



Lee Royd Nursery School

Report to governors on Special Educational Needs and Disabilities (SEND), 2018 - 2019

Head teacher - Mrs Karen Smith

Special Educational Needs Coordinator (SENCo) - Mrs Karen Smith

Assistant SENCo is Mrs Zara Wharton.

Governor with responsibility for SEND - Miss Kelly Prince

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Local Offer Webpage Link - <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities>

Age Range - 2-4 years

Funding - Lancashire County Council - Local Authority

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 and assistant SENCo has had an Autumn Term visit from the Inclusion Teacher.
- The SENCo and assistant SENCo attends 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.

Complaints

At Lee Royd Nursery School it is hoped that any complaints with regard to SEND should first be raised with the Head Teacher or Deputy SENCO. If unresolved parents/carers will be signposted towards the SEND governor.

This year we have had **No** complaints regarding SEND.

Provision for 2018- 2019

This academic year the school has seen a significant rise in children identified on the Special Needs Register. This year we have provided early education support for 9 children identified as having Speech and Language difficulties, 4 children were given a specific diagnosis of Autism, 3 children were identified as having a significant developmental delay, a further 5 children were identified as having developmental delay and 1 child was given support due to being visually impaired. 22 children altogether were placed on the Special Needs Register which was 20% of the Nursery. The needs of SEND children are discussed regularly by the senior leaders in school. The school worked with Health Visitors, Inclusion Teachers, Speech and Language therapists, Community Paediatricians and Educational Psychologists. Team around the family meetings were held throughout the year for children who have additional needs to ensure good communication and smooth transition into Primary Schools in the summer

term. Where language and children's understanding has been significantly below that typical for their age, teacher differentiated planning and specific activities are delivered. In some cases it may be necessary to make referrals to a speech and language therapist with parent's permission.

Progress Made by children during year 2018 - 2019

Children with SEND make good progress from their starting points, for example, 66.7% of the Reception cohort 2019 identified as having a Special Educational Need left nursery school at least working within the 30 -50 and 40-60 months on exit. 97.6% of SEND children made at least 3 steps of progress, with 55.6% of SEND children making 5 steps of progress overall.

SEN children making on average more steps of progress than non SEN children.

3 or more steps of progress -	SEN - 91.7%	non SEN - 95%
5 or more steps of progress -	SEN - 55.6%	non SEN - 46.7%
6 or more steps of progress -	SEN - 25%	non SEN - 16.7%

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

- Speech and Language Therapist
- GP's
- Health visitors
- Community Paediatrician
- Community Nursery Nurse
- Specialist Nursery Nurse
- Specialist Teachers
- Portage Workers
- SENDO
- Social Worker
- Educational Psychologist

Mrs Karen Smith - SENCo

September 2019

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.