



## Lee Royd Nursery School

### Report to governors on special educational needs and disabilities (SEND), 2016 - 2017

The named Governor for special educational needs is Mrs Pat Garraway.

The Special Education Needs Co-ordinator (SENCO) is Mrs Karen Smith.

**How parents can find out more:** The SEN policy and school prospectus provide details of the way that the school identifies, support and monitors the needs of pupils with special educational needs. Copies are available for parents on request.

#### **SEN provision in school:**

At Lee Royd Nursery School, we are committed to ensuring equality of education and opportunity for all our pupils. We aim to develop a culture of inclusion and diversity in which all are able to participate fully in the life of the school. The achievement of SEND children is monitored and we use this data to raise standards and ensure inclusive teaching. At Lee Royd Nursery School we believe that diversity is a strength, which should be respected and valued by all who learn, teach and visit here.

#### **SEND - Professional Development**

- The SENCo has received update training on CAF's and being a lead professional.
- The SENCo has attended 3 SEND cluster meetings, meeting with other professionals working in schools. Advisor teachers giving small workshops updating knowledge.

- The SENCo has updated SEN policy and Local Offer.

### **Identifying Special Educational Needs**

At Lee Royd Nursery School we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early Years children, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many children, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. It is important that any difficulties are identified early and support is given in the best way possible. All staff are responsible for every child in their care, including those with special educational needs.

### **A graduated response**

Where a child appears not to be making progress then it may be appropriate to use alternative approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available for children at Lee Royd Nursery School. Provision is considered in three waves:

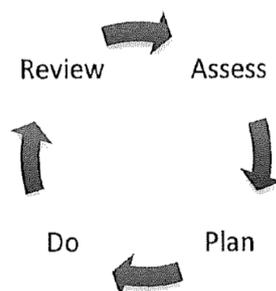
**Wave 1** - Universal - what is provided to all children and differentiated ordinarily.

**Wave 2** - What is provided for children for children who need a little extra support (probably short term and probably not an SEN issue).

**Wave 3** - SEN - What is provided for children with SEN  
(See appendix 1)

Having identified that a child has special educational needs, Lee Royd Nursery School will intervene through SEN support, a graduated approach to supporting children with Special Educational Needs.

**The graduated approach with four stages of action - Assess, Plan, Do and Review.**



### **Assess**

All children's needs are analysed using the class teacher and key person assessment and experience of working with the child, as well as the views and experience of parents. Advice from external support services will also be considered. Any parental concerns will be noted and compared with the schools information and assessment data on how the child is progressing. This Analysis is regularly reviewed to ensure that support and intervention is matched to the child's need.

### **Plan**

Planning involves consultation between the class teacher, key person, SENCO, colleagues within the school and outside professionals, if appropriate and also parents agree the adjustments, interventions and support that may be required. A clear date for review is set. A Targeted Learning Plan (TLP) may be developed outlining specific targets to be achieved. Differentiated learning activities are used to enable full access to the curriculum and environment.

### **Do**

Targets set remain the responsibility of the class teacher even where interventions may involve a small group or one to one work with class staff or the child's Key Person. Different learning materials or specialist equipment may be used and brought in to Nursery. Any staff development and training needs are identified and acted upon.

### **Review**

Reviews of a child's progress are made regularly. The review process evaluates the impact and quality of the support and interventions. Consultation with parents/carers, staff and all outside agencies ensures that additional provision is based on an agreed outcomes approach. These are discussed with the range of professionals who offer support to the child to ensure that all providers are held accountable. The Targeted Learning Plan is reviewed with Parents, SENCO and teacher to ensure progress has been made and to develop new targets the child may need to progress further.

**Review progress is made with parents, SENCO, staff and other professionals to evaluate and identify actions for future.**

## **Progress Made by children during year 2016- 2017**

This academic year the school has provided early education support for 3 children.

1 child started Nursery in September and had never been to another Nursery / early years setting. After the child had settled in it became clear that the child was developmentally delayed in Speech and Language and Social Development. After work with the parents, the SENCo was able to start the referral process to a range of other outside professional's. This child was assessed by the Community Paediatrician, had a range of genetic testing, was referred to the Speech and Language Therapist and referred to a dietician due to poor eating and had an iron deficiency. The child had regular Targeted Learning Plans in place and the SENCo and parents met regularly to discuss his progress. The SENCo wrote a CAF, an All About Me profile and held regular TAF meetings. The Community Paediatrician did make a diagnosis just before the summer holidays of him being on the Autistic spectrum with specific problems in 'Social Communication and Interaction'. The SENCo supported Mum in applying for a main stream Primary School, which is what Mum wanted and held transition meetings with the other professionals from his School to ensure a smooth transition to Primary School in September.

1 child was classed as a 'Looked After Child' and was also developmentally delayed in Speech and Language and Social Development. The SENCo and teacher worked together to make sure regular Targeted Learning Plans were in place and the SENCo, Teacher and parents met regularly to discuss his progress. The Social Worker involved with the family also made him targets on a PEP, Personal Education Plan. This child was assessed by the Community Paediatrician, and was referred to the Speech and Language Therapist by the SENCo and successfully completed a Speech and Language Therapy course with his Dad. The SENCo and Teacher worked closely with Dad, as he had had an unsuccessful Primary School application. The teacher liaised with the School Admission team to ensure he had a place in a Primary school for September. The SENCo then set up transition meetings with other professional's from School to ensure a smooth transition.

The third child was placed on a CAF by the SENCo quite soon after starting Nursery, as his Teacher was concerned about his clumsiness, lack of physical

development and a lack of Social awareness. The Teacher worked closely with his GP and his Mother, holding TAF meetings with the SENCo. His Mum needed support with behavioural techniques when at home. He had regular Targeted Learning Plans in place and was referred to the Speech and Language Therapist. The SENCo set up transition meetings with other professional's from his Primary School to ensure a smooth transition in September.

All 3 children were below the typical levels of development for the initial assessment in the Autumn Term, which is a level 3E. All 3 children at least made expected progress, making good progress (4 steps of progress) and rapid progress (5 steps of progress) in some areas of the curriculum. In physical development all 3 children made good or rapid progress.

<b>N2 SEN Children who started in September 2016-July 2017 (Three terms)</b>								
	<b>Attainment on entry</b>			<b>Attainment on exit</b>			<b>Steps Progress</b>	
	<b>Autumn Term</b>			<b>Summer Term</b>			<b>3 steps Expect ed</b>	<b>4 + Steps</b>
	<b>Below 30-50</b>	<b>30-50 mths</b>	<b>40-60 mths</b>	<b>Below 30-50</b>	<b>30-50 mths</b>	<b>40-60 mths</b>		
<b>PSED</b>	100%			67%	33.3%		67%	33.3%
<b>Making Relationships</b>	100%			67%	33.3%			
<b>Self-Confidence and Awareness</b>	100%				100%			
<b>Managing Feelings and behaviour</b>	100%			67%	33.3%			
<b>C&amp;L</b>	100%			67%	33.3%		67%	33.3%
<b>Listening &amp; Attention</b>	100%			67%	33.3%			
<b>Understanding</b>	100%			67%	33.3%			
<b>Speaking</b>	100%			67%	33.3%			
<b>PD</b>	100%			67%	33.3%			100%
<b>Moving and Handling</b>	100%			67%	33.3%			

Health and Self Care	100%			67%	33.3%			
Literacy	100%			67%	33.3%		33.3%	67%
Reading	100%			67%	33.3%			
Writing	100%			100%				
Mathematics	100%			100%			67%	33.3%
Numbers	100%			100%				
Shape, Space, Measure	100%			100%				
Understanding the World	100%			100%			33.3%	67%
People and Communities	100%			67%	33.3%			
The World	100%			67%	33.3%			
Technology	100%			67%	33.3%			
Expressive Arts and Design	100%			100%			33.3%	67%
Exploring & using media & materials	100%			100%				
Being Imaginative	100%			100%				

Outside agencies that have been involved with SEN over the year.

- Speech and Language Therapist
- GP's
- Health visitors
- Community Paediatrician
- Community Nursery Nurse
- Social Worker

Mrs Karen Smith - SENCo

September 2017

## Appendix 1

# LEE ROYD NURSERY SCHOOL

## Inclusion and Special Educational Needs Provision Map

Lee Royd Nursery School makes effective provision for children with special educational needs using the following:

Wave One:



(Whole school intervention – inclusive quality-first teaching for all)

Initial parents' meetings and open day before children start in September.

Close home/school liaison.

- Regular observations.
- On Entry assessments/ongoing/summative.
- Differentiated resources/continuous provision.
- Practitioners support play and social development.
- Differentiated focused learning plans.
- Eye-level communication from adult to child.
- School behaviour expectations.
- Reward systems promoting positive behaviour.
- Clear policies in place.
- Teacher/SENCO to support group work.

Wave Two:



(Additional interventions to enable children to work at Typical Level of Development or above)

- Daily support based around regular nursery activities.
- (1-1, small group, whole class TA/Teacher).
- Withdrawing groups to raise attainment (e.g. social skills, speech & language).
- Following Speech and Language Therapy (SALT) programmes (TA/Teacher).
- Individual behaviour reward charts (School/home).
- Monitoring by HT/SENCO.

Wave Three



(Additional highly personalised interventions)

- Individual TLP (Teacher/SENCO).
- Withdrawal for group/individual work (TA/Teacher).
- In class support/TLP delivery (All staff).
- Additional teacher support.
- Following programmes by OT/Physiotherapist etc.
- Individual arrangements for transition (SENCO/Head).

The impact of provision mapping can be measured by the successful pupil outcomes:

**Pupil Outcomes:**

- Whole school and consistent approach-All teachers/TAs take responsibility for SEN.
- Multi-agency approach where appropriate, to seek the correct expertise to ensure pupils' needs are fully met.
- Planned programmes to develop children's individual and identified needs.
- Pupil progress is monitored and reviewed via TLPs and class planning/assessment.
- Enables children to be fully supported in their learning.
- Pupils show "value added" in their progress from their starting point.
- All pupils fully accessing the curriculum.
- Develops pupil confidence and self-esteem.