

SEND INFORMATION REPORT 2021

Introduction

In accordance with the Children and Families Bill 2014, all governing bodies of maintained schools and maintained nursery schools we have a legal duty to publish all information on our website about the implementation of the governing body's policy for pupils with SEND. This information will be updated termly.

Our report incorporates views and contributions from staff and parents. We welcome feedback and future involvement to support this report and data contained in it.

If you would like to contact us please do so via our school office (01384 818255). Please ask for:

Alison Ward Acting Head Teacher

Verony Elmer Acting Deputy Head Teacher / SENDCO

Kerry Chesworth Early Years Teacher / SEND LEAD

Katie Russell Early Years Teacher / SEND LEAD

Our Provision for children with SEND and or Disability:

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives”.

(Special Educational Needs and Disabilities Code of Practice January 2015)

At Netherton Park Nursery School we believe that each child has something unique to bring to the setting. All children are valued and we strive for them to have a sense of belonging within an inclusive setting. Dedicated, committed and knowledgeable staff offer all children opportunities and experiences within a warm, secure rich learning environment where all children can achieve.

We believe the key to effectively supporting children with SEND is relationships. Building positive relationships with all children, getting to know them and having realistic and achievable expectations is fundamental for all children to feel empowered as individuals and fully support them in their journey with us. We strive to ensure all children have a sense of belonging within our setting and build positive relationships. We believe having a high quality curriculum which has children's emotional well-being embedded throughout is vital as this is the foundation of which meaningful learning truly happens.

The Aims of our policy:

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Our Aims:

We promote inclusivity by ensuring that every child:

- Is valued and supported for who they are, their individual interests, learning and development needs.
- Has access to a broad, balanced, wide range of high quality learning opportunities to broaden their curricular experiences.
- Equity v equality
- Has positive, interested, committed, dedicated and highly skilled adults who take time to build positive relationships with them and adapt and differentiate teaching.
- Has a voice and is listened to, ways are found for their voice to be heard and their views, needs, wants and wishes understood.
- All children are welcomed into a social group offering them a sense of self-worth and belonging.

How will Netherton Park Nursery School support children with SEND?

Staff take the time to get to know the children individually, their character, likes and dislikes and what motivates them to learn. This is then the first step to supporting children's holistic development. We always start from what children know and celebrate each step of progression, no matter how small, as the smallest step for one child is a huge step for another. Each individual child is supported and empowered to meet their full potential.

SEND is the responsibility of all and we fully promote the whole school approach. All staff are involved in all processes and this holistic approach is fundamental in supporting every child and the family.

We observe and assess children all of the time, this enables us to fully understand how each individual child learns, get to know them as individuals and what interests them. This also enables us to identify children who may need additional support within our provision and move them on to the next step in their learning. This is always done within an inclusive environment and at the pace of the child. High quality teaching and learning is the key to this.

We are confident in developing and implementing interventions which help to support the child and narrow the gap. We have good relationships with outside agencies who are able to offer advice and strategies to best support the child and the family. We work in partnerships with parents to develop positive steps to best support their child.

What should parents do if they feel their child may have a Special Educational need?

We focus on building relationships with parents and carers right from the beginning at the home visit. We work hard to build trusting relationships with families where communication is effective. This enables honest conversation to take place if we have a concern that a child may have a special educational need, or need some extra support to aid their development in a certain area.

The key person of that child will meet with the parent/carers to discuss our observations and share the support we are putting in place. Our aim is to get an insight into any concerns they might also be having about their child, and to get a holistic overview of the child at home and at school.

The SENDCO will sometimes be part of the initial conversation, however more often than not it will be between key person and parent/carer.

However should parents/ carers want to meet with the SENDCO at any time they are more than welcome too.

What ongoing support is offered to parents of children with SEND within our school and as they make transitions through the school and into their primary school provision?

The progress of all children is tracked throughout the school using our pupil progress meetings. From this next steps are identified and if children need additional support they are given an individual or group education plan

Observations of development are made daily, these observations inform assessment. Input to the electronic tracker happens four times a year.

We hold half termly meetings with the SEND team to discuss children's progress.

Planned transitions and inductions to support all transition take place and are offered consistently for all children.

Our Graduated Response Approach:

Once a SEND has been identified and shared with parents the key person and SENDCO will put interventions and support in place to develop specific skills and needs of each individual child.

This will be recorded on either an IEP or behaviour plan which will outline strategies which will be shared and reviewed regularly with parents.

The IEP will target specific areas alongside offering a high quality curriculum with quality teaching and learning within an inclusive setting.

Observations and discussions with staff and other professionals; and ongoing communication with parents to look at how effective the support being offered is and further strategies discussed.

How will the curriculum be adapted to support children with SEND:

We follow the Early Years Foundation Stage Curriculum which supports that each child is unique and develops at their own pace. To efficiently support any child who may have additional needs we ensure the provision is accessible by all, adapt the way in which we facilitate the play opportunities taking place, and if appropriate, plan short group/individual sessions to support certain aspects of development.

We have specially trained staff who are able to screen children for speech and language delay and in collaboration with therapists plan targeted early intervention groups. We work closely with outside agencies, such as Speech and Language, Physiotherapists and the Educational Psychologist, Health Visitors, Children's Assessment Unit to implement the advice suggested.

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What training is offered for staff supporting children with SEND?

Our SENDCO and staff team have had extensive training in Special Educational Needs and Disability with a wide raft of knowledge and expertise.

We have also had extensive training on attachment, emotional development and behaviour to better understand the reason behind behaviours, such as difficulty with communicating, interacting and relationships.

All staff have been trained to use the 'Commenting Approach', which supports language development and staff have additional training for this during the year. Kerry Chesworth is currently undergoing intensive training to be a Language Champion as part of a nationwide project to support children in language acquisition.

Who can be contacted for further Information?

If parent/ carers have any concerns about their child they can contact the SENDCO.

Verony Elmer on 01384 818255

Kerry Chesworth 01384 818253

Katie Russell 01384 818311

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DATA

Date	Children who have been identified as having SEND under 3's provision	%	Children who have been identified as having SEND nursery school provision	%	Children who have been identified as having SEND Leapfrog provision	%
Autumn Term 2020	19	35%	21	28%	16	100%
Spring Term 2021	30	56%	21	28%	15	100%
Summer Term 2021						

KEY Green Nursery / Under 3's Provision Pink

Date	Children who have 1-1 support	Children who have received double funding	Children who have received lower level funding
Autumn Term 2020	1 / 5	0 / 1	0 / 10
Spring Term	2 / 5	0 / 2	2 / 0
Summer Term			

Attainment and progress of children with SEND 2020—2021 (EYFS)

All children on entry were below or well below in the three prime areas. All children have made individual progress for them in all areas of learning. This may be in most cases they are still below however dependent on their individual need the progress being made is in itself an achievement for them and all are responding to strategies and interventions taking place. Data in the summer Term linked with ongoing assessment and evidence from Tapestry will show will show progression for all children.

We must acknowledge and fully support at Netherton Park Nursery School that all children's progression is individual and valued. Each step made is a step forward in their learning and development and we fully support this.

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SEND FUNDING AND INCOME

DAF FUNDING

Date	Number of Pupils	Amount Received	What money is spent on	Reason (resources / staffing/ training)
Autumn Term	2 (inc Leapfrog)	£1230.00		
Spring Term	3 (inc Leapfrog)	£1845.00		One child's funding sent to new
Summer Term	10 2 (inc Leapfrog)	£6150.00		

EYIF FUNDING (HIGHER LEVEL)

Date	Number of Pupils	Amount Received	What money is spent on	Reason (resources / staffing/ training)
Autumn Term	5 /1	£9355.60	Staffing / staffing	Staffing / staffing
Spring Term	5 /2	£7543.00	Staffing / staffing	Staffing / staffing
Summer Term				

EYIF FUNDING (Double)

Date	Number of Pupils	Amount Received	What money is spent on	Reason (resources / staffing/ training)
Autumn Term	1	£856.80	staffing	staffing
Spring Term	1	£957.60	staffing	staffing
Summer Term				

EYIF FUNDING (Lower)

Date	Number of Pupils	Amount Received	What money is spent on	Reason (resources / staffing/ training)
Autumn Term	10	11,932.30	resources	Specific resources to support child
	2	1,295.03	resources	Specific resources to support child
Spring Term				
Summer Term				

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SEND FUNDING AND INCOME

Other Income

Date	Number of Pupils	Amount Received	What money is spent on	Reason (resources / staffing/ training)
Autumn Term				
Spring Term				
Summer Term				

Key Priorities for 2021 / 2022

- ⇒ Ensure all Pupils with SEND make good progress
- ⇒ Ensure all staff have relevant skills / knowledge and training to support SEND CHILDREN
- ⇒ Update SEND register and provision
- ⇒ Measure the impact of Intervention
- ⇒ Transition