



## **SEND Information Report 18/19**

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 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 is also an inclusion educator 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 (ANTSA). 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 and our Inclusion Early Educator, Joanne Lee was awarded SLE (Specialist Leader of Education) status through ANTSA and offers school to school support around the area of supporting children with SEND – particularly in the aspects of communication and language and self-regulation. Our Headteacher supports local SENCOs across the cluster to 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 week 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.
- 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)

## **2017/18 provision at South Normanton Nursery School context –**

As of July 2018 – 84 children on roll

44 52.36% boys 40 47.6% girls

**N1** 20 9 girls 11 boys **N2** 64 31 girls 33 boys

19 (8 19 leavers) 22.6% children eligible for EYPP (1 LAC, 1 PLAC, 1 AF)

5 (1 19 leavers) 6% children 'On the cusp' of being EYPP

25 (3 19 leavers) 29.8% More able

12 (5 19 leavers) 14.3% Under the radar – those that could be more able

24 (14 19 leavers) 28.6% SEND

1 (1 19 leaver) 1.19% EAL

34 40.5% children eligible for 30 hours

0 rising 3s

32 children on SEN register 20 boys 12 girls

38% of all children have SEND Of that – 37.44% girls 62.4% boys IEPs 4 12.48%

|                              |                  |                 |              |              |       |
|------------------------------|------------------|-----------------|--------------|--------------|-------|
| PRIMARY NEED – 3.12% ASD - 1 | 71.76% SLCN - 23 | 21.84% SEMH - 7 | 6.24% VI - 2 | 3.12% HI - 1 | other |
| 3.12% - 1                    |                  |                 |              |              |       |

SEN – support – 6.24% - 2

DAF 4 eligible children

EHCP – 1

ETA EYS – 4 (4 possible for next term)

2 child are in delayed admissions – out of year group – starting 2018

3 will be in delayed admissions – possibly to go into school after Christmas – 1 possible delayed outside of peer group

27 children 32.1% of the whole school (84.2% of SEND ch) accessing ECAT groups

7 children 8.33% of the whole school (21.8% of SEND ch) accessing ECAM groups

21 children 24.99% of the whole school (65.52% of SEND ch) with a Speech and Language program from a SALT

Children also access positive play 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 2018 AND July 2019**

Our exit data was based on the following SEND information (on cohort going to school September 2018):

### CONTEXT of this cohort

Total of 61 children (*each child = 1.6%*) 31 boys (49.6% 16 SEN 51%) 30 girls (48%)  
24 SEN (38.4% 16 boys 67%) 10 EY Pupil Premium (16% 8 boys 80% 3 more able) 22  
more able (35.2% 10 boys 45% 12 girls 55%) 0 EAL 1 LAC (1.6% 1 SEN, 1 Boy)

**This cohort also includes 2 children who were on a full years delayed admissions outside of their peer group.**

SEND data analysis

**SEN children 24 children**

|   |
|---|
| Children accessing ECAT or ECAM, have 2 sessions each per week.<br>Children with a S&L program, have this work completed 3 times a week on an individual basis. |
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**Baseline** – In 5 areas, a substantial amount of children with SEND were within age related expectations. The lowest areas were *speaking* and *number*. In 11 areas, most children without SEND exceeded age related expectations (ARE).

**Attainment on exit** – In 9 areas, most children with SEND attained within ARE. A higher proportion of children were working below in all areas against their peers at this level. In 16 areas, most children without SEND exceeded ARE.

**Progress on exit** – Children without SEND made more progress than their peers in 10 areas except in Health and Self Care, Number, Listening and Attention, Moving and Handling, Writing, Shape, Space and Measure and People and Communities. Most children with SEND exceeded expected progress in 9 areas.

In 7 areas the gap was within 4% percentage points.

Our children with SEND are making great progress in relation to their starting points – the cohort this year had again a mixed variety of need including a high number of children with communication and language difficulties. Our children with SEND did not have severely low starting points but we know throughout the year made tremendous progress in the areas where they needed to – a lot of this work, as last year was around self-regulation and emotional wellbeing. This area is often difficult to measure and our analysis of our wellbeing and onvolvement scales reflected the difficulties this school group had and the journey that they went on to attain as high as they did.