



Welcome to Sir James Knott Nursery School

Our Head Teacher is Mr John Croft

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

Our Governor with responsibility for SEND is Mrs Fay Cavagin

### **SEND Information Report 2018-19**

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 SEND within the provision and report to the Governing Body. The information published must be updated annually.

#### **Mission statement.**

**“Creating Strong and lasting foundation for learning”**

#### **School Offer**

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 2014 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 1 child identified as having SEND 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	Autistic Spectrum Disorders Speech, Language and Communication Needs Social communication difficulties
Cognition and learning	Moderate Learning Difficulties.
Social, emotional and mental health difficulties. (SEMH)	Behavioural needs, Social need, Mental health needs, Emotional Health and Wellbeing
Sensory and/or physical needs.	Hearing/Visual Impairment Multi-Sensory impairment Physical and Medical Needs

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 (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
- Classroom observations, on-line tapestry updates to inform and share assessment with parents.
- Pupil Progress Meetings- All staff across the Nursery provision
- Data tracking through Target Tracker
- 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 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
  - SRB or school to school support with transition information and reports
  - Speech and Language
  - Health Visitors

### **What we do to support learners with SEND at Sir James Knott Nursery School**

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
- Practical apparatus to support learning
- Technology including iPad to act as recording systems
- Positive behaviour systems for individual children, 'Golden Rules.'
- Visual timetables
- Now and Next Boards

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 provision map, describes the interventions and actions that we undertake to support learners with SEND across the Nursery. We modify the provision map regularly, and it changes every term as our learners and their needs change.

### **Funding for SEND**

Sir James 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 'assess, plan, do and 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 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 SENDCO 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 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 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)

### **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 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.

### **Preparing for the next step**

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.

Planning for transition is part of our provision for all learners with SEND, and will be discussed with parents as appropriate. Additional visits and transition activities are arranged as necessary for learners with SEND.

### **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](mailto:john.croft2@northtyneside.gov.uk)

Or

Mrs Kim Edgar [kim.edgar@ntlp.org.uk](mailto:kim.edgar@ntlp.org.uk)

School Telephone Number:- 0191 200 5438

## **Related legislation and guidance:**

Special Educational Needs and Disability Code of Practice: 0-25 years (2014): Statutory guidance from the Department for Education which sets out the special educational needs and disability (SEND) system for children and young people aged 0 to 25

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Keeping Children Safe in Education (September 2018) This is statutory guidance from the Department for Education which schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children (August 2018) This guidance covers the legislative requirements and expectations on individual services to safeguard and promote the welfare of children; and a clear framework for Local Safeguarding Children Boards (LSCBs) to monitor the effectiveness of local services.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Reasonable adjustments for disabled pupils (2015): Technical guidance from the Equality and Human Rights Commission

<https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupils>

Supporting pupils at school with medical conditions (2015): Statutory guidance from the Department for Education

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Supporting-pupils-at-school-with-medical-conditions.pdf 5 Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges from Public Health England

<https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf>



## Parent Information

- British Deaf Association; Website [www.bda.org.uk](http://www.bda.org.uk)
- British Dyslexia Association; Website: [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)
- The Communication Trust; Website [The https://www.thecommunicationtrust.org.uk/](https://www.thecommunicationtrust.org.uk/)
- Council for Disabled Children; Website: [www.ncb.org.uk](http://www.ncb.org.uk)
- Diabetes UK; Website: [www.diabetes.org.uk](http://www.diabetes.org.uk)
- Dyslexia Action; Website: [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)
- Dyspraxia Foundation; Website: [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)
- National Association of Special Educational Needs ; Website: [www.naSEND.org.uk](http://www.naSEND.org.uk)
- National Asthma UK; Website: [www.asthma.org.uk](http://www.asthma.org.uk)
- National Autistic Society; Website: [www.nas.org.uk](http://www.nas.org.uk)
- National Deaf Children's Society; Website: [www.ndcs.org.uk](http://www.ndcs.org.uk)
- North Tyneside Council Local Offer; Website:  
<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>
- Pre-school Learning Alliance; Website: [www.pre-school.org.uk](http://www.pre-school.org.uk)