

Special Educational Needs and Disability (SEND) Information

Report



Comet Nursery School and Children's Centre

2023-2024

Ethos

At Comet Nursery School and Children's Centre we are committed to creating an inclusive environment and ensuring that all children meet their full potential. We have a very knowledgeable and experienced SEND team who will support you and your child during their time at Comet. We have seven full time Learning Support Assistants who work with children to support their needs, sometimes 1:1 or 1:2, and run regular targeted intervention groups. We have a Speech and Language Therapist who works two days a week and our SENDCo, Rowan Smith, who is always on hand to answer any questions you may have. Staff have been trained, as appropriate, to be able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

Compliance

The school's special educational needs and disability provision and report comply with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and is written with reference to the following guidance and documents:

- Section 69(2) of the Children and Families Act 2014
- regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014
- Section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'
- The Equality Act 2010

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School Profile

Current SEND Profile (information based on September 2023 school data)

105 Pupils on roll, including 2- Year-olds

31 pupils on SEND register

Female	Male	EAL	EYPP	BAOF	BCRB	BNGN	BOTH	BSOM	MOTH	WALB	WENG	WOTH	WTUK	Full Time	Part Time
12	19	18	8	6	1	2	2	4	5	1	3	3	4	2	29

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
25	4	10	4	6	3	15	4

Key Code

BAOF- Other black African

BCRB- Black Caribbean

BNGN- Black Nigerian

BOTH- Any other Black background

BSOM- Black Somalian

MOTH- Any other mixed background

WALB – Albanian

WENG- White English

WOTH- Any other white background

WTUK- Turkish

School Awareness: We hold half-termly School Awareness meetings to address concerns that have arisen about pupils who have been identified as needing further support but are not yet identified on our SEND register.

Assessment Places: We currently have 7 full time assessment places, funded by Hackney Education. This is allocated on a needs basis.

Identifying pupils with SEND

At Comet Nursery School and Children's Centre, we follow 'The Graduated Approach' which is called "Assess, Plan, Do, Review". This means that we will:

1) Assess: Assess a child's special educational needs

The early year's practitioner works with the SENDCo and the child's parents to bring together all the information and analyse the child's needs.

2) Plan: Plan the provision to meet your child's aspirations and agreed outcomes

Where the broad approach to SEN Support has been agreed, the practitioner and the SENCO will agree, in consultation with the parent:

- The outcomes they are seeking for the child
- The interventions and support to be put in place
- The expected impact on progress, development, behaviour
- Date for review

3) Do: Put the provision in place to meet those outcomes

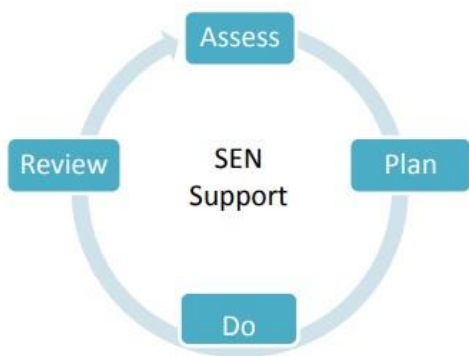
The practitioner, the child's key person or LSA (Learning Support Assistant) remains responsible for working with child on a daily basis and implementing the agreed interventions or programme.

The SENCO supports the key person in:

- Assessing the child's response to action taken
- Problem solving
- Advising on effective implementation

4) Review: Review the support and progress

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.



What happens once a pupil has been identified?

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the [Hackney Local Offer](#) website. We track pupil progress closely to ensure we act swiftly to get children the support they need.

School's Implementation of the SEND system

Multi-disciplinary teams

If we have concerns about the progress a pupil is making, we may refer them to other professionals for assessment. These might include:

- *Hackney Ark professionals*
- *Health professionals e.g. CAMHS*
- *Speech and Language Therapists*
- *Educational Psychologist*
- *Learning Support Service – a service who can carry out assessments for a range of SEND*

Parent Partnership

Parents and carers are invited to Children's Support Plan Meetings to meet with the SENDCo, Keyworker, LSA and Speech and Language Therapist to review their child's learning and celebrate their achievements. The school endeavours to ensure parents and carers have a voice and are a part of our graduated approach. At Comet, we adopt a sensitive approach to our parents and carers and offer support when they are processing new information regarding their child. This includes hosting initial parent meetings where we listen to our families and devise next steps together.

Interventions

We provide a range of interventions at Comet Nursery School to ensure each child is getting the personalised support they require. These include:

- 1:1 Adult Support
- Language and Social Groups
- Attention Autism- Bucket Time Groups
- PECS (Early Stages) and at home with parent/carers supported by SALT
- The Pod (our sensory room)
- Visual timetables and now and next boards
- Small Structured Motivating Groups
- Mutual regulation strategies – using visual zones of regulation
- Intensive Interaction
- Identiplay Interventions

- Mini Adventures Language Groups
- Play parenting – following child’s interest
- Makaton
- Special Books – a large book with photos of the child participating in meaningful learning experiences.

Transitions

We support the transition of our children between settings by:

- Maintaining positive relationships with maintained and special schools
- Carrying out transition meetings with the receiving SENDCo
- Supporting parents with referrals to ARP and Special Schools

Progress made by pupils with SEND

At Comet, we monitor and celebrate the steps of progress our children have made through our Children’s Support Plan Review meetings, the use of the Early Years Developmental Journal and Special Books.

SEND Funding

Different types of education setting receive different levels of funding but funding is always matched to the needs of the child or young person requiring support. Funding received can be spent on a child’s 1:1 support, Speech and Language Therapy and specialist resources. Information about Element 1, 2 and 3 funding can be found on the Hackney Local Offer. [Hackney's SEN funding for schools | Hackney Local Offer](#)

SEND and EYPP

Our pupils with SEND who are also eligible for pupil premium are part of our ‘**Natural Explorers**’- A provision that is focused around the natural world encompassing ideas from The Forest School approach, gardening and scientific enquiry.

Curriculum

The prime areas of learning- Personal, Social and Emotional Development, Communication and Language and Physical Development- along with the area of Understanding of the World underpin this programme and the children’s learning and development. We also focus on developing children’s self-regulation and the Characteristics of Effective Learning. Furthermore this provision supports and extends children’s thinking and learning within our urban environment, building their social and cultural capital through community visits and trips.

Forest School Ethos

Taking ideas from The Forest School approach we give children opportunities that enable them to experience the natural world at first hand. This involves development of children’s self-confidence, self-esteem and allows them to take risks through activities such as building fires, outdoor cooking, using tools and exploring additional outdoor environments.

Gardening

In the spring and summer term, we work with our gardener where all children (including EYPP) can learn about planting and growing, creating an edible garden. In addition we are exploring ways to link to projects in the local community.

Impact and Outcomes

The aim of this provision is that children develop across the breadth of the curriculum and in particular progress in the area of communication and language. The evidence demonstrates that children receiving the Early Years Pupil Premium make major progress in closing the gap between the EYPP and non- EYPP children. This has also supported our children in developing their vocabulary, real like experiences and skills.

Links to other policies

On our school website, you can find links to our Safeguarding Policy, SEND Policy and Complaints Policy.