



## **SEND Information Report 17/18**

South Normanton Nursery School

### **Name and Contact Details of the SEN Co-ordinator**

The SENCO at South Normanton Nursery School is Stephanie Astle, who is also the Headteacher and has recently completed the National Award for SEN Co-Ordination at the University of Northampton and holds the following qualifications: BA Hons Music, Early Years Professional Status, National Professional Qualification for Headship and Qualified Teacher Status. She has also completed the Designated Teacher for Children in Care Masters course with the University of Derby this academic year.

Stephanie Astle is available on 01773 810876 or [headteacher@southnormanton.derbyshire.sch.uk](mailto:headteacher@southnormanton.derbyshire.sch.uk), full time. Please speak to Stephanie if you have any questions regarding Special Educational Needs or would like to speak about your child. There are also 2 inclusion educators employed specifically to support children with SEND and work closely with the SENCO and all key staff.

South Normanton Nursery School believes that all children are entitled to have their individual needs appropriately supported in order to participate fully in nursery. We are committed to providing inclusive nursery education and in line with the United Nations Convention on the Rights of a Child, we embed a culture of aspiration for each child to achieve their potential in respect for each child's rights. We value diversity and seek to support each child, their family and carers in order for them to develop and progress – standing still is not an option. Every teacher is a teacher of every child including those with SEND.

At South Normanton Nursery School we wish to raise the aspirations of and expectations for all pupils with SEND providing a focus on outcomes for children, not just hours of provision/support. SEND stands for Special Educational Needs and Disability.

Children have a special need if they have a learning difficulty or disability which calls for different or additional provision to be made. This will be if the child has:

- A significantly greater difficulty in learning than the majority of others; or
- A disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age within the Local Authority.

The area of Special Educational Need will be identified as either communication and interaction, cognition and learning, social, mental and emotional health, sensory and/or physical needs. Behaviour issues do not necessarily mean a child has SEN and does not automatically lead to a child being registered as having SEN.

The following are not considered to be SEN but they may impact on progress and attainment;

- Disability (if reasonable adjustments can be made, Code of Practice)
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium

- Being a looked after child
- Being a child of serviceman/woman

We value our collaboration with other schools, particularly those with an expertise in special education, through being an alliance member in the Alfreton Nursery Schools Teaching Schools Alliance. As an enhanced resource provision setting, we are used by the Local Authority to signpost parents and carers to us for provision for their child. Our Headteacher leads a SENCO network meeting across the cluster to support the work of each leader and develop each school's practice through collaborative sharing of good practice and expertise.

For continued professional development and to promote quality assurance, our Headteacher, as SENCO, attends the ETAEYS panel every fortnight supporting the application process for high level funding for early years provision across Derbyshire.

When concerns are raised by parents and staff, through concern meetings, observation or assessment we use a graduated approach to action and intervention. The teachers are responsible and accountable for the progress and development of all children at nursery. High quality teaching is the first step in responding to children who have or may have SEN.

South Normanton Nursery School has recently been judged as an outstanding school in autumn 2016 and the quality of teaching is classed as outstanding with the inspector making the following comments on our work with children being identified as having special educational needs and/or disabilities

- Those children who were identified as having special educational needs and/or disabilities made outstanding progress and many of these children reached standards closely relating to their age. v Leaders ensure that children ???
- Strong links with external agencies such as the local authority and with agencies providing special needs support mean that children get any help they may need quickly. No time is wasted in supporting children and their parents. This ensures that children make the progress they should in learning.

If a child is being monitored it does not mean they are automatically on the nursery's SEN register, we do not assume that just because a child is making slower progress than expected that the child has SEN. Parent consultations and regular informal discussions with key staff are used to share the monitoring and assessment of progress made by all children.

Our nursery school supports a child centred approach where every child is valued. Children with SEND will have access to a broad and varied curriculum which, as needed, will be differentiated to match ALL children's individual needs. We are a communication friendly school and signs and symbols are embedded within our provision working towards the Makaton Friendly school award.

The layout of the school facilitates easy access for adults and children with disabilities to all areas. Doors are wide enough for wheelchair access and the building is accessible from both sides. There is an electronic height adjustable changing bed within the disabled toilet.

### **Links with Support Services**

South Normanton Nursery School has links with external support services in order to fully support children with SEN and aid school inclusion. These services include:

- Educational Psychology

- Health
- Speech and Language Therapy
- Teachers for the visual impaired
- Teachers for the hearing impaired
- Teachers for the physically impaired
- Physiotherapy, Occupational Therapy
- Behaviour Support Services
- Specialist outreach services- e.g. Autism Spectrum Disorder
- Social Care
- Multi agency teams

### **Working in Partnership with Parents and Carers**

We acknowledge the importance of the role of parents/carers and the contribution they make as the child's first educators and we ensure that the decision making regarding their children will be made together.

All staff are committed to working in close partnership with parents. Successful partnership will be promoted by keeping parents actively informed, involved, supported and empowered.

Parents can access information from the Local Offer. There is a SEND policy, admissions policy, behaviour policy, accessibility plan, anti-bullying policy and managing medical conditions, along with all other policies available to view on our website [www.southnormantonnurseryschool.co.uk](http://www.southnormantonnurseryschool.co.uk)

We have implemented the 30 hours childcare initiative from the Government and we continue to monitor this implementation very carefully in terms of what is in the best interest of the child alongside the working needs of the parents/carers. We have set up a Local Childcare Network among the early year's settings in the area to ensure that we are fully understanding of what the provision of the extended entitlement will look like in the area as a whole to meet the needs of our families. We can reassure parents that the needs of the child will remain at the forefront of everything that we do and we will work together to ensure this.

### **The arrangements for consulting children and involving them in their education**

Due to the age of children within the school, the first insight into a child before they start comes from their parents/carers. If a child is identified as having an additional need, the school SENCO will talk with parents in more depth, gaining a deeper understanding into their child in all areas based on strengths. This information, paired with school's observations and assessments (including well-being and involvement levels) gives a more detailed picture of the child. Alongside this, staff would consult with the child to gain their opinion on any aspects of the educational provision and any areas or aspects of the nursery that they like/dislike. This information can be gathered in many forms to ensure it is accessible to all children (for example: done visually/with pictures, done as a walk around the setting to prompt discussion).

From this information the SENCO will write a 'one page profile' which explains a child's interests, strengths, areas they may need support in and how adults can provide effective support. All this information can then contribute to any additional educational provision that is put in place.

At South Normanton Nursery School we strive to enable all our children to be confident, happy and safe learners and all staff value our pupils and provide positive role models.

### **Joining the school and moving on**

At South Normanton Nursery School, carefully planned and timely transition for children with SEND is key. We work closely with local settings, schools and services to ensure that relevant information is shared and that the transition is smooth. Types of transition arranged depend on the need of the child and each step is personalised to suit the child and the family. We are passionate about our school being 'ready' for the child and so everything will be done to ensure that your child's start to education is a positive one.

### **Support Services for Parents**

The Independent Advisory Service: [ias.service@derbyshire.gov.uk](mailto:ias.service@derbyshire.gov.uk)

Telephone number: 01629 533668

### **Useful links**

South Normanton Nursery School

website: [www.southnormantonnurseryschool.co.uk](http://www.southnormantonnurseryschool.co.uk)

On our website there are links to all the school's other policies, including accessibility, safeguarding, anti-bullying and behaviour which all link closely with this policy.

Derbyshire Local Offer:

[www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND)

SEND Code of Practice:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## **2016/17 provision at South Normanton Nursery School context –**

As of July 2017 - 95 children on roll

38 children on SEN register    28 boys 10 girls

40% of all children have SEND    Of that – 26.4% girls    73.6% boys    6 IEPs 15.8%

2.63% ASD pathway - 1    26.27% SLCN - 29    42.08% SEMH - 16    5.26% VI - 1    0% PI - 0  
other 2.63% - 1

SEN – support – 5.26% - 2

1 child is in delayed admissions – out of year group – starting 2017

3 children accepted for delayed admission – out of year group – starting 2018

26 children accessing ECAT groups

11 children accessing ECAM groups

18 children with a Speech and Language program from a SALT

Children accessing ECAT or ECAM, have 2 sessions each per week. Children with a S&L program, have this work completed 3 times a week on an individual basis.

Children also access positive play, Thrive or buddy groups sessions as needed following key staff discussions and are reviewed or amended constantly to ensure effective impact.

**Please note the above information includes both cohorts – school leavers July 2017 AND July 2018**

Our exit data was based on the following SEND information (**on cohort going to school September 2017**):

**Exit** – 62 child, 37 girls, 25 boys, 27 SEN (16 boys), 5 EYPP (1 boy), 4 EAL (4 girls, 2 girls m/a), 27 MA (22 girls, 5 boys)

#### **SEND data analysis on entry for the whole cohort**

On entry, on average across all areas, children without SEND attained higher (exceeding) with 56.42% of this school group exceeding age related expectations, where the age band is 22-36 months secure (high) against the children with SEND which was 23%.

Higher % of children with SEND below age related expectations across all areas. Widest gaps at below level were:

%points difference – Listening & Attention (52), Understanding (52), Writing (49), Managing feelings & Behaviour (49), Making Relationships (44)

On entry 16 out of the 28 children with SEND were boys. (39% of all children had SEND and 57% of children with SEND were boys)

#### **SEND data analysis on exit relating to attainment for the whole cohort**

On entry, on average across all areas, children without SEND attained higher (exceeding) with 85% exceeding age related expectations, where the age band is 30-50 months secure (high) against the children with SEND which was 62%.

Higher % of children with SEND below age related expectations in 6 areas and broadly in line in 11. Gaps at below level were:

%points difference – Managing feelings & Behaviour (24), Reading (20), Number (19), People & Communities (17), Speaking (16) and Moving and Handling (15)

On entry 16 out of the 27 children with SEND were boys. (37.8% of all children had SEND and 59% of children with SEND were boys)

Areas of highest attainment for children with SEND were Technology 93%, Writing 89%, Shape, Space & Measure 78%, Health and Self-care 78%, Exploring Media & Materials 67% and Being Imaginative 63%

#### **SEND data analysis on exit relating to progress for the whole cohort**

Children with SEND made progress similar to that of their peers across 11 areas at expected progress. In 2 areas (Making Relationships 7 % points difference, and Writing 3%) there was a higher % of children with SEND making more progress than their peers without SEND at the exceeding level. However, there were a higher % of children with SEND making less than expected progress across most areas.

#### **Conclusion:**

- This year our children with SEND in this particular group upon analysis had a variety of issues that added to their difficulties in achieving similar to their peers and we feel have had an impact on their progress and attainment. These issues include poor attendance, unsettled home life, shared settings and coming late in the year to Nursery – 2 terms. This tells us that if these issues were not present this year, then this group of children would have made MORE progress and attained to a higher level like this school group historically does at our school – these are the same issues that would affect children without such difficulties but perhaps not to the same extent.
- We know that our children with SEND need lots of intervention or adaptations to provision or opportunities offered to achieve similar or better than their peers without SEND. Here at South Normanton Nursery School, we are committed to closing this gap and beyond, however, each child is treated on an individual basis and this remains our priority.
- Each SEN cohort is very different every year and there are often lots of other things that affect this cohort and we react accordingly. This can be on a daily, weekly, termly or yearly basis – flexibility and adaptation continues to be key.
- In terms of progress, the gap between children with SEND and children without SEND is closing and even closed in 2 areas where they outperformed their peers and this shows that even with lower starting points, they can make as much progress, if not more with intervention and adaptations.
- An interesting point to note: In terms of attainment, there was a significant gap at below level of age related attainment on entry (22-36 months high) for this cohort in the area 'Managing feelings and behaviour' with a 49% points difference and on exit this had reduced to 24 % at the below expected level of age related attainment (30-50 months high) but was still the widest gap.

#### **Actions:**

- To ensure that wherever possible, communication and language is key to school improvement priorities linked to outcomes for children, particularly where the focus is a subject/curriculum area that needs verbalisation to progress with achievements and development.
- Parental support and engagement is key to improving standards and outcomes for children – sensitive targeted support for families, offering of workshops and direction to groups, websites or information and regular and purposeful communication to ensure clear and transparent direction of support and targets related to their child.
- With regards to Managing Feelings and Behaviour, we know that our children with SEND often have difficulty with self-regulation – when embedding strategies for positive mental health and emotional wellbeing – research from this will be considered and strategies implemented as needed with a particular focus on measuring this impact on an individual needs basis with wellbeing tracking and graduated response and impact as evidence against the tracking and data.

