



SEND Information Report 2020-21

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 Governor with responsibility of SEND is Fay Cavagin

Sir James Knott Nursery School is a fully inclusive school, which strives to ensure that all children achieve their potential personally, socially, emotionally, physically and educationally.

Our Local Offer lets you understand how we support children with special educational needs and disabilities.

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.

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 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 not speak English very well 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 2020-21 showed that we had 2 of our children identified as having SEND, both of these were in receipt of a Educational, Health and Care Plan (EHCP) which supported them to gain additional support at Sir James Knott Nursery School and also to support with transition into their Reception year of education.

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.

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 Tapestry observations to inform and share assessment and progress with parents.
- Pupil Progress Meetings- all staff in the Nursery.
- Data tracking through our termly checkpoints.
- 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;
 - Educational Psychologist
 - Sensory Team
 - SRB or School to School support with transition information and reports
 - Speech and Language
 - Health Visitors
 - Occupational Therapists

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

Every teacher and member of support staff are 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. This might include using:

- Daily planning with target children and a particular area of learning to focus upon.
- Greater emphasis on particular learning strengths to meet the needs of different learners e.g. visual, auditory and kinaesthetic.
- Practical resources to support learning.
- Additional support plans.
- Large Communicate in Print signs and symbol around the Nursery.
- Individual Communicate in Print cards to support children's engagement with learning.
- Technology including iPads to act as recording systems
- Promoting the ethos of the Nursery Relationship Policy and developing positive behaviour systems for individual children to follow the 'Golden Rules'.
- Visual timetables.
- Now and Next boards.
- We have a whole school approach to support our children with improving emotional and social development, we do this through using the Jigsaw and Commando Joe approaches. Time and quiet space is provided for extra pastoral support, listening to children's views and measures to prevent bullying.

Each learners 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 'Additional Support 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.

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.

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

Monitoring progress ins 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. W 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 Learning Support 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 6 weeks 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 learners 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 Governors 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.

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 Hub Nursery are fully accessible for wheelchairs. There is a disabled toilet with changing facilities located near the Nursery Hub classroom.

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

During lunchtime, tea time 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.

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/carers as appropriate. Additional visits and transition activities are arranged as necessary for learners with SEND.

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

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 2020-21

All of these documents can be found on our school website

[Sir James Knott Nursery School](#)

Parents/ Carers Information

- **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 \(ican.org.uk\)](http://ican.org.uk)