Lee Royd Nursery School

Report to governors on Special Educational Needs and Disabilities (SEND), 2024 - 2025

Head teacher - Ms Karen Smith

Special Educational Needs Coordinator (SENCo) – Ms Karen Smith and Miss Jennefer MacKenzie (currently on Maternity Leave)

Governor with responsibility for SEND – Mrs June Duxbury

Contact details:

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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:

Lee Royd Nursery School is an inclusive school. We welcome all children and families irrespective of any additional needs they may have. We work in partnership with other agencies and professionals to ensure that we have the necessary skills and resources to meet each child's differing learning and development needs. 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 Termly visits from the Inclusion Teacher.

- The SENCo attends SEND cluster meetings online, 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.

There are a number of external referral pathways that can be triggered by a number of concerns, these can include:

- parent/carers concerns
- if the child is making little or no progress despite differentiated class teaching approaches that have given targeted support
- if the child continues to work at levels below those of other children of a similar age
- if a child presents emotional/behavioural/communication concerns or has physical/sensory needs, the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.

All staff are responsible for every child in their care, including those with special educational needs. We will also make arrangements to consult with children in order to ensure that their views are taken into account. Given the age of the children in Nursery, this consultation may take the form of observations focused on the identification of the kinds of activities that interest the child.

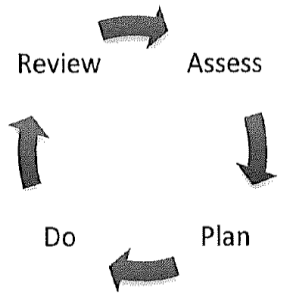
A graduated response

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.

As an inclusive school it is important to us that children with SEND are enabled to access activities available to, and with, children without SEND. There are a number of ways in which we support children with additional needs at Lee Royd Nursery School, such as through:

- Interventions – individual & small group, Bubble Bear, Early Years Talk Boost
- Targeted Learning Plans with targets given by the Specialist Teacher.
- Following Play Plans written by the Portage Service.
- Following Speech and Language Therapy Plans written by the Speech and Language Therapists.
- Follow advise and plans given by Physiotherapists.
- Therapy programmes, Lyra Therapy, Duplo Therapy
- The use of Makaton, WellComm, Intensive Interaction
- Visual timelines
- Now and next boards.

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 Academic Year 2024 - 2025

During this academic year, five children were on the SEND register. In addition, the Nursery school has provided support for children who have speech and language difficulties. Three referrals were made for EHCP plans. All these children were in the sensory/ physical or communication and Interaction category of need as defined by the SEND code of practice. Alongside interventions in the day-to-day key worker group, the children with individual learning plans were also included in 'Bucket time' groups and/or 'Bubble bear' speech and language intervention groups. During this year, we have continued to use person centred Targeted learning plans for each child needing additional support. Each Targeted learning plan includes the interests of each child and what they most like to do in school. The SENDCO, Lead Teacher, key person and parents complete plans. Three referrals were made to speech and language therapists for additional support. Five requests for involvement were made to the inclusion specialist teacher service and each of these children was observed

during the academic year. Four children were seen by the Educational Psychology service and the reports included in requests for Educational Health and Care Plans. Four transition reviews were held at the end of the academic year and all information passed to the relevant school. All children this year transitioned to mainstream schools, with additional support as outlined in their EHC plans.

Lee Royd Nursery have provided early education support for 31 children who had been identified as having an additional need. Some of these children were identified as having Speech and Language difficulties and we had 10 children with a specific Speech and Language plan in place written by the Speech and Language Therapists.

6 children were given a specific diagnosis of Autism Spectrum Disorder,

3 children were identified as having a significant developmental delay,

8 children were identified as having developmental delay,

2 of these children were also given support from a Specialist Teacher of the visually impaired.

The needs of SEND children are discussed regularly by the SENCo, deputy SENCo and Teacher in school. 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, specific differentiated planning and specific activities are delivered. We made referrals to a speech and language therapist with parent's permission, referred children to the Portage Service, requested Community Paediatricians to assess children and referred children to the Specialist Teachers and Educational Psychologists.

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

- Speech and Language Therapists
- GP's
- Physiotherapists
- Health visitors
- Community Paediatricians
- Community Nursery Nurses
- Specialist Nursery Nurses
- Specialist Teachers

- Portage Workers
- Social Workers
- Educational Psychologists
- Teachers and SENCos from Primary Schools

Ms Karen Smith – Head Teacher and SENCo

July 2025

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.