**Annual SEND Report for Governors**

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| School: | Parklands Nursery School |
| SENCO: | Lauren Jacques |
| Date of report: | Nov 2024 |
| SEN Governor: | Lisa Smallwood |

**2023-24**

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| Total NOR | Total % on school census coded **K** and **E** for current year | Total % on school census coded **K** and **E** for previous year | Total number of learners with SEND in the school | Total number of learners with SEND in the school on the SEND register without an EHCP | Total number of learners with SEND in the school on the SEND register with an EHCP | Total number of requests for Statutory Assessment | Total number of requests for Statutory Assessment agreed |
|  | 7.5% | 0% | 10 | 8 | 2 | 2 | 2 |

**SEND Profile (for last 12 months)**

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| --- | --- | --- | --- | --- |
| **Primary area of need** | **Communication and interaction** | **Cognition and learning** | **Social, Emotional and Mental Health needs** | **Sensory and/or physical needs** |
| **Total % across the school** | **10%** | **3%** |  | **2%** |
| **Total number of learners with the primary area of need** | **7** | **2** |  | **1** |
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**Key Points**

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|  | **Yes/no** | **Narrative** |
| **SEND information report is available on the school website and is dated within the last year**. | Yes | 2023-24 available on website2024-25 to ratified at FBG and uploaded by Dec24 |
| **SEND or Inclusion policy is up to date and available for review** | Yes | Dec 2023 website |
| **Policy for Supporting pupils with medical needs is up to date and available for review** | Yes | Sept 2024- website |
| **The SENCo holds the mandatory qualification**  | Yes | L3 SENDCO qualification achieved 2023 |
| **SEN governors training has been completed within the last year** | Yes | Current SEND governor- Lis Smallwood- expertise in SEND – previous role at UON. |
| **Notional SEN budget**  | No |  |
| **Overall SEND budget (notional and element funding)** | Yes |  £3492 |
| **Dates of any support focused on SEND** | Yes | LA visits twice a year along with Governor monitoring visits.Whole school training Oct 2023- Autism and attachment training provided by Rowan Gate special School, Wellingborough |

**Provision, Access and Support**

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| **How does the school identify learners with SEND?** | 1. **Termly assessments and spotlight observations -**would identify child not on track using sequential learning guide for the seven areas of learning.
2. **Home visits and stay and plays-** held prior to child’s admissions- discuss child’s needs, seek further information and implement any assisted plans or staff training that may be essential.
3. **Observations completed by SENDCO and keyworkers-** used to assess child’s development.
4. **Assessment tools –** completed identify area of need and discuss/agree interventions/approaches.
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| **What happens when a learner has been identified?** | 1. **Assessment tools- Most appropriate is agreed and completed along with observations.**
2. **Meetings with parents** to agree areas of need and appropriate next steps.
3. **Support assisted plan-** detailed interventions and approaches to be implemented agree time period- shared with parents and keyworkers
4. **Provision map and regular SEND meetings-** review impact of interventions
5. **Referral process-** agreements if further services or professionals required-(SSS, senif funding, SALT, referral) This would usually be discussed after first review cycle
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| **What provision is in place to support teachers to provide for a learner with SEND?** | 1. **Home visits and stay and plays-** held with parents so teachers fully understand how best to support the child and develop partnership working.
2. **Team meetings-** held fortnightly discuss children’s needs- assisted plans and interventions**.**
3. **Support assisted plans-** provide detailed guidance on how to provide support for child’s next steps
4. **SENCo-** support. Where possible key workers attend the review meetings to be involved in agreeing support plans. If not SENCO’s will provide guidance.
5. **Training and CP-** whole school training -Sept 23 Autism/attachment, other training promoted includes sign a long, sensory circuits, self regulation, interoceptive curriculum
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| **How are parents and carers informed of identification?** | 1. **Initial spotlight meeting-** Key workers provide information about child’s development/assessment.
2. **Meeting with SENCO-** observations shared and meeting held to discuss assessments and assisted plans.
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| **How are parents and carers informed of progress a learner is making?** | 1. **Fortnightly SEND meetings** held to review progress and to ensure internally progress/impact is made.
2. **Termly review meetings-** held with parents and professionals to review interventions and progress and agree next steps
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| **How effective is classroom teaching in supporting needs of learners?** | 1. **In the moment planning approach –** every child’s individual needs are considered in the moment to support their next steps and recorded as teachable moment/impact. Leaders are able to moderate and highlight where practice is not effective.
2. **Learning walks- Exe Head, DH, LA and Governors-**evidence of effective systems to ensure children with SEND are well supported during the session, with evidence of impact recorded.
3. **Learning walks-** continuous provision-evidence of adapted provisions to support individual needs, along with variety of communication aids to support effective communication.
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| **What interventions are in place to support learners?** | 1. **Support assisted plans-** Clear targets that can be enhanced in the moment with the child in the continuous provision or through guided learning, group times or core texts.
2. **Support assisted plans-** some target work may be required to be carried out in different environment- with less stimulation and reduced number of children
3. **Guided learning-** all children with SEND encouraged/supported to participate in guided learning adapting learning intentions to support their next steps.
4. **One to one or small group intervention**- nurture- provided weekly for children identified with delay PSE or with Trauma SEMH. Group or individual targets
5. **One to one or small group intervention-** language -provided weekly for children identified with language delay/disorder or delayed speech sounds. Group of individual targets.
6. **Group work music based provided weekly for children** with delayed PSE or Comm &Lang- group targets agreed.
7. **Zones of regulation and risk assessments-** Children that display complex behaviours possibly due to a delay, or trauma require an individualistic approach to develop their behaviour and self-control. These are recorded as interventions and all staff are aware.
8. **Sensory circuits-**accessed to daily circuits to enable to child to alert senses, regulate and calmto support their well-being and engagement.
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| **How is access to interventions planned?** | 1. **Agreed schedule**
2. **Staff deployment** to ensure interventions are provided
3. **Review competed fortnightly** to ensure engagement is effective.
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**Intersectionality Data**

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| **Data type** | **Learners without SEND** | **Learners with SEND** |
| **Attendance****2023-24** | 89% | 84% |

**Achievement and Attainment Data**

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| --- | --- | --- | --- |
|  | **Autumn 2023** | **Spring 2024** | **Summer 2024** |
| *5 children had 2/3 targets set* | **Number of children achieving targets****Total- 3** | **Number of children achieving targets TOTAL 4** | **Number of children achieving targets****TOTAL 5** |
| **Red not met** | 0 | 0 | 0 |
| **Amber partially met** | 2 |  0 | 1 |
| **Green fully met** | 1 | 4 | 4 |

 6 children- had interventions for PSE and speech and language. 5 of the 6 final assessments were ‘on track’

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| **Well being and involvement** | Autumn | Spring | Summer |
| WB lev 1 |  |  |  |
| WB lev 2 | 1 |  |  |
| WB lev 3 | 1 | 2 | 1 |
| WB lev 4 | 4 | 4 | 7 |
| WB lev 5 |  | 1 | 2 |
| **Total** |  |  |  |
| Inv Lev 1 |  |  |  |
| Inv Lev 2 |  |  |  |
| Inv Lev 3 | 1 | 2 | 2 |
| Inv Lev 4 | 5 | 4 | 7 |
| Inv Lev 5 |  | 1 | 1 |
| **Total**  | **6** | **7** | **10** |

**SEND Funding**

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| --- | --- | --- | --- |
|  | **Notional funding** | **Additional funding** | **Total income for HNF and EHCPs** |
| **Previous year** | **£0** | **£3491** | **£3491** |
| **Current year** | **£0** | **£8762** | **£8762** |

**SEND Improvement Priorities**

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| **Objective** | **Key actions** | **Success criteria** | **Link to FDP** |
| **To access the stronger practice hub speech therapy service to review cases and implement interventions.** **Implemented sensory circuits in provisions for 2-4’s.****Total communication approach established across all provisions.** | Contact with SALT- agreed dates and gathering if information to share.Staff training, resourcing and schedules.Staff training, clear guidance provided for the Federation, SENDco’s implement/disseminate. | Interventions implemented and reviewed termly.Early identification, implementation and impact seen.Learning walks- and children’s success. | **3****3****3** |

**Staff Development**

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| **Staff** | **Overview of training** | **Expected impact** | **Cost** |
| **Sign a long training** | Trained in the use of sign a long | Apply signs alongside language to support pre verbal children | **£150** |
| **Total communication approach** | Develop communication methods to ensure all children at different stages of comm can express their needs and develop comm further. Visits to other settings to learn best practice. | Total communication approach- visuals, signs, objects of reference, communication boards. | **£100** |
| **Gestalt training** | Language processing how some children learn language | Implement strategies to support children with SEND- language skills. | **£0** |
| **Intensive interaction** | Method used to promote shared interaction. | Developing skills and knowledge of how best to promote share interaction for children with SEND. | **£100** |
| **Interventions- for emotions/nurture** | Visits across the Federation to share best practice and create a toolkit. | Develop skills and expertise of all staff providing nurture based interventions. | **0** |
| **Sensory circuits** | Understand of the sensory regulation and how this can be developed through daily circuits | Staff skilled in delivering the intervention daily to support children sensory develop, leading to increased well-being and engagement in the curriculum. | **£200** |

**External Agencies**

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| **Agency** | **Purpose** | **Impact** | **Cost** |
| **Specialist support services** | Provide support and guidance when required with children’s assisted plans and interventions. Main support provided to parents with supporting their needs in the home. | Support available with complex needs or when parents may need more intensive support in the home. | **£0** |
| **Music group** | Weekly intervention to support PSE and communication and language development. | Increased communication skills- expressive- singing rhymes, intonation and rhythm. Higher involvement level and increased confidence as part of wider group with age appropriate listening and attention skills. | **£1080** |
| **Rowan Gate outreach support** | Offer guidance when complex cases of need and what interventions should be planned | To develop the skills and knowledge required to support children with complex needs | **£0** |
| **Stronger Practice Hub** | Discuss cases of speech and language delay or disorder- to identify appropriate referrals and support plans | Interventions/guidance provided to support the child’s speech and language development. | **£0** |