress Log.' Parents meet regularly with key workers and teachers in charge to talk about how their child is developing. The discussion includes their health and wellbeing, their learning and any family circumstances that may be affecting them.

Together, Parents, children and teacher will compile a 'Pupil Passport' to summarise their child's needs. Children with SEND will have short term targets set against the Early Years Outcomes.

What support will there be for my child's overall wellbeing?

The pupil passports and individual support plans helps all staff to understand your child's needs. Behaviour is managed according to the schools policy. Key workers are always sensitive to children's emotional needs.

How will our child be involved in the decision about their own learning?

The children's views are sought through following their lines of interest, schemas of learning planning to meet their needs through their interests. Children's views are continually sought throughout the Nursery session whilst engaging in play.

How are parents/carers involved in the decisions about the learning of their child?

Parents/carers of children with identified Special educational needs are encouraged to contribute to Pupil Passports and Individual Educational Plans. Reviews will be held 3 times a year one each term. Structured conversations are held and parent/carers views are sought sharing their wishes and learning outcomes for their child. The review process for pupils with an Educational Health Care Plan (EHCP) parents/carers are that they are invited in to meet professionals from outside agencies who are involved with their child.

Children with Medical Needs

Children with medical needs with a detailed Health Care Plan, compiled by the Nursery with support from health professionals and in partnership with parents. All medicines administration procedures adhere to the LA Policy and DfE guidelines included within **Supporting Pupils at School with medical conditions. (DfE 2015)**

What training have the staff supporting children with SEND had?

- Mrs Edgar completed the NASCO Award.
-]All staff have the appropriate qualification for their role.
- All staff have had CPD training on;
- SEND update, Policy and Practice
- Help your boys to succeed
- An analysis and comparison of two inclusive practices
- The Graduated Approach and Person Centred Planning
- High quality interaction in the Early Years
- Being an Effective SENCO – changing practice
- Defibrillator training
- First Aid Training - Support staff
- HT –SLT Safeguarding Children

Funding for SEND

Sir James Knott Nursery School receives 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.

How do we find out if support is effective?

Monitoring progress is an integral part of teaching and leadership within the school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'Graduated Approach' of 'Plan, Do, Assess and Review' model and ensure that parents/carers and children are involved at each step. Before additional provision is put in place, the SENCO, 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 a Learning Support Plan.

Children, parents/carers, teaching and support staff will be directly involved in reviewing progress. This review may be built into the intervention itself or it could be within a formal meeting where we can discuss progress and plan next steps. If a learner has an Education, Health and Care Plan (EHC plan) the same review conversations take place, but the EHC plan will also be formally reviewed annually when in Reception.

The SENCO collates the impact of data on interventions to ensure that we only use interventions that work. Intervention information is shared within Governors and all staff.

Progress data of all learners is collected by the whole school and is monitored by Teachers, Senior Leaders and Governors. The school also takes part in Local Authority moderation and data is monitored by the Local Authority and Ofsted.

What is an Education Health and Care Plan?

The majority of children and young people with SEN 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 an EHC plan. The purpose of an 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, setting 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 and 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 a 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 SEN, but these is a significant overlap

between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

How will the Nursery school prepare and support my child to join school or the next stage of education and life?

Transition is a part of life for all learners. This can be transition to a new school, and having a new teacher, Sir James Knott Nursery School is committed to working in partnership with children, families and other providers to ensure that positive transitions occur.

With parent's permission we plan for the next transition and support parents with how they can make the right choice of school for their child as early as possible. During the spring term we hold Stay and Play 'Readiness for School' sessions and with parent's permission we make links with the transition school and have discussion between staff. Additional arrangements and visits are made with transition activities put into place to support your child with their next stage in their educational journey.

What other support is available to parents and how can I contact them?

SEND information, advice and Support Services is a service which provides free, accurate, impartial, confidential, information, advice and support relating to special educational needs and disabilities. SEND for parent and carers, children and young people 0-25yrs. **SENDIASS**

Have your say

This SEND report declared 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 any more about SEND provisions please contact;

Mr John Croft john.croft2@northtyneside.gov.uk (0191) 200 5438

Or

Mrs Kim Edgar kim.edgar@ntlp.org.uk (0191) 200 5438

Useful links SEND update

- [Update on SEND.pdf](#)

SEND Policy

- [Special Needs Policy 2016.pdf](#)

Inclusion Action Plan

- [Inclusion Action Plan 16-17.pdf](#)

School Information Report

- [SEND Information Report 2015.pdf](#)

Parent Information

- [Education Psychology Service.pdf](#)
- [Accessibility Plan 2016-17](#)
- [Nasen](#) (National Association for Special Educational Needs)
- [North Tyneside Local Offer](#)
- [SENDIASS](#)
- [Special Educational Needs and Disability Code of Practice 0 – 25 years \(January 2015\)](#)

- TheCommunicationTrust (Speech and Language)

<https://www.thecommunicationtrust.org.uk>

- The Equality Act 2010 (Easy read document)

If you would like to know more about SEND provision at Sir James Knott Nursery School contact us on 0191 200 5438 or email kim.edgar@ntlp.org.uk