



Nottingham Nursery School

SEND report

September 2024-25

Overview

- There are currently no children with Education and Health Care Plans (EHCPs)
- 7.6% are recognised as having SEND (9 children) with 5.1% (6 children) currently being monitored for potential and emerging SEND
- 1.7% (2 children) are in receipt of higher-level needs funding

Staffing – roles and responsibilities

Co-Headteachers: Lorna Dermody and Joy Buttress

Special Educational Needs and Disability Coordinator (SENDCO): Shakira Ley

SEN 1:1 Support practitioners

All key workers have responsibility for SEND for children in their group.

At Nottingham Nursery School, we are committed to the equal inclusion of all pupils in all areas of nursery school life. We recognize 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).

Legislation and guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

What are special educational needs (SEND)?

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Nottingham Nursery currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Many children will have SEND of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school. At Nottingham Nursery, we believe early identification is the key to providing the best support possible throughout a child's life.

What does SEND mean?

SEND could mean that a child has difficulties with:

- ☼ all of the activities on offer in school
- ☼ understanding information
- ☼ expressing themselves or understanding what others are saying
- ☼ making friends or relating to adults

- ☼ behaving appropriately in school
- ☼ organising themselves; or
- ☼ some kind of sensory or physical needs which may affect them in school.

SEND Code of Practice 2015

The SEND code of Practice came into force September 2015. It was updated April 2020 to take into account implications arising from Covid 19 including additional risk assessments.

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

Instead of a SEND statement or learning difficulty assessment (LDA) there is an Education, Health and Care plan (E.H.C) for children and young adults 0 -25-year-olds with complex needs. Children/young adults with an EHC may opt to hold a personal budget to buy in support that has been identified.

For children with less complex needs there is no longer two categories of need – Early Years Action and Early Years Action Plus. This is merged into one category for children needing extra specialist support called SEN support.





At Nottingham Nursery School children with SEN or disabilities will have their needs met within mainstream nursery. We work together to provide caring and high-quality teaching that is differentiated for individual pupils. We work closely with parents, carers and families for the child's best interests. We will continue our emphasis on early identification, assessment and intervention for children with additional needs.

Accessibility

The Nottingham Nursery School is fully accessible, both inside and outside, for those requiring wheel chair access or walking aids (width of doors, ramps, lack of steps, lift to first floor, toilet facilities). There is a hearing loop within the reception area and classrooms.

Environment

The nursery is a relatively new building, opened in September 2008 serving 123 children and their families. Children belong to groups according to their age:

-  "Lions" for children from 2 years old (E2),
-  "Pandas" for 2.5 years - young 3-year-olds (N1),
-  "Penguins" for rising four-year-olds
-  "Elephants" for full time children accessing 30-hour funding (N2).

Each group has a key person who takes main responsibility for the care, well-being and learning. Children with additional needs may have extra identified adults within that group to support them at group times and/or during continuous provision (when children move freely either inside or outside making their own choices).

Policies

Please see our website <https://www.nottinghamnurseryschool.com/> to access our nursery policies on special needs, disability, behaviour, safeguarding.

Policy into practice



Some children with special or additional needs have already been identified by health teams such as health visitors, GPs, paediatricians or the Early Years SEND team before they start at the nursery school. Other children's needs become more apparent once they have been with us for a few weeks or longer.

The SENDCO, teachers and early years practitioners are experienced and knowledgeable about child development and learning. The staff will be observing all children (looking, listening and making some notes) as they interact with them every day to make sure every child is developing, learning and making progress in all areas e.g., socially, speaking and listening and physically as well as more formal learning.

The senior practitioner for the two-year-olds (Amanda Aram) will complete a 2-year-old development check for all the two-year-olds and discuss these with parents and carers.

At the end of each term (autumn, spring and summer) the teachers and senior leaders will assess and track each child to see what progress has been made. The SENCO and Early Years' Lead (Wendy Towle) look at these results carefully.

There are four broad areas of need and support which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. They are:

-  Communication and interaction
-  Cognition and learning

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- 🌀 Social, emotional and mental health difficulties
- 🌀 Sensory and/or physical needs

If any child is significantly falling behind their peers (or indeed is making accelerated progress) we will look for the best appropriate next steps. This could include some or all of the following -

- 🌀 Meetings with parents
- 🌀 Further observations from SENDCo and staff
- 🌀 Some differentiation e.g., more visual clues, different questioning, developing certain vocabulary, more direction and support
- 🌀 Weekly intervention groups with other children using movement or music, active play and games to help with language, social and emotional skills, physical development, maths etc
- 🌀 If necessary and always in consultation with parents we might look to outside agencies for support such as Speech and Language therapists, Community Health workers, Educational Psychologist, Inclusive Education team, physiotherapist or occupational therapist.

We place great importance on identifying special educational needs early so that we can help children as quickly as possible. We work as part of an 'assess,' 'plan,' 'do,' review cycle to supporting children in school.

We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, 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 often described as 'adapting 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 SEND.

Some children will require extra 1:1 support and if this is the case, we will apply to Nottingham City council for extra funding (HLN - Higher Level Needs grant) with parental consent.

Parents/ carers will have the opportunity for regular updates and a sharing of information between home, nursery and outside agencies such as health visitor or a member of staff from the Inclusive Education Team, speech and language therapist (SALT). These are called TACs (Team around the Child). It is a time to review what is going well, what areas may need to be worked on and developed and also to set targets for the professionals and parents to work together for the child concerned.

The Special Educational Needs and Disability Co-Ordinator (SENDCo or SENCo)

The SENDCo is Shakira Ley.

The SENDCo has day-to-day responsibility for the operation of SEND policy and coordinating of specific provision made to support individual pupils with SEN, including those who have EHC plans, working closely with staff, parents and carers, and other agencies.

The SENDco provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with staff, parents and other agencies. He works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The SENDco works with the staff and governing body to determine the strategic development of SEND policy and provision in the school in order to raise the achievement of all children with SEND.






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 talk to the SENDCo, Early Years' Lead, teachers or Headteachers straightaway.

You will be able to talk over your concerns and find out what the school thinks. The SENDCo 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 or head teacher or any other professional working with your child.

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 as part of termly meetings with a key member of staff.

Parents should also consider accessing the local offer accessible from the 'Ask Lion' website: <https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

Requesting an Education, Health and Care needs assessment

SEND 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 SEND 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 SEND support.

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If you want to talk to someone who is independent and knows about special educational needs, you can get advice from the local Nottingham Information and Advice service or from national or local voluntary organisations.

Nottingham City and Nottinghamshire Parent Partnership service

email: enquiries@ppsnotts.org.uk Tel no: 0115 948 2888

Monitoring arrangements

This policy and information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Training and courses

These include but are not limited to:

- HLN updates
- SEND networks
- AET (autism education trust) training – all school staff
- The Therapeutic classroom
- Attachment aware Schools
- Sensory Processing
- Building Resilience
- Training (for a specific child) included epilepsy, gastrostomy training, trachoma support, n-plug awareness
- **E-Learning courses (including Zoom) included**
- Adverse Childhood Experiences (ACE's) and Trauma
- The Recovery Curriculum
- Supporting Recovery and Positive Transition
- ASD Transitions
- Inclusion Conference
- Anxiety and 5- point training
- Emotion Coaching training

Jargon Buster

AET	autism education trust
ASD	autism spectrum disorder
ADHD	attention deficit hyperactivity disorder
CoP	Special needs code of practice
EAL	English as an additional language
EHCP	education, health and care plans
EP	educational psychologist
EYFS	early years foundation stage
EYP	early years practitioner
HLN	higher level needs
IES	inclusive education support
SALT	speech and language therapy
SEND	special educational needs and disability

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SENDCO special educational needs and disability coordinator

TAC team around the child

TAS team around the school

For any further information please contact:

Lorna Dermody or Joy Buttress: Co-headteachers
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Wendy Towle: Federation Early Years' Lead
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