



The Sue Hedley Nursery School
SEND Information Report
2024/2025

At The Sue Hedley Nursery School, we are committed to the equal inclusion of all pupils in all areas of nursery school life. We recognise the diverse and individual needs of all our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). The Sue Hedley Nursery School is a mainstream setting offering 30 hours, 15 hours (5) sessions to children from the day after their 3rd birthday and two year old provision. In addition to this, our setting has two additional needs bases to support children with SEMH and complex C&I needs.

Principles

The SEND Code of Practice describes the principles to be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- Taking into account the views of children, young people and their families
- Enabling children, young people and their parents to participate in decision-making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood

Children at The Sue Hedley Nursery School with SEND are identified and taught following the requirements of the Special Educational Needs and Disability Code of Practice: 0-25. Children are identified as having SEND when their progress has slowed significantly and school based interventions have not enabled improvement. Concerns may be identified by school, a medical professional or by you as a parent/carer.

Identification of SEND in The Sue Hedley Nursery School uses the SEND Ranges, in line with Local Authority policy, to identify children's needs.

The broad areas of SEND are difficulties in the areas of:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Support for SEN

We place great importance on identifying special educational needs early so that we can help children as quickly as possible.

We recognise that children make progress at different rates and have different ways in which they learn best. Staff take account of this by looking carefully at how they organise the learning environment, activities and materials they give to each child and the way that they teach. This is so that all teachers and support staff consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is described as 'differentiating the curriculum'.

Children making slower progress or having particular difficulties in one area may be given extra help or different approaches in order to help them succeed, and this may include other kinds of support.

We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, that the child has SEN.

Children with special educational needs should have access to the EYFS curriculum by a step-by-step or '**graduated approach**'.

The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEN. So increasingly, step by step, specialist expertise may be brought in to help the school with the difficulties that a child may have. We will discuss with parents as soon as we identify that a child may need extra or different help because they have special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top. Help may be needed through the graduated approach for only a short time or for many years, perhaps even for the whole of their education.

Help for children with SEN will be in the nursery environment, sometimes with the help of other adults and occasionally with outside specialists.

Parents – what to do if you have concerns/worries

If you think your child may have a special educational need that has not been identified, you should, in the first instance, speak to your child's Key Worker. You will be able to talk over your concerns and find out what the school thinks. You may be asked to meet with the SENCo, who will be able to explain what happens next.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

You might like to ask if:

- the school thinks your child has difficulties;
- the school thinks your child has special educational needs;
- your child is able to work at the same level as other children of a similar age;
- your child is already getting some extra help; and
- you can help your child.

We will consult parents about all the decisions that affect their child. If you, as a parent have concerns or worries at any time, you should share them with your child's teachers.

Parents will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

Please see a member of staff if you want to further advice about your child's possible special educational needs. We can suggest other organisations which could offer you further support.

For information on South Tyneside's Local Offer, please see

<http://www.southtyneside.gov.uk/article/22387/South-Tyneside-Local-Offer>

We meet formally with parents each term to discuss children's progress and give a written report in the Summer Term. Children's Learning Journals are updated regularly and allow you to

see how we are assessing the progress your child is making. These are available to view at any stage.

Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. We meet parents at least three times each year.

The views of the pupil will be included in these discussions as far as is possible. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the pupil's parents.

- Arrangements for consulting parents of children with SEN and involving them in their child's education:

We pride ourselves in having a good relationship with parents and work hard to involve parents in every aspect of their child's learning with us through daily informal contact and more specific formally organised meetings.

- Arrangements for consulting children with SEN and involving them in their education.

The voice of every child is at the core of all our practice. Due to their very young age, often their behaviour is their voice.

- Arrangements for assessing and reviewing children and young people's progress towards outcomes includes the opportunities available to work with parents and children as part of this assessment and review

Key workers are responsible and accountable for the progress and development of the pupils in their groups, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Our approach to record keeping is in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEN is recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, we will consider involving specialists. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the child in the same way as other SEN support.

The SENCO and Key Worker, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes and support will be agreed, including a date by which progress will be reviewed.

Requesting an Education, Health and Care needs assessment

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

Before children start at our school we offer parents a home visit and invite parents and children to visit us and spend some time in nursery together. Induction is carefully planned so that families feel involved from the very beginning.

To support transition, we share information with the school or setting that the child is moving to. We agree with parents and pupils the information to be shared as part of this planning process.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN

Our building is very well adapted for use by every child. The children can seamlessly access the outdoor area during free-flow sessions.

What we do to support learners with SEND at The Sue Hedley Nursery School

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.

Evaluating the effectiveness of the provision made for children and young people with SEN

The Head Teacher, in conjunction with the SENCo, is responsible for monitoring the provision for SEN. The SENCo reports to the Governing Body on outcomes for this group of pupils, using data evaluation and observational findings.

Support for improving emotional and social development

Personal, Social and Emotional Development (PSED) is a prime area of the curriculum. This means that it is considered especially important for young children. Children's wellbeing is monitored closely and our PSED co-ordinator plans intervention groups as and when needed to support small groups and individuals. We monitor children's wellbeing as well as involvement levels using the leuven scales.

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. The Sue Hedley Nursery School 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.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

If parents have a complaint about the school, then they should speak to the Head teacher. The Complaints Procedure is available on the school website in the Information Section.

If you have any concerns about your child's additional needs, learning or well-being please come into school. We will be happy to discuss matters and work with you, your child's teacher and the school SENDCo as we all seek to support your child.

Parents can contact South Tyneside Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) which offers free and impartial information, advice and support to parents/ carers, children and young people with special educational needs and disabilities. Contact details: 0191 424 6345 or email SENDIASS@southtyneside.gov.uk