



## **HARDMOOR EARLY YEARS CENTRE**

SENDCo's Annual Report to Governors

SENDCo: Mrs. Melanie Streader  
Date of Report: 11<sup>th</sup> January 2021

### **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.'**

**SEN/D Code of Practice – 4 broad areas of need:**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

**The SEN/D Code of Practice promotes:**

- Inclusion in experiences and activities alongside peers
- Early identification of children's needs
- Early intervention to meet those needs
- The importance of children and parents/carers being central to decision making
- Multi-agency collaboration

As a provider for the educational development of young children we strive to implement all the code promotes.

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.

We believe this still to be the case.

Hardmoor Early Years Centre is identified by the Authority as one of the top three Early Years providers in Southampton City.

At Hardmoor Early Years Centre we address children's additional needs through The Graduated Response Approach of; Plan, Do, Review.

Children are assessed and placed within one of the 5 stages.

**Stages within The Graduated Response Approach in our support of children displaying special educational needs.**

**At Hardmoor Early Years Centre parents are informed at each stage of their child's inclusion within the Graduated Response Approach.**

**Stage 1 – Universal provision: Monitored by the Class Teacher / Class Leader.**

This is high quality first teaching of a broad and balanced curriculum within an inclusive classroom/base. The child will have personalised learning targets with attention paid to different learning styles.

Children at this stage are provided with carefully planned differentiation which includes practical, visual, concrete resources and modelling by adults.

Children's progress towards meeting their targets is addressed through ongoing assessment for learning. New targets are set on the outcome from assessments.

Children's names are placed on our 'Children we are monitoring list.'

**Stage 2 – Early intervention support: Monitored by Class Teacher, Year Leader, SLT and SENDCo**

In addition to Stage 1, children are provided with support within the class/base through small groups and individual support as appropriate to the child's needs.

Each child at this stage are provided with differentiated planned expected outcomes, with SMART targets on their Individual Education Plan [IEP]. Children

are provided with appropriate tools and resources to enable them to make progress towards their small step targets.

**Stage 3 – Targeted additional support: Monitored by Class Teacher, Year Leader, SLT and SENDCo**

In addition to Stages 2 and 3, deeper investigations are carried out in order to ascertain each child's strengths and needs. Parents are encouraged to engage fully in and be part of the Plan – Do – Review cycle of targeted assessment.

Children at this stage often work within small groups as well as individually with an adult.

At Hardmoor Early Years Centre if children reach this stage applications are made for additional funding through Early Years Support Service [EYSS] in order to provide the child with additional adult support, as appropriate.

Evidence based interventions tailored to each child's individual needs are implemented. Parents are made aware of the need to help their child at home with the targets set on their IEP. Parents are also invited to meet regularly with their child's Key Person / Teacher to discuss progress and any concerns they have.

**Stage 4 – Targeted intensive additional support: Monitored by Class**

**Teacher, Year Leader, SENDCo and overseen by SLT.**

In addition to stages 1-3, multi-professional planning and coordinated support is sought and implemented. For example; Paediatrician, Medical Professionals [if the child has a medical need which impacts on their educational development], Educational Psychologist. As with Stage 3 – targeted assessment and interventions, access to an adapted environment, [if appropriate] and individual modifications to the curriculum.

**Stage 4+ Request for Education, Health Care Plan assessment.**

When making a request for this assessment, settings need to ensure they have sufficient evidence of providing the child with appropriate interventions and support within The Graduated Response Approach, [Plan-Do-Review] cycle.

Settings have to prove the child needs provision which is over and above that provided for children who do not have a significant / complex special educational need.

Therefore to access additional support at a higher stage, Class Teachers need to evidence that a child is not making progress despite consistent provision at current stage of support.

**Stage 5 – Provision over and above that which would be expected at universal and targeted support levels because the child's needs are exceptional, severe, complex and long term. Monitored by Class Teacher, Year Leader, SLT and SENDCo.**

If a child is in receipt of an EHCP he/she is entitled to personalised support, working on an individualised curriculum.

EHCPs are reviewed after 6 months for a child under 5 years of age, then at least annually.

**SEN/D Register in relation to The Graduated Response Approach:  
Currently 8 children have their names on our SEN/D register. [Two of these children decelerated at the request of their parents].**

**In addition to the SEN/D register 6 children have their names on our Monitoring List.** These are children who are having high quality universal provision with some appropriate early intervention support.

**The Graduated Response Approach:**

**Two children at Stage 5**

To date: Two children are in receipt of an Education, Health Care Plan so are provided with appropriate targeted support interventions delivered individually 1-1 and when appropriate within small groups.

Interim annual reviews of each child's EHCP are in process. Each of the Desired Outcomes [which were set in the plan] and steps towards achieving the outcomes are reviewed and amended as necessary.

**Two children at Stage 4 / 4+**

To date: Two requests for EHC assessment have been submitted to the 0-25 SEND Team.

Early Years Support System [EYSS] funding has been requested for three children. This is a request for additional support from a Key Worker to help the children make timely progress towards meeting their small step IEP targets.

These children are also under consideration for EHC assessment requests so evidence of each child's progress through The Graduated Response Approach is being collected.

### **Four children at Stage 3.**

Targeted additional support.

### **Stages 1 and 2**

#### **Six children**

It is highly likely that the number of children on the SEN/D register and the Monitoring List will increase following our SEN/D meeting which is scheduled for Tuesday 19<sup>th</sup> January.

### **Types of Special Educational Needs and/or Disabilities.**

A significant number of children with their names on our SEN/D register 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**

Summative Assessment at the end of Autumn 2 shows that most children are making timely progress from their starting points; thus meeting or partially meeting their small step targets on their IEP.

Parents of children with SEND are invited to review meetings, [virtual] 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.

### **Evaluation of our SEN/D provision**

The majority of children we request an Education, Health and Care assessment for have been agreed. This is because the requests are detailed and clearly show that The Graduated Response Approach of Plan-Do-Review cycle of targeted assessment and intervention has been followed. However, despite the over and above provision which would be expected at universal and targeted support levels the child is not making the expected progress in meeting their small steps targets. Therefore the child's needs are deemed to be exceptional, severe, complex and

long term.

Since September 2018, most requests for Early Years Support Service funding were agreed, [we are awaiting the decision for one recently submitted]. This can also be attributed to the quality of requests which includes appropriateness of provision as proof of the Plan-Do-Review cycle.

Scrutiny of IEPs by the SENDCo show that most children are making small steps of progress; meeting or partially meeting their SMART targets.

The IEPs provide effective monitoring documents of children's progress over time.

**Examples of additional provision EYSS funding facilitated[s]:**

- 'Attention Autism' – 'Bucket Therapy sessions, language development sessions
- Boosting Language And Auditory Skills Talking [BLAST]
- Implementing recommendations made by the Speech and Language Therapist, such as Picture Exchange Communication system [PECs]. Currently 6 children are on the SALT caseload.
- Makaton signing and gestures
- Treatment and Education of Autistic and Communication related handicapped Children [TEACCH] with a Key Person.
- Intensive interaction therapy, which is where a familiar adult plays alongside the child at play whilst giving a simple commentary.
- Occupational Therapy programmes [for individual children] in need of this provision.
- Physiotherapy Therapy programmes [for individual children] in need of this provision.

At the last SEN/D meeting one of the attendees raised 'Cherry Garden' Branch Maps which is a new assessment tool in Tapestry which organises key milestones one would expect to find in very young typically developing children from birth to 5 years. This is on the agenda to be discussed at our next meeting following trialling by one of the members.

**SEN/D CPD**

- The termly SEN/D staff meetings are attended by the teacher / bases leaders EYPs and led by the SENDCo. Staff are invited to request items for the agenda prior to meetings. Minutes of meetings are taken and shared with the Head Teacher and Head of Centre. Any issues/actions are followed up and discussed at subsequent meetings. Recent topics discussed included supporting children with a diagnosis of Autism, Global Delay, Speech and Language delay/difficulties and sharing and building on good practice; new resources; e.g.
- External professionals: Speech and Language Therapist, Educational Psychologists, Behavioural Specialist, Advisory Teacher for Visual Impairment, Advisory Teacher for Hearing impairment [when we have children on role with these impairments].
- SENDCo continues to support staff by observing children and giving recommendations for activities, strategies to address children's needs and behaviours.
- Virtual Inclusion Network meetings.

### **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 meet [virtual] with SALT to discuss caseload and provision.
- SENDCo to continue to audit IEPs for quality assurance.
- 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.
- SENDCo to organise and carry out interim/annual reviews for children with EHCPs.
- Update SEN/D Action Plan.

#### Summary note:

There can be no doubt that children's absence due to COVID-19 closure, holidays, etc. from their Early Years setting has noticeable impact on the progress they make. This is most evident in children with significant Speech, Language and Social interaction difficulties as well as those with Emotional / Behavioural needs.

The highest level of need at Hardmoor and across the City is Speech, Language and Communication. Therefore our priority provision is facilitating numerous opportunities for developing children's Speech, Language and Communication as an ongoing commitment to our children.

Melanie Streader  
SENDCo