



Netherton Park Nursery School

SEND Report

2021-2022 (Summer Term)

'A place where children are at the heart of the learning'



SENDCo: Verony Elmer

Governor with responsibility for SEND: Sue Cooper

SEND Assistants: Kerry Chesworth and Katie Russell

SEND Policy last updated: January 2021

Teacher in charge of Leapfrog: Jayne Sinden

Netherton Park Nursery School is committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND) receive their right to a relevant, inspirational and well balanced curriculum. Our aim is to provide all of our children with the best possible outcomes; to inspire a life-long love of learning and to develop them as independent thinkers. We continue to be a highly inclusive Nursery School. We endeavour to raise aspirations and expectations for all children, including those with SEND, by working in close partnership with parents and carers, outside agencies and listening to children.

SEND profile: July 2022 - SEND pupils make up 44% of the whole Nursery School cohort.

Nature of SEND	Number of pupils	% of cohort
Communication and Interaction	44	34%
Cognition and Learning	2	2%
Social, Emotional and Mental Health	7	5%
Sensory/Physical/Medical	5	4%

Number of pupils with SEND	Acorn	%	Oak and Leapfrog	%
Autumn Term 2021	16/34	52%	46/79	58%
Spring Term 2022	18/33	55%	43/84	51%
Summer Term 2022	11/34	32%	47/93	50%

Further breakdown into groups on following page

Breakdown of specific areas of SEND in Acorn, Oak and Leapfrog

Nature of SEND	Acorn	Oak	Leapfrog	Total number	% of total group
Of total group Communication and Interaction	7	21	16	44	34%
Cognition and Learning	1	1	0	2	2%
Social, Emotional and Mental Health	3	4	0	7	5%
Sensory/Physical/Medical	1	4	0	5	4%

Gender of pupils with SEND

	Acorn		Oak		Leapfrog	
	Girls	Boys	Girls	Boys	Girls	Boys
Autumn Term 2021	5	11	13	17	3	13
Spring Term 2022	7	12	10	17	4	12
Summer Term 2022	4	7	10	19	4	12

Level of needs linked to funding and staffing ratios

	1:1 support - Complex needs		Double funding - Higher Level needs		Lower/Emerging Level needs	
	Acorn	Oak	Acorn	Oak	Acorn	Oak
Autumn Term 2021	4	1	1	2	1	4
Spring Term 2022	4	4	1	1	1	2
Summer Term 2022	4	5	1	4	0	0

(Pupils in Leapfrog are on a 1:2 staffing ratio.)

Budget implications

Each child who is allocated 1:1 funding brings in an extra £10.36 per hour this is added to their universal entitlement of either £5.61 (Acorn) or £4.32 (oak). To liken this into simple terms one child with 1:1 funding paying for staffing is equivalent to the loss of one child from the main Nursery School budget. Currently this is running at 8 spaces across Acorn and Oak. (see table above)

Pupils requiring an EHCP for transition to Primary School (Mainstream or Special School)

Number of draft EHCP's submitted		Number of EHCP's approved	
Oak	Leapfrog	Oak	Leapfrog
6	16	3 (awaiting information about 3)	15

Progress and Attainment for SEND pupils

- Children with complex needs will have progress tracked using the SEYS tracker this is in line with Leapfrog. This provides a more detailed breakdown to show smaller steps of progress.
- Data in Oak and Acorn Room for SEND pupils is tracked using OPAL , assessed using six month age banding.
- The SEND team are exploring different systems and processes for assessing the progress and attainment for pupils with SEND without complex needs which will show steps of progress.

OPAL data (whole cohort data)

Acorn			
	On Entry	1st Spotlight	2nd Spotlight
Area of Learning	Met age expected	Met age expected	Met age expected
PSED	33% (41%)	47% (54%)	40% (55%)
C&L	13% (22%)	13% (39%)	50% (68%)
PD	27% (37%)	33% (54%)	30% (41%)
L	0% (0%)	22% (53%)	30% (55%)
M	0% (0%)	11% (40%)	30% (55%)
Met in all areas	13% (22%)	0% (29%)	20% (27%)

Oak			
	On Entry	1st Spotlight	2nd Spotlight
Area of Learning	Met age expected	Met age expected	Met age expected
PSED	27% (51%)	28% (46%)	72% (78%)
C&L	19% (56%)	32% (57%)	48% (71%)
PD	27% (54%)	25% (57%)	60% (78%)
L	27% (37%)	12% (41%)	44% (59%)
M	27% (43%)	16% (46%)	36% (62%)
Met in all areas	19% (33%)	0% (22%)	16% (45%)

Analysis

Acorn

- SEND pupils are making less progress and performing less than the whole cohort in all areas of learning.
- There is progress seen in all areas of learning from on entry starting points with the exception of PSED.
- The most progress has been made in Communication and Language.
- Pupils with SEND are making the least progress across all 5 areas of learning.

Oak

- SEND pupils are making less progress and performing less than the whole cohort in all areas of learning.
- The most progress has been made in PSED.
- Pupils with SEND are making the least progress across all 5 areas of learning.

Action/Next steps

- The SEND to look at assessment procedures and ways to show progress. This can then be presented alongside the OPAL assessment data to show a more accurate overview of progress and attainment for SEND pupils as individuals as well as a group.

DAF Funding (Disability Access Funding is claimed by parents for pupils aged 3 and over and receiving DLA)

	Number of pupils	Amount received	Priorities identified	IMPACT
Autumn Term 2021 £615 per pupil	Acorn	£0		
	Oak 1	£615	Joint attention and focus work Physical skills	'Box work' to support turn taking Physical interventions -Jabadao 1:1 interventions
	Leapfrog 0	£0		
Spring Term 2022 £800 per pupil	Acorn	£0		
	Oak	£615	Communication and language	Focus on resources to support language development SALT focussed work
	Leapfrog 2	£1,230	Addressing sensory needs Enabling access to a wider curriculum	Resources to support sensory exploration within the main environment
Summer Term 2022 £800 per pupil	Acorn 0	£0		
	Oak 1	£800	Physical skills Listening and attention	Turn taking play to support attention and listening, early turn taking Physical exploration High intensive interaction experiences, hand over hand support Sand Play Therapy - SE
	Leapfrog	£1,600	Addressing sensory needs Enabling access to a wider curriculum	Resources to support sensory exploration within the main environment
Total funding received £4,860				

Early Years Inclusion Funding Emerging/Lower Level - Acorn

	Number of pupils	Amount received	Priorities identified/Intervention	IMPACT
Autumn Term 2021	1	£480	<ul style="list-style-type: none"> Sand therapy interventions with SE which are starting in January 2022 as children settling in SE will spend time in free flow session with child to build a bond Autumn 2 	<ul style="list-style-type: none"> Child has built a relationship with SE and feels confident to begin sand play therapy. This has enhanced the child's social and emotional development specifically supporting attachment
Spring Term 2022	No new applications made	No funding received	<ul style="list-style-type: none"> One child as above receiving sand play therapy. 	<ul style="list-style-type: none"> Sessions have been sporadic due to poor attendance and sessions being missed. This will continue into the Summer term
Summer Term 2022	No new applications made	No funding received	<ul style="list-style-type: none"> One child as above receiving sand play therapy. 	<ul style="list-style-type: none"> Sand Play therapy sessions continued - progress across the SDQ score has been seen

Total funding received £480

Early Years Inclusion Funding Emerging/Lower Level - Oak

	Number of pupils	Amount received	Priorities identified/Intervention	IMPACT
Autumn Term 2021	6	5@ £480 1@ £1,007 £3,407	<ul style="list-style-type: none"> • Sand play therapy with SE • Supporting concentration through focus activities , including woodwork • 1:1 specific speech and language input • Supporting and managing behaviours 	<ul style="list-style-type: none"> • Children are able to regulate emotions and develop an awareness others, children have asked for the sand as a means of expression • This is not working for all children staff looking at adaptations to sand play to engage them • Clearer speech working on specific sounds and concentration levels. Able to sustain concentration for longer during sessions. SALT now would like to discharge this child due to progress
Spring Term 2022	No new applications made	No funding received	As above	As above
Summer Term 2022	No new applications made	No funding received		
Total funding received £3,407				

Early Years Inclusion Funding Higher (1:1) or More Complex (Double funding) - Acorn

	Number of pupils	Amount received	Priorities identified/Intervention	IMPACT
Autumn Term 2021	5 3 X 1:1 2 X Double	1:1 £10.36 per hour plus £5.40 funded place per hour = £15.76 per hour £9,928.80 Double £5.40 per session plus funded hours = £10.80 £4,536.00 Total: £14,464.80	<ul style="list-style-type: none"> Additional staffing to support pupils access their educational entitlement Staffing to ensure children are supported with their learning and to become independent learners. SEND support plans in place for all children with targets SEND targets being worked on by supporting adults and recorded to track progress 	<ul style="list-style-type: none"> Children are making progress linked to SEND targets Specific interventions have been adapted to meet specific needs Children able to access sessions for longer periods of time Evidence in children's emotional wellbeing and anxiety levels reducing
Spring Term 2022	5 4 X 1:1 1 X Double	1:1 £10.36 per hour plus £5.40 funded place per hour = £15.76 per hour £11,347.20 Double £5.40 per session plus funded hours = £10.80 £1,944 Total: £12,291.20	<ul style="list-style-type: none"> Staffing to ensure children are supported with their learning and to become independent learners. SEND support plans in place for all children with targets SEND targets being worked on by supporting adults and recorded to track progress Engage children using their interests 	<ul style="list-style-type: none"> Children are making progress linked to SEND targets Specific interventions have been adapted to meet specific needs Children able to access sessions for longer periods of time Evidence in children's emotional wellbeing and anxiety levels reducing Assessment data (Developmental profile) evidences progress for all pupils
Summer Term 2022	6 5 X 1:1 1 X Double	1:1 £10.36 per hour plus £5.61 funded place per hour = £15.97 per hour £14,373.00 Double £5.61 per session plus funded hours = £11.22 £2,019.60 Total: £13,518	<ul style="list-style-type: none"> Supporting transitions into Oak and to external settings Beginning EHCP process for 5 pupils 	<ul style="list-style-type: none"> Children are making progress linked to SEND targets Specific interventions have been adapted to meet specific needs Children able to access sessions for longer periods of time Evidence in children's emotional wellbeing and anxiety levels reducing Assessment data (Developmental profile) evidences progress for all pupils Transitions have been smooth as possible and support pupils with their well being and levels of anxiety

Total funding received £40,274

Early Years Inclusion Funding Higher (1:1) or More Complex (Double funding) - Oak

	Number of pupils	Amount received	Priorities identified/Intervention	IMPACT
Autumn Term 2021	3 2 X 1:1 1 X Double	1:1 funding £10.36 per hour per child plus their universal £4.14 universal funding per hour = £14.50 per hour £6,090 1 x double funding £4.14 per session plus funded hours = £8.28 £1,738.80 Total: £7,828.20	<ul style="list-style-type: none"> Additional staffing to support pupils access their educational entitlement. Routine and systems in place for supporting child in development Intervention - sand play therapy Beginning to write EHCP's. SEND Support Plans and specific targets in place Risk assessments and Behaviour Support Plans written 	<ul style="list-style-type: none"> Children are making progress linked to SEND targets Specific interventions have been adapted to meet specific needs Children able to access sessions for longer periods of time Group times accessed where appropriate Evidence in children's emotional wellbeing and anxiety levels reducing Assessment data (Developmental profile) evidences progress for all pupils
Spring Term 2022	4 4 X 1:1	1:1 funding £10.36 per hour per child plus their universal £4.14 universal funding per hour = £14.50 per hour Total: £10,440	<ul style="list-style-type: none"> Additional staffing to support pupils access their educational entitlement Children to access Nursery and have times extended to increase opportunities for learning Support with social and emotional wellbeing and behaviour needs SEND Support Plans and specific targets reviewed Risk assessments and Behaviour Support Plans reviewed 6 draft EHCP's submitted 	<ul style="list-style-type: none"> Children are making progress linked to SEND targets Specific interventions have been adapted to meet specific needs Sensory breaks supported Children able to access sessions for longer periods of time Group times accessed where appropriate Evidence in children's emotional wellbeing and anxiety levels reducing Assessment data (Developmental profile) evidences progress for all pupils
Summer Term 2022	10 5 X 1:1 5 X Double	1:1 funding £10.36 per hour per child plus their universal £4.32 universal funding per hour = £14.68 per hour £13,212 1 x double funding £4.32 per session plus funded hours = £8.62 £7,758 Total: £20,9070	<ul style="list-style-type: none"> Additional staffing to support pupils access their educational entitlement Children to access Nursery and have times extended to increase opportunities for learning Support with social and emotional wellbeing and behaviour needs SEND Support Plans and specific targets reviewed Risk assessments and Behaviour Support Plans reviewed Transition handover meetings with Primary School SENDCo's 	<ul style="list-style-type: none"> Children are making progress linked to SEND targets Specific interventions have been adapted to meet specific needs Sensory breaks supported Children able to access sessions for longer periods of time Group times accessed where appropriate Evidence in children's emotional wellbeing and anxiety levels reducing Assessment data (Developmental profile) evidences progress for all pupils
Total funding received £39,238.20				

Overview of funding received

	Acorn	Oak	Leapfrog	Total
Disability Access Funding	£0	£2,030.00	£2,830.00	£4,860.00
Lower Level/Emerging	£480.00	£3,407.00	N/A	£3,887.00
More complex needs - Double funding	£8,499.60	£9,496.80	N/A	£17,996.40
Higher needs - 1:1 funding	£35,649.00	£29,743.00	N/A	£65,392.00
Total funding received	£44,628.60	£44,676.80	£2,830.00	£92,135 .40

Funding allocated to staffing

1:1 staffing	Double funding	Total
£17,996.40	£65,392.00	£83,388.40

Funding received	Total spent on SEND staffing	Total of Nursery School budget
£83,388.40	TBC	TBC

Attendance for SEND pupils (Whole group attendance)

	Acorn	Oak and Leapfrog	Whole school
Up to end of Autumn Term 2021	69.37% (72.45%)	85.56% (85.67%)	81.03% (82.24%)
Up to end of Spring Term 2022	73.99% (73.58%)	83.98% (86.0%)	81.62% (83.0%)
Up to end of Summer Term 2022	77.04% (75.92%)	84.31% (85.72%)	82.83% (83.82%)

The attendance of SEND pupils (82.83%) is 0.99% below the attendance of the whole Nursery School (83.82%). This is significantly below the Nursery School expectations of 95%.

Attendance for SEND pupils in Acorn (77.04%) is significantly below the whole school figure, however it is 1.12% above the attendance of all Acorn pupils.

Attendance for SEND pupils in Oak and Leapfrog (84.31%) is 1.41% below the attendance of all pupils in Oak and Leapfrog.

Interventions/Actions

- Use of the commenting approach supporting language development helping key vocabulary
- Supporting induction into acorn and oak creating tailored induction periods for new children with identified SEND
- SALT screening on entry for children with possible speech and language needs. SALT/HB working with some specific children on targets in Acorn and Oak. SALT therapist works with Leapfrog children on a regular basis
- Referrals to SEYS for children presenting with SEND. SEYS support for children on their caseload
- Continued contact with other relevant agencies such as Educational Psychologists (Jane Robson and Monica Ludwig), Physical team (Kim Fisher), Area SENDCO (Michelle Evans), Health Visitors
- Nature Play sessions for identified children which helps to increase wellbeing, SALT and physical skills led by LA and SE
- Applications made for funding for children presenting with a higher level of need - some have been granted 1:1 funding, others Double funding and some were declined. Staffing covered by agency supply staff. Where children's needs were significant and linked to behaviours this has been covered by senior staff and backfilled using supply staff.
- Referrals to all relevant external agencies for support - including PIMIS
- EHCP's written and submitted for specific children
- Where applicable all children that require it have a Risk Assessment, Behaviour Support Plans and PEEP in place. These have been reviewed and updated regularly
- KC and KR have led on SEND during the Summer term due to VE absence - this has been overseen by AW
- All transitional paperwork has been completed and handover meetings have taken place between KC/KR/JS and new schools

Staff CPD related to SEND

- VE, KC, KR and JS meet monthly to have SEND meetings to discuss specific children and relevant issues which include: SEN Support Plans, EHCP's, individual children's needs and progress, training sessions attended etc. Minutes are recorded for future reference.
- AW has accessed the SALNET (SALT) update March and June 2022 which will support in her role as CL lead.
- VE investigating new ways of assessing SEND children without complex needs using links with MNS Deputy Heads/SENDCo group.
- Whole staff INSET day focussed on CL and supporting non-verbal, pupils with limited language - led by SEYS teachers. Focus on the use of visuals, a total communication approach and Makaton.
- KR and KC have carried out coaching for Teaching Assistants to enable them to complete the SEND Developmental Profile for the pupils they support.
- KC attended Manual Handling training.

Actions/Next steps

- SENDCo training to be completed by the end of 2023
- Assessment for pupils with SEND
- Training for staff on writing EHCP
- Making links with external settings for staff CPD eg Quarry Bank SAL Language unit, Woodsetton and Old Park Special Schools
- Integration of Leapfrog as part of NPNS - staff training and CPD to include supply staff (1:1 support)