

## Special Educational Needs and Disability 2018 - 19

**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 2018 / 19

15 children are identified on the Code of Practice as having SEND which equates to 19% of children.

0 children are transitioning to SEND Schools in September 2019.

62 children are transitioning to Primary Schools in September 2018.

19 children are expected to remain in Nursery as they transition from Rising 3's to Nursery aged children.

3 children are remaining at Nursery with a delayed admission to Primary School granted. 1 child has transitioned to Primary School after their parent request was denied.

Difficulties include:

Cognition and learning

Communication and interaction

Social and emotional needs

22 children received assessments e.g. Paediatrician / SALT / EP

14 children received specialist on-going support

7 children have a SEN and Early Support Plan

0 children have a finalised EHC Plan

4 children have draft EHC Plans pending

3 children received ISEY funding (7.5 hours per week per child) during all 3 terms

0 children receive CRISP funding from SENAR

15 children have EAL which is 19% of the cohort

6 children received family support within Nursery

3 children received external family support

0 children received safeguarding team involvement

## **SEN and Early Years Support Plans**

7 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**

3 children 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 application 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 32 ISA's to support the children on a part time timetable who have a EHC Plan application in place.

## **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: 4

Eczema alert cards 0

Allergy alert cards: 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 2018 - 19**

Attended Early Years SENCO network meeting

All teaching staff and Inclusion Support Assistants attended Autism Good Practice Tier 2 SENCO attended SEN plans sessions with the Area SENCO team in order to access ISEY funding.

SENCO attended transition session with the Area SENCO team in order to access ISEY funding.

SENCO attended