

Emneth Nursery School  
**SEND Information report 2023/2024**  
Special Educational Needs Coordinator (SENDCo) - Claire Hooker

This academic year we have worked with children with a number of different needs:

- ASD
- Asthma
- Febrile convulsions
- Severe food allergies
- Attachment difficulties
- Food plans
- Personal, social and emotional difficulties
- Profound multiple learning difficulties
- Social communication difficulties
- Speech and language delay
- Severe visual impairment
- Hearing impaired

Throughout the year staff worked with these children, their families and any external services to support their progress during their time in Nursery.

"Our vision for children with special education needs and disabilities is the same as for all children and young people - that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives." DfE January 2015

### **Special educational needs (SEND)**

A child or young person has SEND if they have a difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or 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.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them. (section 20 Children and Families Act 2014)

0-25 years - There is statutory guidance for organisations which work and support children and young people who have special educational needs or disabilities. (Department for Education January 2015)

At Emneth Nursery School we identify all children who require additional support. These children may need adaptations to quality first teaching, this could be additional small group or 1:1 support during the session or require targeted interventions e.g. Wellcomm.

The child's key person identifies any child that requires additional support and raises their concerns with the SENDCo and it is then decided if they should be included on the SEND register. Children who are working 12 months or below their actual age will have a support plan, identifying what staff are working on with that child and what provision they are putting in place to help them achieve their targets.

### **Graduated approach**

Support plans are reviewed and progress is documented at least every half term. Some children may continue to require additional support and will continue to have a support plan in place whilst others may be removed from the SEND register.

Children who are identified may:

- Have a diagnosed additional need;
- Have EAL
- Display significantly higher attainment in an area of learning than the norm for their age (gifted and talented);
- Have a significant emotional, physical, cognitive or medical need;
- Be achieving less well than their peers.

### **SEND register 2023-2024**

Throughout the academic year 2023-2024 there were a total of 14 children on the SEND register with 3 of those children having an EHCP. All children will start in mainstream Primary School in September. We also submitted 3 further EHC referrals, all of which are going to be issued with a plan.

EHCP's are reviewed every 6 months.

Children with SEND at Emneth Nursery make very good progress as a result of:

- Quality First Teaching (QFT)
- An ongoing emphasis on raising attainment in the PRIME areas of learning
- Small group and 1 to1, individualised support as appropriate
- Consistently high staff expectations
- Progress meetings
- The provision of appropriately differentiated work and support
- Staff with excellent SEND knowledge
- Effective target setting and appropriate support plans
- The use of interventions and strategies such as Early Talk Boost, PECS, Makaton, Wellcomm, Visual timetables and prompts, objects of reference, intensive interactions etc.
- Availability of good quality, stimulating resources
- Effective partnerships with parents and outside agencies
- The SENDCo's dual role as Designated Senior Person for Safeguarding.
- Staff training and professional development

### **SEND Funding**

Funding is applied for each term through Norfolk County Council's Early Years Statutory Inclusion Fund and High Needs Funding for a child with an agreed or issued EHCP. Funding is usually received at the end of term and is used to fund interventions, quality training, additional adult support and quality resources.

### **External Agencies**

The school is committed to working collaboratively with external agencies and services to support all children. We work closely with

- Occupational Therapists
- Social workers
- Health Visitors
- Educational Psychologist
- Physiotherapist
- Speech and Language Therapists
- Consultant Paediatrician
- Sensory Support Team

When families require extra support the school SENDCo will signpost families to relevant helplines and organisations such as Just One Norfolk and the SEND local offer. The SENDCo will also support families who are receiving support from the Children With Disabilities team through the Child in Need process or through a Family support plan from Children's Services.

### **Transition links**

When children are transitioning from us to a new school we work closely with the new provider to ensure handover is effective.

- The class teacher organises transition meetings with the 11 receiving primary schools to discuss children's needs and any additional support required. The SENDCo also attends individuals meetings about children.
- There are planned and effective transition visits for children transferring into mainstream, designated provision and special schools during the summer term.
- As a nursery we will support with transitions in any way we can e.g. by sharing strategies/approaches, enabling the key person to attend transition days with the child if needed etc.

### **Complaints Procedure**

If a parent feels that the school has not met the educational needs of their child, they should:

- Discuss their concerns with the key person
- Consult with the SENDCo if their concerns continue
- Consult with the SEND governor
- Follow the school's Complaints Procedure