



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

SEND Information Report 2019-2020

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 have a legal duty to publish information on their website about the implementation of the Governing Body's for pupils with SEND. 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 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, and we aim to create an inclusive culture responding to the diversity of children's backgrounds, interests, experience, 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 the 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 SEN 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 thing 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 2019-2020 so far shows that we have 2 of our children identified as having SEND, one of those have a Statement of Educational Need/Education, Health and Care applied for in preparation for their Reception 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 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 including parents and children.
- Classroom observations, on-line Seesaw updates to inform and share assessment with parents.

- Pupil Progress Meetings - all staff in the Nursery
- 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 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, kinaesthetic
- Practical apparatus to support learning
- Additional Support Plans
- Large Communicate in Print signs and symbols around the Nursery.
- Individual Communicate in Print cards to support children's engagement with learning
- Technology including iPad 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 SEALS intervention. Time and quiet space is provide for extra pastoral support listening to children's views and measures to prevent bullying.

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 '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 the Nursery. Finally 6 weekly review meeting with parent 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 relevant training for staff is required then this is arranged.

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. The support provided for children with SEND will depend upon their needs and type of fund allocated.

How do we find out if support is effective?

Parental engagement

Monitoring progress is an integral part of teaching and learning 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 an Additional Learning Support Plan. This is evaluated and reviewed on a weekly basis by staff who are the child's Key Worker, this is in order for provisions, resources and parental engagement to support their child's learning.

This plan is reviewed every 6 weeks with parents, 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 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 (EHC Plan) the same review conversations take place, but the EHCP 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 Senior Leader, Middle Leader 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.

Accessibility 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 is fully accessible for wheel chairs. 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 lunch time, tea time clubs, outdoor learning time and holiday clubs parents 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 professions such as Speech Therapists, GPs, Health Visitors, School Nurses to meet the children's needs. Parents responsibility is to provide the 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 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 any more about SEND provisions please contact;

Mr John Croft (Headteacher) john.croft@sirjamesknottnursery.org.uk

Or

Mrs Kim Edgar (SENDCO) kim.edgar@ntlp.org.uk

School telephone number: 0191 200 5438

Useful SEND Links

- Sir James Knott Nursery School SEND Policy
- Sir James Knott Nursery School Inclusion Action Plan 2019-20
- Sir James Knott Nursery School, School Information Report 2019-20

All these can be found on our school website www.sirjamesknott.co.uk

Parent Information

- North Tyneside Local Offer
<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>
- Education Psychology Service
<https://my.northtyneside.gov.uk/sites/default/files/web-page-related-files/Educational%20Psychology%20Service%20-%20Parents%27%20Information%20Leaflet.pdf>
- Sir James Knott Nursery School Accessibility Plan 2019-20
<https://www.sirjamesknott.co.uk>
- Nasen (National Association for Special Educational Needs)
<http://www.nasen.org.uk/>
- Special Educational Needs and Disability Code of Practice 0-25 Years (June 2014)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Communication Trust- Every Child Understood
<https://www.thecommunicationtrust.org.uk/>
- The Equality Act 2019 (Easy read document)
<https://www.gov.uk/government/publications/easy-read-the-equality-act-making-equality-real>