

HARDMOOR EARLY YEARS CENTRE

SENDCo's Annual Report to the Head Teacher and Governors

SENDCo: Mrs. Melanie Streader

Date of Report: February 2022

It has been a challenging two years for both children and staff due to COVID-19 related absences. However, as a Centre we take pride in our commitment to support all children in their learning and development. This is achieved by providing the appropriate level of additional support to ensure all children are given the opportunity to make the progress they are capable of from their individual starting points.

Special Educational Needs and Disability [SEND] in the Early Years.

The New Early Years Framework, published on 31st March 2021 and the SEN/D Code of Practice, 2015 and The Children and Families Act 2014 states: *'Children who are under compulsory school age have SEN/D if they have a learning difficulty / disability that is likely to require special educational provision when they reach compulsory school age.'*

It is a legal requirement under the new framework that those working with children in the Early Years should; *'be alert to emerging difficulties and respond to early concerns... and that clear arrangements should be in place for identifying children's additional needs within equal opportunities.'*

At Hardmoor Early Years Centre, children with SEN/D are fully included. Their needs are met through a child-centred approach which includes effective differentiation of the Early Years Curriculum, ensuring equal opportunities. We know that the effective liaison we establish with parents of children with SEN/D, Base Leaders, the child's key worker and any involved outside agency support positively impacts on each child's progress from their individual starting points.

We continue to be proud of the outcome from our most recent OFSTED inspection, November 2017 when the Centre was deemed to be, **'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.

Reports of visits made by The Southampton School Improvement Officer and Early Years Advisory Teacher endorse our evaluation of provision for children with SEN/D.

- *'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.'*

We firmly believe that children with SEN/D make good progress from their starting points. This is because additional support is effectively tailored to address and meet each child's additional needs building from their interests and enthusiasm for methods of delivery. We achieve this through adherence to The Graduated Response Approach of Assess, Plan, Do, Review as set out in the SEN/D Code of Practice as described below:

Stages within The Graduated Response Approach:

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 outcomes 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 an Education, Health Care assessment to be carried out by the Local Authority with a view to a Plan being agreed, [EHCP].

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.

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.

Children have their name on our SEN/D Register because they have complex special educational needs which requires 'over and above' provision in the areas of:

- **Speech, Language and Social Communication and interaction disorders such as Autism and Global Delay**

Children demonstrating difficulties with speech and language development have their names on the Monitoring List and are closely monitored to deduce the impact on their cognition and interaction. Appropriate support interventions are implemented.

Children with a significant delay in developing their functional communication skills, which is often associated with a complex diagnosis such as Autism will have their name on the SEN/D Register.

- **Cognition and Learning**
- **Social Emotional and Mental Health** which includes managing their behaviours as associated with diagnoses of autism related problems Attention Deficit Hyperactivity Disorder [ADHD], Attention Deficit Disorder [ADD] and Oppositional Defiant Disorder [ODD].
- **Physical and / or Sensory**

Current SEN/D profile:

February 2022 – 8 children have their name on our **SEN/D Register**.

In relation to The Graduated Response Approach –

2 children are at Stage 4+ with EHCP requests in process. EYSS funding is in place for these children.

5 children are at Stages 3 or 4 with additional EYSS funding in place or applied for.

3 children have other agencies involved with additional interventions in place.

15 children have their name on our **Monitoring List** so are currently within stages 1-3 of The Graduated Response Approach.

Assessment and Progress Tracking of Children with SEND.

Assessment:

We use **Formative Assessment**; based from what the child is doing on a daily basis, identifying what the child needs to support his / her learning needs – Observation, Assessment, Planning cycle – Assessment for Learning which helps to identify and implement additional interventions with additional adult support, as needed.

Tapestry is used to record observations of children. Parents are encouraged to share observations of their child at home via Tapestry.

All children on the SEN/D Register have an Individual Educational Plan [IEP] with SMART targets for achievement. In addition, and recently introduced, children's daily /weekly / 6 weekly progress is tracked on 'tracking sheets' to provide a picture of the child's progress towards each target. Our evaluation of these is that

they clearly show children's rate of progress towards each target and the need to adapt a target if the child is not making progress or refusing to engage. As soon as a child on the Monitoring List demonstrates slower progress than a typical child of the same chronological age, thus a need / difficulty becomes more apparent an IEP is written to address this.

Summative Assessment provides a summary of a child's development, learning and progress across all areas. The first statutory summative assessment in the EYFS – the 2-year-old progress checks are carried out for each child. This is a valuable tool for identifying children who need additional support. In this way, early interventions to support the child can be implemented early on in the child's development.

The second summative assessment is made when the child reaches the end of the EYFS. [Birth to Five Matters 2021].

Early Years Profile of Need - [SEN/D]

This document was recently introduced by the 0-25 SEND Service. It is proving a useful tool to give a clear understanding of an individual's needs. The requirement is to complete a Profile of Need whenever EYSS Funding is applied for. It also provides evidence towards requests for EHC assessments and is useful in showing a child's rate of progress over time.

At Hardmoor Early Years Centre we include this document as part of our assessment for each child with SEN/D or suspected SEN in any / each of the four areas of need.

We believe that the assessment evidence we gather for children with SEN/D is highly appropriate as most requests for additional EYSS funding is granted. This is also the case for our Educational Health Care Plan applications.

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.
- Recently, all staff received 'Autism Awareness' training which was delivered by one of the Educational Psychologists.
- SENDCo continues to support staff by observing children and giving recommendations for activities, strategies to address children's needs and behaviours. This includes supporting the writing of IEPs.

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 ensure children's individual progress tracking sheets are completed as they demonstrate children's small step progress and identify the quality of the IEP targets; e.g. – Are they Succinct, Measurable, Achievable, Realistic Targets – or do they need amending. Our mantra is that if the child is not achieving a target then the target needs to be adjusted.
- SENDCo to audit IEPs for quality assurance giving feedback and support, where needed to staff.
- To further develop 'Attention Autism' resources – training for new staff.
- To continue to ensure children's hard record folders are up to date with all documents filed in the appropriate and named divisions.
- To continue to ensure appropriate documents are stored in each child's named file within the Hardmoor SEN/D drive.
- SENDCo to continue apply for additional funding through the EYSS system; Transitional Funding when a new child joins the Centre, New Funding which can be applied for if a child is not making expected progress despite interventions and support over time, Continuation Funding which can be applied for if a child, despite additional support from an adult, either 1-1 or 1-2 still requires this high level of support.