

## Special Educational Needs and Disability

**SEND Governor:** Linda Pain

**SENCO:** Laura Foster

### Role of the SEND Governor

The Governing Body has a duty to ensure that any children with SEND receive the support they need. The SEND Governor works together with the SENCO to ensure that all needs are met, relevant training is received and to monitor the effectiveness of the School's provision for the children. The SEND Governor will review the progress and attainment of children with SEND.

**Overview relates to:** Academic year 2017 / 18

16 children are identified on the Code of Practice as having SEND which equates to 20% of children.

2 children are transitioning to SEND Schools in September 2018.

68 children are transitioning to Primary Schools in September 2018.

10 children are expected to remain in Nursery as they transition from Rising 3's to Nursery aged children (Orange group)

Difficulties include:

Cognition and learning

Communication and interaction

Social and emotional needs

16 children receive specialist support, e.g. Paediatrician / SALT / EP

5 children have a SEN and Early Support Plan

2 children have a finalised EHC Plan

0 children have draft EHC Plans pending

1 child received ISEY funding (7.5 hours per week per child) in the autumn and spring term.

2 children receive CRISP funding from SENAR which provides an Inclusion Support Assistant for them. 1 for the whole year and 1 for the summer term.

28 children have EAL which is 34% of the cohort.

1 child receives family support in the summer term.

0 children receive safeguarding team involvement

### SEN and Early Years Support Plans

5 children have a SEN and Early Years Support Plan. A plan is made in partnership with parents and professionals working with a child and it documents the holistic journey of a child from birth to the current date. It is a working document that captures the child's voice and strengths, highlights areas of need and co-ordinates / documents intervention that

is in place for the child. It is designed to be shared, with parental consent, with all professionals supporting the child as a tool to prevent a family having to retell their story over and over again. The plans provide specific targets which the child is working towards. The plans are reviewed regularly during the year.

### **ISEY Support**

1 child received ISEY funding this year. Inclusion Support Early Years (ISEY) funding is from the Area SENCO Team. This funding can be applied for and is transferred to the Nursery on a termly basis. Funding applications are reliant on an Early Support Plan being current and in place for a child and subject to the child meeting specific ISEY criteria. ISEY funding applications that have been agreed have ensured the maximum funding is available to the child. This equates to 7.5 hours a week at £8 an hour. We have employed an ISA to support a child on a part time timetable who has a EHC Plan application in place. The child received ISEY funding for the autumn and spring term before CRISP funding started.

### **Medical Needs**

Within Nursery we have a variety of developing needs: Developmental delay, social, interaction and communication needs and Autism Spectrum Disorder.

We have / had:

Medical Care plans:

Asthma alert cards: 5

Eczema alert cards 1

Allergy alert cards: 2

Severe allergy cards including epi-pens: 2

### **SENCO has participated / contributed to the following to support children and families**

Completed SEND home and Nursery visits

Written SEN and Early Support Plans which are reviewed regularly

Hosted Team Around the Child (TAC) meetings for EHCP requests

Hosted annual reviews and completed relevant paperwork

Accompanied parents to the Child Development Centre at Allens Croft

Liaised with SALT, Paediatricians, EP, CAT and Health Visitors

Liaised with the Early Years Support Service

Liaised with the Area SENCO Team

Completed Paediatrician referrals

Completed SALT referrals

Completed CAT referrals

Completed EP referrals

Arranged a variety of observations and meetings between Nursery and outside agencies

Accompanied parents on School visits

Liaised with SENAR over school placements, plans and funding

**Professionals liaising currently with the Nursery**

Health Visitors

Paediatricians

Speech and Language Therapists

Communication and Autism team

Educational Psychologist

Area SENCO Team

Early Years Support Service

SENAR

**Training received 2017 - 18**

Asthma

Allergy

Epi-pen

Attended Early Years SENCO network meeting