

HARDMOOR EARLY YEARS CENTRE

SENDCo's Annual Report to Governors

SENDCo: Mrs. Melanie Streader

Date of Report: January 2020

Special Educational Needs and Disability [SEND].

The SEN Code of Practice 2015 and The Children and Families Act 2014 defines SEN/D as:

'A child or young person has SEN[D] if they have a learning difficulty or disability which calls for special educational provision to be made for them. For children aged two years or more a special 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 nursery schools....or relevant early years providers.'

'A child under compulsory school age has special educational needs if he or she is likely to fall within the definition when they reach compulsory school age or would do so if special educational provision was not made for them.'

Taken from: Section 20 XV1 – Children and Families Act 2014

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream setting.'

Hardmoor Early Years Centre was last inspected by OFSTED in November 2017 when it was graded as **Good**. *'Key workers ensure that children with SEN/D are well supported and helped very effectively, for example to maintain concentration when necessary.'* OFSTED Report November 2017

Quotes in relation to provision made for children with SEN/D from The Southampton School Improvement Officer [SIO] and Early Years Advisory Teacher [EYAT], following their visit made to the centre on 28th November 2019:

- *'Children with SEND are supported well. Teachers / adults use their ongoing assessments of children's learning to plan activities and additional support. For example, a child who has a 1-1 was highly engaged in book talk with a group. The child was learning independently and actively involved in group talk with other children.'*
- *'The centre is inclusive. A range of interventions are being deployed e.g. Boosting Language and Auditory Skills and Talking [BLAST] focused on Speech, Language and Communication in the early years. Attention Autism is*

also a part of provision.’ [Stage 1 was observed by the SIO and EYAT].

The SIO and EYAT recognised that a high proportion of children join the centre with knowledge and skills below those that are typical of their age. *‘Well planned provision and good teaching enables children to make strong progress.’*

- *‘....A good quality of provision and exciting activities successfully engage children in the learning.....Children benefit from a curriculum that is well designed to meet their needs and interests.’*

SEND Profile

Currently a register is kept of pupils with additional needs. These are deemed to be either ‘SEN Support’ where additional funding has been applied for / granted to support the child on a 1-1 basis: Early Years Support Status [EYSS] Funding or Education, Health Care Plan [EHCP] has been requested / granted.

In addition, children demonstrating difficulties with speech and language development have their names on the SEN/D Register and are closely monitored to deduce the impact on their cognition and interaction so that appropriate support interventions can be put in place.

15% of children [16 children] attending Hardmoor Early Years Centre have their name on the SEN/D Register with one or more identified special educational needs and/or disabilities.

The majority of children on our SEN/D profile have highly complex special educational needs linked to **Cognition and Interaction** which includes **speech, language and social communication and interaction disorders such as Autism and Global Delay**. A small number of children have, in addition to the above, needs linked to **Physical and / or Sensory** difficulties affecting hearing or vision or mobility.

In addition, children with a diagnosis of Autism and those with needs linked to **Social Emotional and Mental Health** have difficulties with managing their behaviours pending diagnoses of autism related problems Attention Deficit Hyperactivity Disorder [ADHD], Attention Deficit Disorder [ADD] and Oppositional Defiant Disorder [ODD].

Progress, Achievement and Assessment of Children with SEND

This year we have an increase in the number of children with a diagnosis of Autism Spectrum related difficulties [Cognition and Interaction].

Summative Assessment at the end of Autumn 2 shows that the ten children who are delayed in Communication and Interaction are significantly below their actual age. To address this all children on the SEN/D Register have an Individual Education Plan [IEP] with small step targets and appropriate interventions to accelerate their progress. Day to day progress towards each target is recorded on the child’s individual progress record. As the child demonstrates achievement of each small step target, amendments are made.

This is our setting’s first response of the graduated response model advocated by the SEN/D Code of Practice.

Parents of children with SEND are invited to review meetings throughout the year with the teacher, 1-1 EYP and SENDCo to review their child’s progress and

provision. A report is written for each child and filed in the child's individual progress file. In addition, The Centre has an 'open door' policy to all parents who can request a meeting about their child whenever they feel the need to. Most parents share information about their child with either the teacher or EYP on a daily basis.

Last year: 2018 – 2019, The Centre requested four children to be assessed for provision of an Education Health Care Plan. This was because they presented with highly complex special educational needs and despite a graduated response in line with the SEN/D Code of Practice were not making expected progress from their starting points. The Centre was successful in having four of the five requests agreed with the issue of an EHCP for each child.

This year, to date we have requested an EHC Assessment for six children. It is hoped these will be successful and a plan for each child will be written. The SEN/D panel have agreed to carry out assessments on five and remain hopeful that the other child's request will be agreed.

Last year: 2018 – 2019, The Centre was successful in all requests for Early Years Support Funding to provide 1-1 support for children with highly complex special educational needs such as difficulties associated with a diagnosis of Autism. In addition, all requests for 'Continuation Funding' were also successful. As a result of the EYSS funding, all children made at least small step progress from their starting points. Examples of progress include: Children with under developed interaction skills and not engaging in nursery activities, with support began to access more, e.g. 'Attention Autism' – 'Bucket Therapy sessions, language development sessions – BLAST, carrying out recommendations made by the Speech and Language Therapist, such as Picture Exchange Communication system [PECs] and the alternative provision of Treatment and Education of Autistic and Communication related handicapped Children [TEACCH] with the child's 1-1 key worker.

This year, to date six requests have been granted for Continuation EYSS Funding and four initial requests are in process.

Currently we have one child with an EHCP.

SEN/D CPD

- The termly SEN/D staff meetings are usually attended by the head teacher, teachers EYPs and led by the SENDCo. Staff are invited to request items for the agenda prior to meetings. Minutes of meetings are taken and any issues/actions are followed up and discussed at subsequent meetings. Recent topics discussed include supporting children with a diagnosis of Autism, Global Delay, Speech and Language delay/difficulties and sharing and building on good practice.
- External professionals: Speech and Language Therapist, [including specialist in supporting children with a cleft palate], Educational Psychologists, Advisory Teacher for Visual Impairment continue to support the staff at Hardmoor with recommendations for specialised provision.
- All staff received 'Autism Awareness' training which was delivered by one of

the Educational Psychologists.

- February 7th – MAKATON Training booked for all staff.
- SENDCo continues to support staff by observing children and giving recommendations for activities, strategies to address children's needs and behaviours.

Priorities for ongoing improvement of the Centre's SEND provision

- Continue to ensure that interventions are of high quality and effective. Children demonstrate timely progress from their starting points.
- SENDCo to audit IEPs for quality assurance.
- To further develop 'Attention Autism' [Agenda item for the next SEN/D meeting scheduled for 4th February at 04:00 pm.
- To continue to ensure children's record folders are up to date with all documents filed in the appropriate and named divisions.
- SENDCo to continue to support staff in writing EYSS requests and EHC requests.