



## **SEND Information Report 2022-23**

**Welcome to Baldon Nursery School – Outdoor Nursery**

**Our Headteacher is Miss Lisa Walton**

**Our Nursery School Special Educational Needs Disabilities Coordinator is Mrs Kerry**

**Carr Our Governor with responsibility of SEND is Mrs Patricia Camsey**

At Baldon Nursery School – Outdoor Nursery, we are committed to the equal inclusion of all pupils in all areas of nursery life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

### **School Offer**

We are a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). We are committed to our responsibility towards the identification, assessment, support and review of children with special educational needs and disabilities.

We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create an inclusive culture responding to the diversity of children's backgrounds, interests, experiences, knowledge and skills.

We continually reflect, develop, adapt and modify our skills, resources, techniques and environment in order to ensure that all pupils, including those with SEND, have their diverse individual needs met within our provision.

We aim to offer a learning environment, which is flexible enough to meet the needs of all members of our school community. We monitor progress for all learners, which includes holding regular pupil progress meetings with all staff.

At Baldon Nursery School – Outdoor Nursery we strive to provide ***“A place where the unique child and childhood are valued, celebrated and nurtured”***.

### **How we identify SEND**

Children are identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs, we use



specific need-based plans and pupil profiles which help support their development and speed up progress.

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Children with SEND at Boldon Nursery School – Outdoor Nursery make good progress and achieve in line with other schools nationally.

The DfE SEND Code of Practice 2015 defines SEND as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide provision that is additional to or different from the normal differentiated curriculum, intended to overcome the barrier to this learning.

### **How is this different to a learner than is underachieving?**

Learners can fall behind for lots of reasons. They may have been absent from Nursery due to illness; they may have attended lots of different Early Years settings and not had a consistent opportunity to learn; they may not speak/understand English (EAL); or they may be worried about different things that distract them from their learning. At Boldon Nursery School –Outdoor Nursery, we are committed to ensuring that all learners have access to learning opportunities and, for those who are at risk of not making progress whilst learning, we will intervene with support. This does not mean that all vulnerable learners will have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2022-23 showed that we had 16 of our children identified as having SEND; all of these children were receiving support from external agencies such as Speech & Language, Preschool & Portage, Physiotherapy, and/or Educational Psychology. Two of these children were also in the process of being assessed for an Educational, Health and Care Plan (EHCP), which would ensure that they would receive the targeted support documented and agreed, throughout their transitions as they moved on to Reception in their new schools.

Our SEND profile for this academic year shows that we currently have 34 children (30%) identified as having SEND; three of these children are currently in receipt of, or being assessed for, an Education Health and Care Plan.

The Code of Practice identifies four categories of SEND:

- Communication and interaction



- Cognition and learning
- Social, emotional and mental health difficulties

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- Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, rather than fitting a child into a category. In practice, individual children often have needs that cross all areas and their needs may change over time.

#### **Assessing SEND at Boldon Nursery School – Outdoor Nursery**

The parents/carers, class teacher, support staff, and the learner themselves will be first to notice a difficulty with learning.

In accordance with the Code of Practice, the school aims to gain a full understanding of a learner's particular strengths and needs and this is done by talking to school staff, parents/carers and the child. The Special Educational Needs Co-ordinator (SENCO) will also support the identification of barriers to learning.

We have a range of procedures to follow, which include:

- Discussion and asking questions to everyone involved with the child including parents/carers, staff and children.
- Classroom observations and electronic *ClassDojo* observations which inform and share progress and learning with parents.
- Pupil Progress discussions - all staff in the Nursery.
- Attainment & progress tracking through our termly checkpoints.
- Looking at the impact of any adjustments that have been made for the child such as interventions or small group work.
- Working with the child and parents/carers to find out what works, what they are finding challenging, and what we can do to support them.
- Where necessary, the school will also seek support from external agencies such as:
  - ☐ Health Visitors
  - ☐ Speech and Language
  - ☐ Preschool & Portage
  - ☐ Outreach
  - ☐ Lifecycles
  - ☐ Occupational Therapists
  - ☐ Educational Psychologist
  - ☐ Early Years SEND Advisors
  - ☐ Local Authority SEN Officer



## **What we do to support learners with SEND at Boldon Nursery School – Outdoor Nursery**

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Teachers and members of support staff are required to adapt and differentiate the curriculum to ensure access to learning for all children in their care. Our staff will use various strategies to adapt access to the curriculum. This might include using:

- Visual planning with target children and a particular area of learning to focus upon.
- Greater emphasis on particular learning strengths in order to meet the needs of different learners e.g. visual, auditory and kinaesthetic.
- Practical resources to support learning.
- Individual support plans.
- Visual timetables, signs and symbols around nursery.
- First and Then boards.
- Individual PECS cards/folder to support children's engagement with learning.
- Developing appropriate behaviour strategies for individual children to manage the expectations of 'Self-regulation'.
- We have a whole school approach to support our children with improving their emotional and social development, throughout our interactions with them; children are listened to, and their views are respected, valued, and discussed as part of a small group.

We also have small group sessions for 'family time'; pastoral support around feelings, behaviour, and friendships in order to develop children's understanding of respect including listening to other children's views and measures to prevent bullying.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on an 'Individual Support Plan'. Finally, we also host regular reviews with parents and carers, so that we can modify the plan, as our learners and their needs change.

### **Staff Training and Development**

At Boldon Nursery School – Outdoor Nursery, we have daily reflection meetings and weekly pedagogy meetings.

Training and development is current and needs based in order to enable staff to support all children, including those with Special Educational Needs. The SENCO also engages in Local Authority SENCO Network Meetings each term.



The school assesses the needs of all children upon entry to nursery and if any relevant training for staff is required, this is actioned.

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### **Funding for SEND**

Boldon Nursery School – Outdoor Nursery applies for funding directly to the Local Authority, in order to support the higher range needs of identified learners with SEND; nursery schools do not have a notional budget to support these needs so funding is crucial to ensure that individual needs are met. Funding is allocated, based on a contribution award towards the diverse needs of each child who is deemed as requiring additional SEND support; it does not pay for an additional adult to support the needs of each child.

### **How do we find out if support is effective?**

#### **Parental engagement**

Monitoring progress is an integral part of teaching and learning within school. Parents/carers, children and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved at each step. Before additional provision is put in place, the SENCO, parent/carer, and child (where appropriate), agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of provision. All children who are on our Special Needs Register will have an Individual Support Plan; this is evaluated and reviewed on a regular basis by the child's Key Worker and SENCO.

The plan is reviewed every half term with parents/carers and Key Worker/SENCO. Parents/carers and children are strategically involved in decision making, along with the key worker, who will be directly involved in reviewing the child's progress. The child's and parents/carers voice and views are very important within the review, this could take place as a meeting where we can discuss progress and plan next steps or a telephone conversation (if parents prefer). If a learner has an Education, Health and Care Plan (EHCP), the same review considerations take place, but the EHCP Plan will be formally reviewed on a 6 monthly basis with an SEN officer (from the awarding Local Authority) attending the meeting.

The SENCO collates the impact of interventions to ensure that we only use interventions that work; evidence based interventions. Intervention information is shared with the SEN Governor and to all of the teaching and learning team.

Data of all learners is collected by the whole school and is monitored by the Headteacher/ SENCO, middle leaders and Governors.

### **What is an Education, Health and Care Plan (EHCP)?**

The majority of children and young people with SEND or disabilities will have their needs met within the school. Some children and young people may require an Education and Health Care needs assessment in order for the Local Authority to decide whether it is necessary for it to make provision



in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for

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them across education, health and social care and as they get older, and to prepare them for adulthood (DfE Code of Practice 2015).

#### **Other opportunities for learning**

The Equality Act 2010 places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act to make 'reasonable adjustments'.

#### **The Equality Act 2010 definition of disability is:**

*"A person has a disability for the purposes of this Act if (s) he has a physical or mental impairment which has substantial and long-term adverse effect on his/her ability to carry out normal day to day activities".*

#### **Section 1 (1) Disability Discrimination Act 1995**

The definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

#### **Access to the learning environment**

Boldon Nursery School - Outdoor Nursery is fully accessible for wheelchairs via both the main entrance and the rear allotment area. All children and their families are consulted in relation to any additional requirements, for weekly group visits out on the nursery minibus.

Under the Children's and Families Act 2014 and in compliance with our Nursery's policy of 'supporting children with medical conditions', we work with other Health and Care professionals such as Speech Therapists, GP's, Health Visitors, and paediatricians in order to meet the children's needs.

It is the parents/carers responsibility to provide Nursery with evidence and up to date information about their child's medical needs.

#### **Preparing for the next step**

Transition is a part of life for all learners; this includes transition to a new primary school, infants school, or an academy. Boldon Nursery School – Outdoor Nursery is committed to working in partnership with children, families and other providers to ensure that positive transitions occur.

Planning for transition is part of our provision for all learners with SEND and this will be discussed with parents/carers as appropriate. Additional visits to schools and transition activities are arranged as necessary for learners with SEND.

#### **Have your say**



This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, Governors and staff, so if you have any comments on this or would like to know more about our SEND provision please contact:

Mrs Kerry Carr (teacher/ SENCO) [kcarr@boldon-nur.s-tyneside.sch.uk](mailto:kcarr@boldon-nur.s-tyneside.sch.uk)  
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School telephone number: 0191 5363669

Useful SEND Links:

- Boldon Nursery School – Outdoor Nursery SEND Policy
- Boldon Nursery School – Outdoor Nursery Inclusion Action Plan
- Boldon Nursery School – Outdoor Nursery Accessibility Plan
- Boldon Nursery School – Outdoor Nursery SEND Information Report 2022-23 All of these documents can be found on our school website: [www.boldonnurseryschool.co.uk](http://www.boldonnurseryschool.co.uk)

- Parents/ Carers Information
- South Tyneside Local Offer
- Local Offer: Special Educational Needs and Disabilities (SEND) | South Tyneside Council •

Nasen (National Association for Special Educational Needs) Home page | Nasen • Special Educational Needs and Disability Code of Practice 0-25 Years (January 2015) • SEND code of practice: 0 to 25 years - GOV.UK ([www.gov.uk](http://www.gov.uk))

- The Communication Trust and Consortium