

Ashfield Nursery School



 **Monkchester Road Nursery**

**Newcastle Nursery Schools Federation**

**Annual Special Educational Needs Outcomes Information Report.**

**September 2017**

**To be reviewed September 2018**

Please see SEND policy 2017 for more detailed information about our Federation’s approach to SEND.

**Newburn Manor Nursery School**

In 2016/2017 we had four children on our SEND register. Interventions for these children included one to one work, support with managing feelings and behaviour, and small group times all linked to a child’s particular target area.

On entry to nursery the group were below Age Related Attainment. By the end of the year this group had all made progress up to 7 points progress in some areas. The average points progress made this year was 4.4 points, most progress was made in the area of personal social and emotional development – this was an area that was targeted for each individual particularly managing feelings and behaviour.

The 4 SEND children are still mostly below in all areas although some children are at ARE in a couple of areas. One child has done particularly well and is at ARE in 9 areas of learning. The aspects of learning that SEND children attained better in are number, writing and managing feelings and behaviour.

Attendance of our SEND group was 86% overall, much of the absence was due to illness.

We will continue to monitor and target individual SEND needs and adapt and target areas of the curriculum accordingly

This year the SENCO has started working on the National SENCO co-ordinator qualification and has attended EYS SENCO network meetings.

**Ashfield Nursery School**

In 2016/2017 we had six children in the 2 year old provision on the SEND register, three in the rising 3’s and five in main nursery. Interventions with children included support from EEAST (Early Education Additional Support Team), financial additional funding allowing for extra staff, advice for staff from EEAST team, speech and language interventions and plans. Teachers planned some small group times, 1:1 work and differentiation within planning.

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| **Points progress across 2016/17** | | |
| **Group** | **All** | **SEND** |
| 2 year olds | 4.7 | 3.2 |
| Rising 3’s | 3.8 | 3.3 |
| 3-4 year olds | 5.9 | 5.1 |

Overall the majority of SEND children are not at age related expectations at the end of the year, in the 3-4 year olds all children were at ARE in moving and handling by the end of the year. For the 3-4 year old group the lowest area of attainment was literacy and Expressive Arts and Design.

The percentage of children who made at or above typical progress in each group is 87% for the 3-4 year olds, 82% for the rising 3’s (very large majority) and 71% for the 2 year olds (large majority).

We will continue to monitor and target individual SEND needs and adapt and target areas of the curriculum accordingly.

Attendance of the SEND group overall was 80% much of this was due to illness/hospital appointments.

This year one of the teachers has been working on the National SENCO co-ordinator qualification and the SENCO attended EYS SENCO network meetings.

**Monkchester Nursery School**

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| **Monkchester Road Nursery School Evaluation of Impact 2016-2017**  **N2 SEND Children (age 3-4 year olds) 14 children in total** | | | |
| **Area of Learning** |  | **Below expected progress** | **At/Above expected progress** |
| Personal, Social, Emotional Development | Making Relationships | 3 | 11 |
| Personal, Social, Emotional Development | Self Confidence & Self Awareness | 2 | 12 |
| Personal, Social, Emotional Development | Managing Feelings & Behaviour | 1 | 13 |
| Communication & Language | Listening & Attention | 2 | 12 |
| Communication & Language | Understanding | 1 | 13 |
| Communication & Language | Speaking | 1 | 13 |
| Physical Development | Movement & Handling | 1 | 13 |
| Physical Development | Health & Self Care | 0 | 14 |
| Mathematical Development | Numbers | 0 | 14 |
| Mathematical Development | Shape, Space & Measure | 0 | 14 |
| Literacy | Reading | 1 | 13 |
| Literacy | Writing | 1 | 13 |
| Understanding the World | People & Communities | 3 | 11 |
| Understanding the World | The World | 2 | 12 |
| Understanding the World | Technology | 0 | 14 |
| Expressive Arts & Design | Exploring & Using Media & Materials | 1 | 13 |
| Expressive Arts & Design | Being Imaginative | 1 | 13 |