

PVI Monitoring Survey — October 2016

A survey was sent to all 55 PVI settings in Gateshead (Day Nursery settings and Pre-schools) during October 2016. 47 settings responded, giving a return rate of 85%. Not all respondents answered every question. The data in the charts reflects the number of settings that answered the individual question.

The aim of the survey was to monitor the SEND provision in PVI settings and for the Area SENCOs to identify priorities for development and improvement in their support to PVI settings.

Information was collected in the following areas:

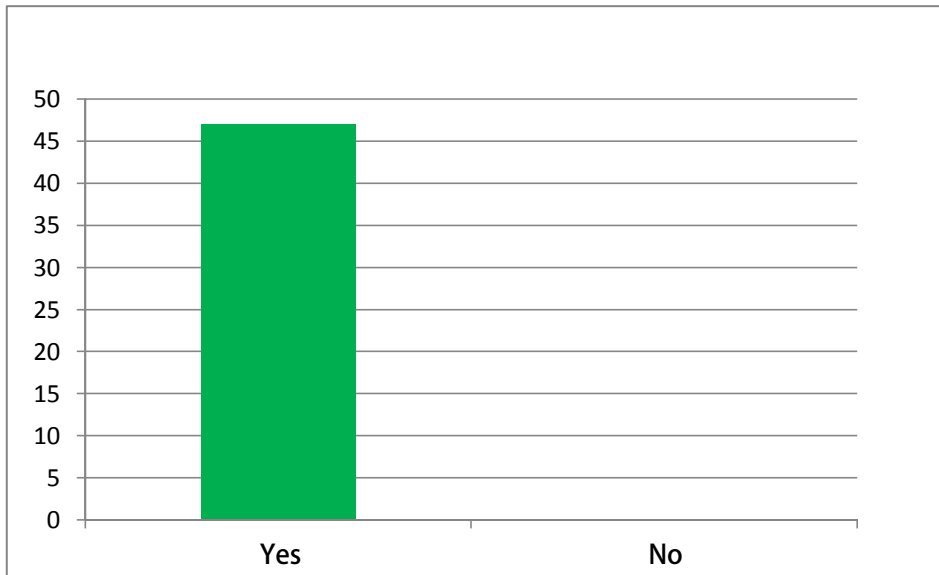
1. The SENCO
2. Early identification and intervention
3. Early Years Pupil Premium
4. Monitoring and Tracking
5. SEND Policy
6. Self-Evaluation
7. Area SENCO support

Following analysis of this survey long-term priorities for development have been set by the Area SENCOs.

Survey results

1. The SENCo

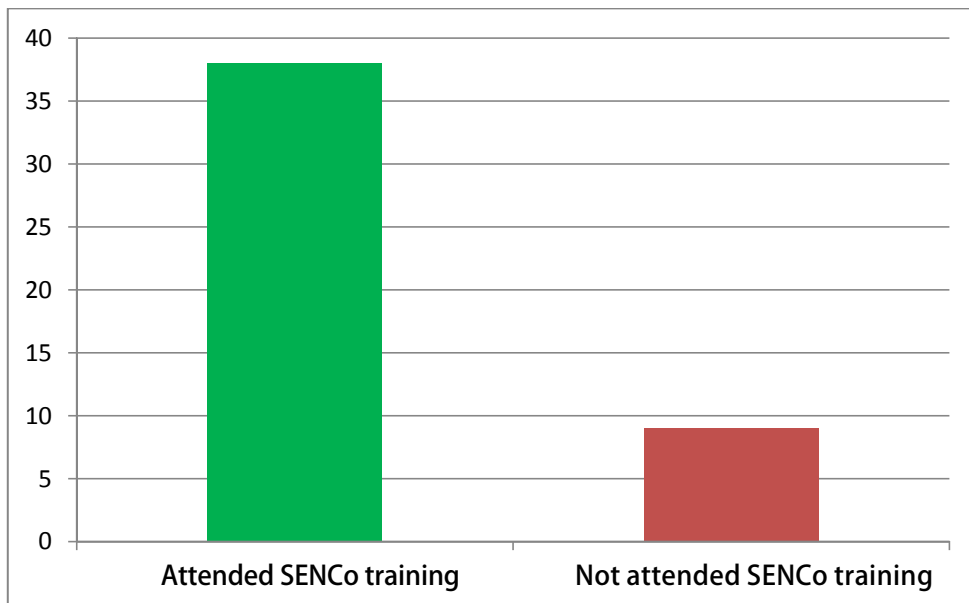
Q1 — Does your setting have a named SENCo in place?



Summary:

All settings have a named SENCo in place.

Q2 — Has the SENCo attended SENCo training (Managing SEN in the Early Years Part 1 and 2)?

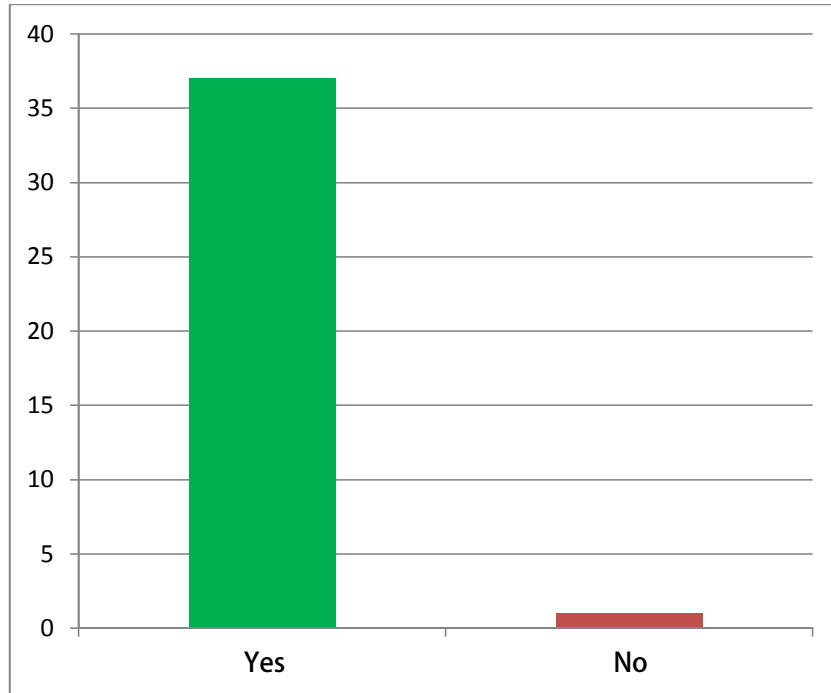


Summary:

81% of settings have attended SENCo training in Gateshead and 19% have not.

2. Early identification and intervention.

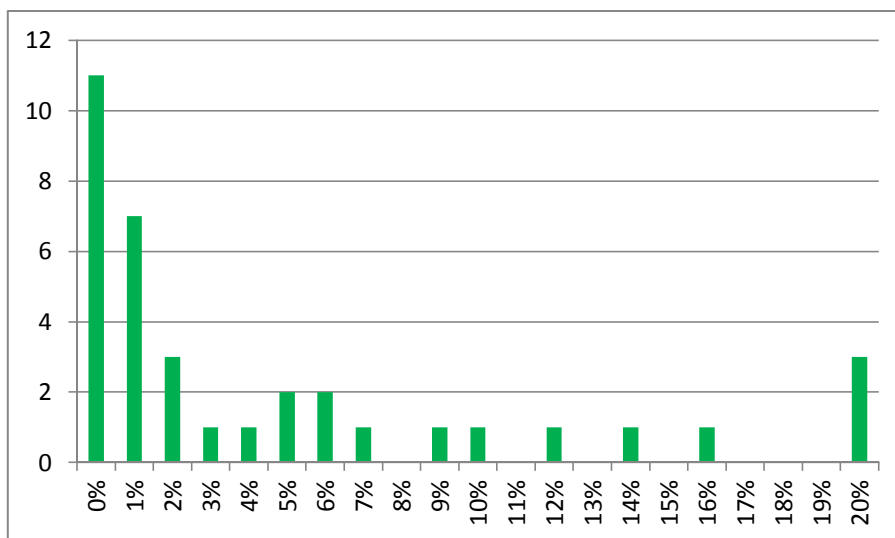
Q3 — Do you feel confident in identifying when and where children may need extra support?



Summary:

97% of settings felt confident in identifying when and where children may need extra support and 3% (1 setting) did not.

Q4 — What percentage of children in your setting have been identified as having special educational needs or disability (requiring SEN support or have an Education Health Care Plan in place)?



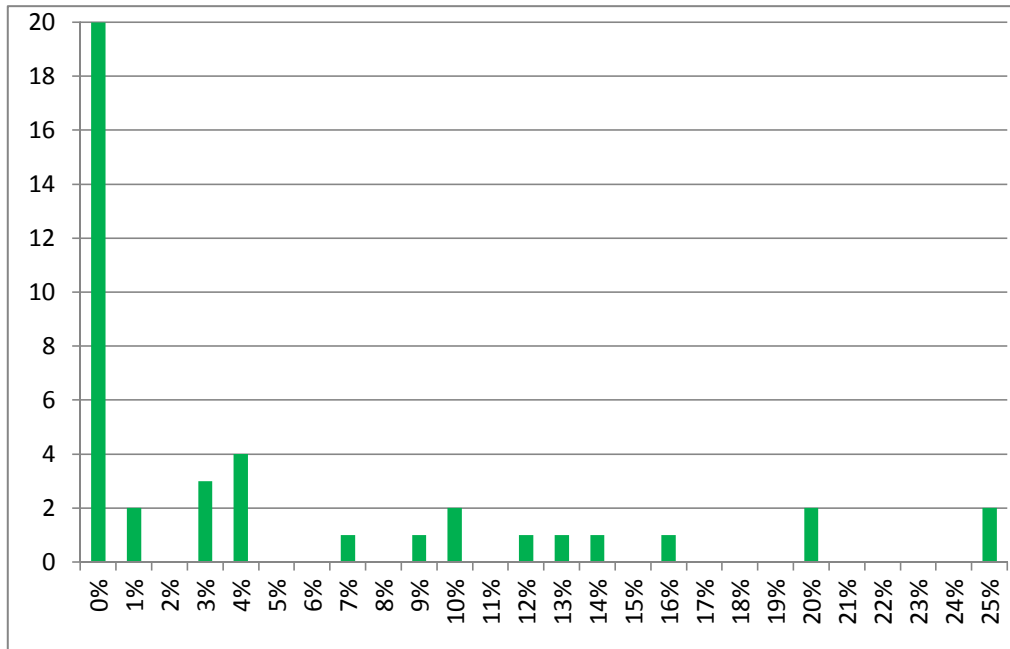
Summary:

Nationally, 14.4% of pupils had special educational needs in 2016, *Special educational needs in England: January 2016 (Department for Education)*.

The figures received in this survey ranged from 23% of the settings that responded having no children with special educational needs or disabilities attending to 6% of the settings that responded having 20% of children identified. It should be noted that this survey was sent out at the beginning of the academic year, which may influence the figures given.

3. Early Years Pupil Premium

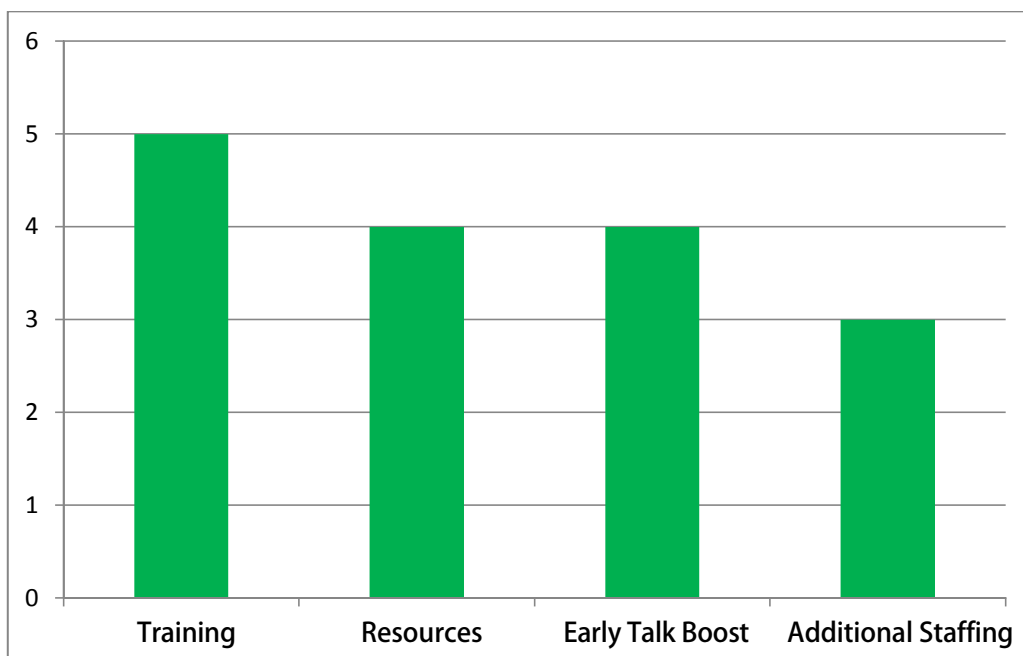
Q5 — What percentage of children receive Early Years Pupil Premium?



Summary:

From the responses received, 16 settings received Early Years Pupil Premium. There were huge variants between the amount of EYPP settings received, ranging from 59% receiving no EYPP and 6% receiving EYPP for 25% of its children.

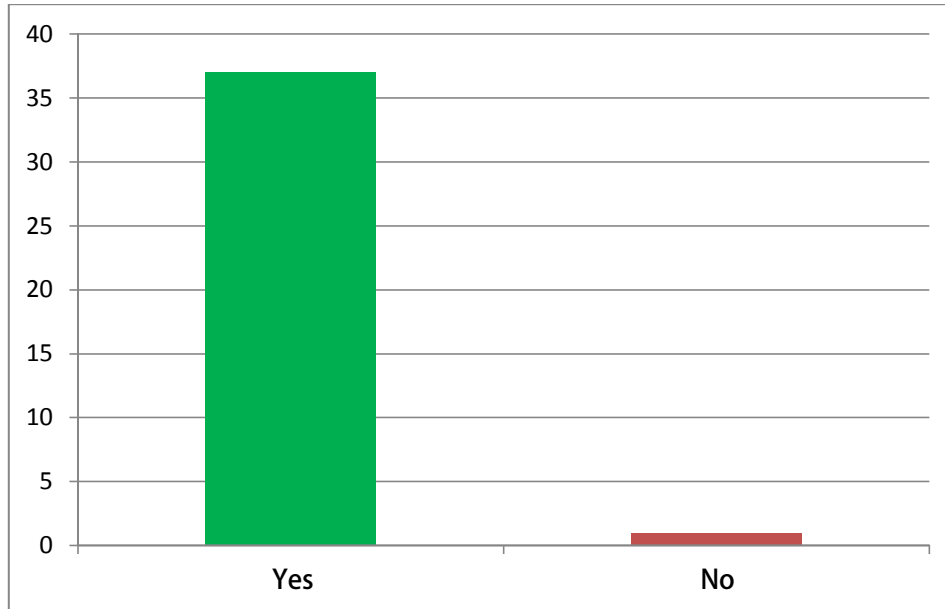
Q6 — How has the Early Years Pupil Premium been used to support children?



Within the settings receiving EYPP 31% used the premium for training, 25% for speech and language training / Early Talk Boost, 25% for resources and 19% for additional staffing.

4. Monitoring and Tracking

Q7 — Do you analyse and review tracking information regarding children with SEND?

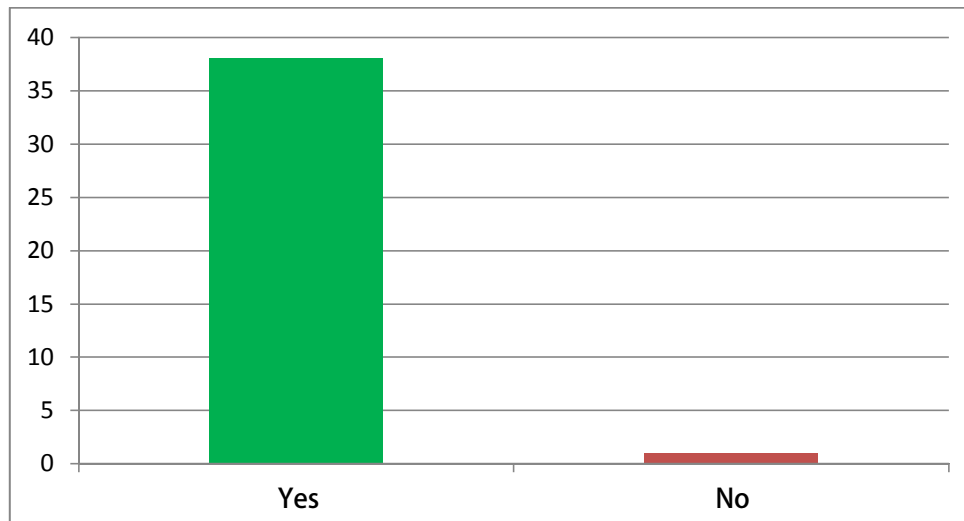


Summary:

97% of settings stated that they analyse and review tracking information regarding children with SEND. 3% (1 setting) did not.

5. SEND Policy

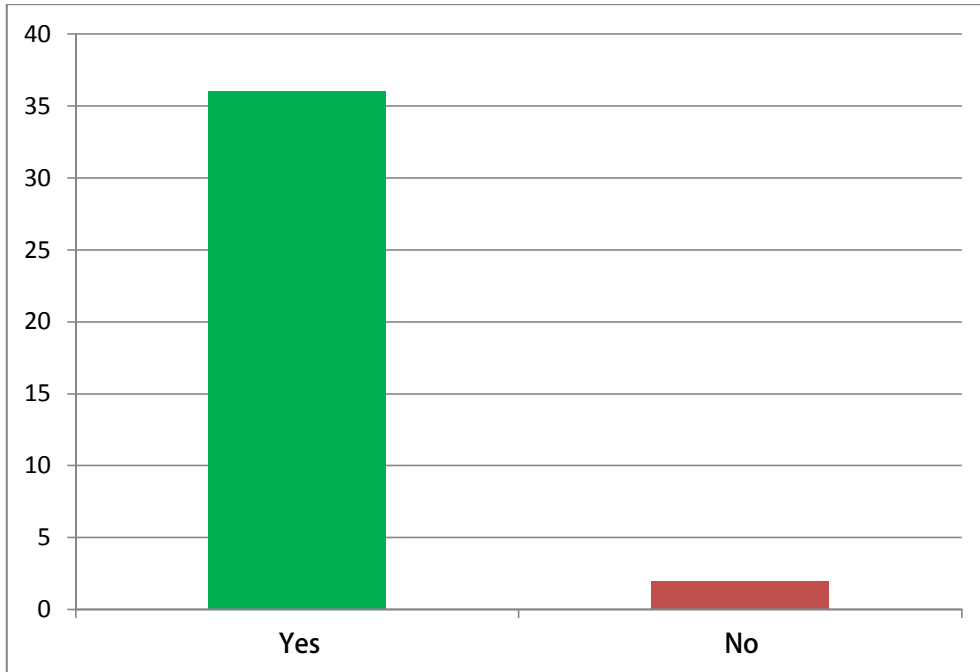
Q8 — Does your setting have SEND policy in place?



Summary:

97% of settings stated that they had a SEND policy in place. 3% (1 setting) did not.

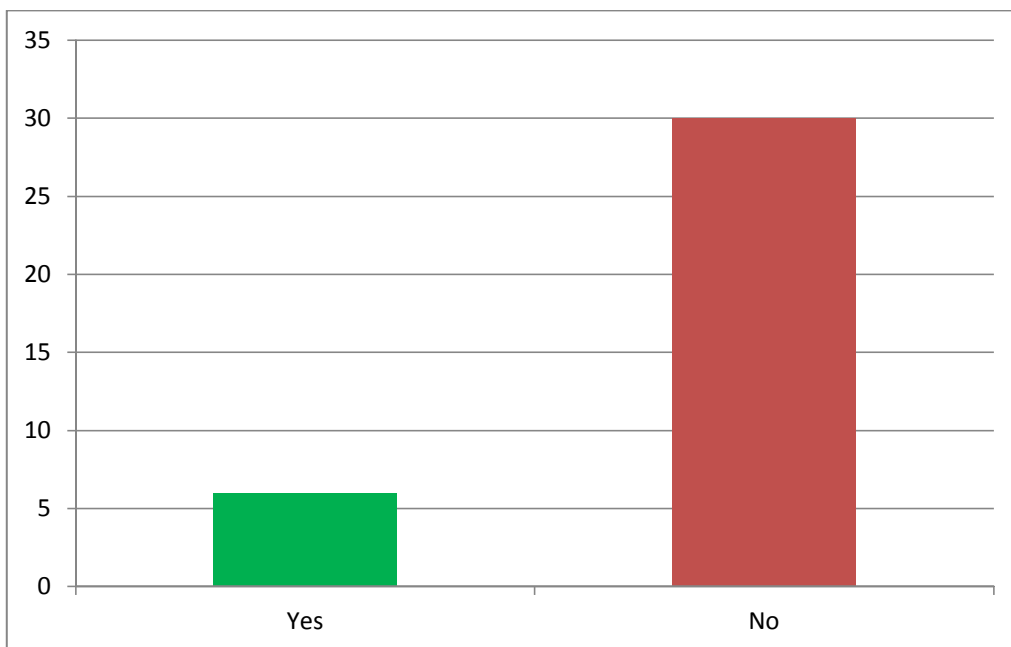
Q9 — Is your SEND policy shared with parents?



Summary:

95% of settings stated that they shared their SEND policy with parents. 5% (2 settings) did not.

Q10 — If you have a website, is your SEND policy published online?



Summary:

Only 17% of settings published their SEND policy online and 83% did not.

36 settings stated how they shared their SEND policy with parents.

Their responses included:

- copies sent home periodically and upon request. Also available to view in the school office at any time.
- it is available for them to see at any time, and can be emailed out on request as well
- our policies are available on our website
- website, parents policy file
- policy reviews termly
- available in parent handbook
- displayed, emailed
- parent leaflet
- Pre school prospectus
- during parent induction
- paper copy
- policy folder and displays
- all policies are available in group
- parents pack
- available on request and informed on updates via newsletter
- discussed on commencement
- emailed and registration pack
- on request
- policy is in parents information pack when they first start
- ease of access and highlighted aspects
- on web site and hard copy
- copies available

6. Self-Evaluation

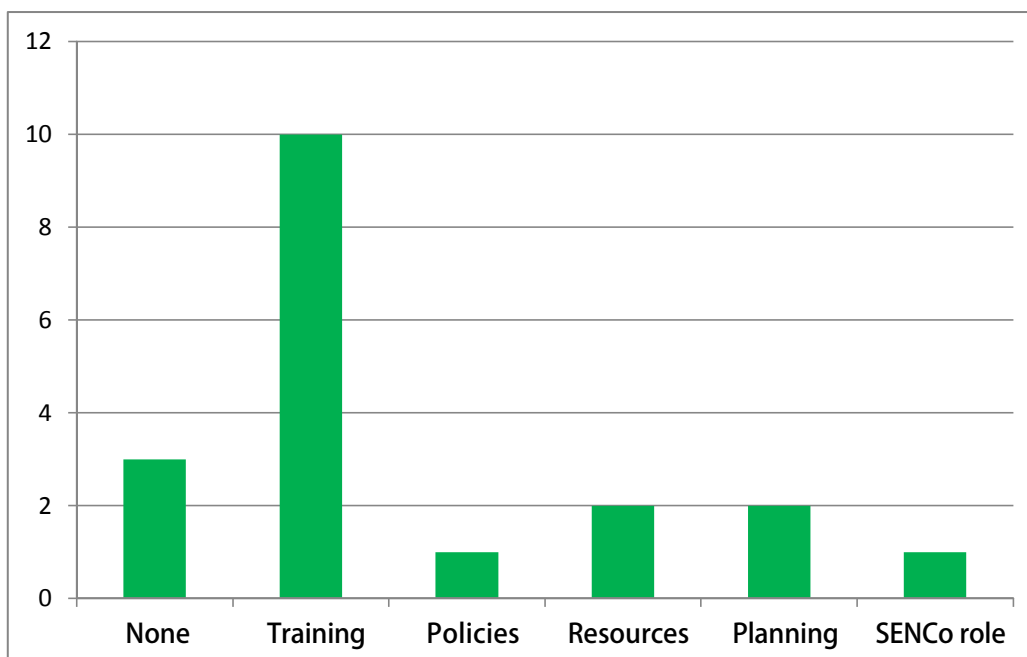
Q11 — What self-evaluation would your setting make on its current SEND provision based on the Ofsted judgements?



Summary:

37 % of settings judged themselves as outstanding and 63% judged themselves as good. No settings judged themselves as Requires Improvement or Inadequate.

Q12 — What priorities for improvement have been identified for SEND provision?

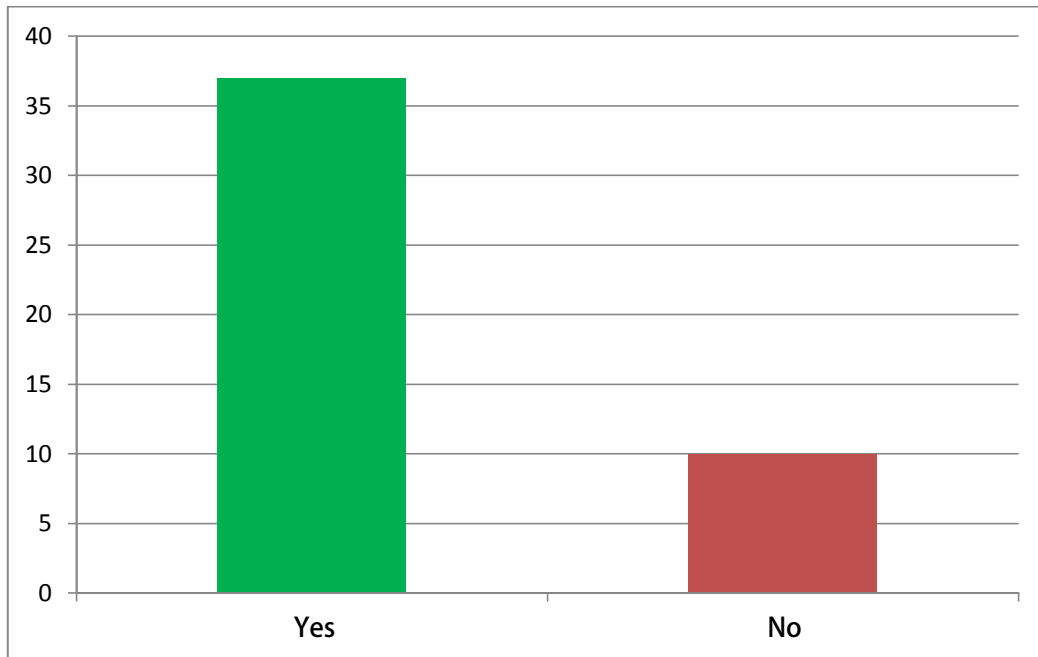


Summary:

50 % of settings identified training as a priority for development, 10% identified improving resources, 10% identified improving planning, 5 % identified reviewing policies and procedures and 5% identified developing the SENCo role. 15% did not identify an areas for improvement for SEND provision.

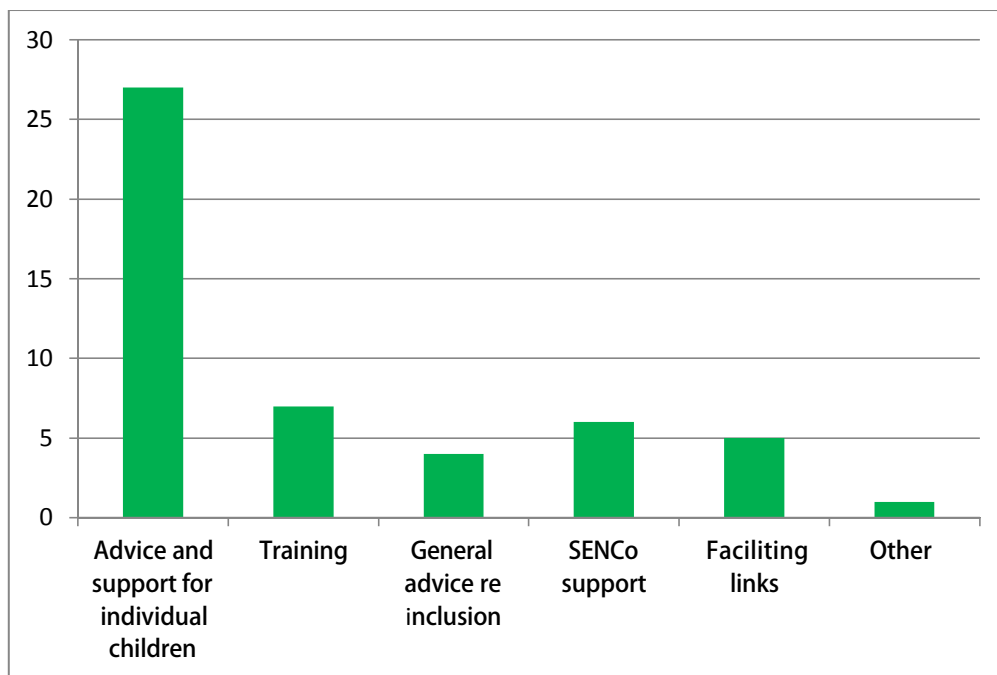
7. Area SENCo support

Q13 — Have you accessed the advice and support of your Area SENCo during the academic year 2015-2016?



79% of settings accessed the support and advice of the Area SENCo during the academic year 2015-2016 and 21% did not.

Q14 — If yes, what type of support did you receive?



Q15 — Have you any further comments regarding the support you have received from your Area SENCo?

All responses were positive and included:

- Very useful, practical information
- Our Area SENCo is always very knowledgeable and supportive
- We always feel well supported by our area Senco and think she is a great support within her role
- Area SENCO is always available to offer advice etc whether they come into the setting or via telephone
- We have very good links with our area SENCo and she is extremely supportive of our setting if we have any concerns about a child, she will come out to see us very quickly to support us and to put strategies in place. The SEND training provided is very good and well presented
- The Area SENCo will come to visit our setting whenever required
- Good support and visits. Can be contactable easily
- Service used this academic year and was very prompt and useful
- Always available and approachable for advice whatever our concern is for the child
- We have had no need to access support recently but feel that if we do need support we are confident in our Area SENCO that the appropriate support would be given as it has in the past
- All the staff and myself (SENCO) feel support is available at all times from our Area Senco whether it is just general advice or giving us strategies to deal with individual children. It is a great service and one we couldn't do without!
- Our Area SENCo is a fantastic support to offer advice and support and general reassurance

Priorities for development identified in survey:

- Prioritise and target SENCo training (Managing SEN in the Early Years) to those settings that have a SENCo in place that have not yet attended training.
- To provide an Early Years SENCo toolkit which includes information regarding early identification and intervention, legislative requirements and documentation and tracking information.
- To contact and target visits to those settings that have not used Area SENCos over the past academic year.
- To continue to offer Early Talk and Early Talk Boost training to PVI settings.