# Annual SEND Report to Governors September 2026

The SENDCo is Mrs Karen Bleasdale and the SEND Governor is Mrs Vicky Bradshaw

**SEND PROFILE**

At the end of the previous of the academic year (25/26) there were 17 children receiving external SEND support. 3 of these had EHC Plans. There were 36 children receiving SAL support in nursery.

These pupils have a variety of needs. 61 pupils left Nursery School in July 2026 and transferred to mainstream primary schools.

At the start of the academic year 26/27 there were 9 children receiving external SEND support. There are 13 children receiving SAL support in nursery. 1 child has an EHC Plan.

**INTERVENTIONS**

Pupils on the SEND Register have had a combination of intervention including play therapy, one to one/small group work, Attention Autism 'Bucket Time,' Wellcomm intervention, extra Forest School provision, use of the sensory room, equipment and specific resources depending on their individual needs. Resources have been purchased to support children with their individual sensory need including weighted pets for their laps – cat and dog for each room and small tuff trays for more intimate sensory tray work.

**PROGRESS and OUTCOMES**

9 pupils have targeted learning plans (TLPs) with bespoke targets and strategies, depending upon their needs. Individual pupils have made significant progress towards their targets. These plans were communicated with parents throughout the year. 2 of the children left the nursery in the spring term so 7 children had plans. The rest of the children were on group TLP's based on their language needs. The plans were reviewed roughly every 8 working weeks showing progress and next steps were planned based on need.

**FUNDING**

SENIF Inclusion funding increased to £83 a week per child allocated the funding. Nursery had to apply online for this funding to the Inclusion teacher proving additional work and costings, showing receipts for purchased resources. All 9 children with individual TLP's accessed additional funding based on nursery application and discussions with the Inclusion teacher. One of the children then transferred in May onto his EHCNA funding instead based on the EHCNA implementation. 3 of these children were part of families who were in receipt of DAF funding.

**STAFFING**

Staff in all rooms have been providing Wellcomm intervention sessions and key persons also do some 1:1 sessions with their pupils, working towards their individual targets. All staff support some of the SEND pupils using Attention Autism 'Bucket Time' and have completed training to deliver this.

Mrs Bleasdale (SENDCO) undertakes Termly Cluster meetings online that are provided by the Inclusion Team managers and these ensure we have current, relevant information based on the latest recommendations.

**SEND COURSES**

- All staff attended Safeguarding updates 01/09/2025 to ensure they were fully up to date with changes to KCSIE 2025 and refreshed on identifying and reporting concerns, including SEN concerns.
- Our Language Lead completed her Talk for Nursery course to support staff across nursery to develop Vocabulary in young children.
- All staff attended Bucket time training provided by the Inclusion Teacher and this strategy was implemented in the classrooms enthusiastically and successfully
- SENCo attended the termly online cluster meetings with the LCC inclusion team to gain information about updates and legislation.

EXTERNAL AGENCIES

Our specialist teacher from SEND Support Learners Service is now Rachel Holland.

A number of children and their parents have also received support from Portage.

The nursery also had health staff coming into nursery to complete assessments on children to support their reports for the Rainbow Centre at Burnley General Hospital. These lead to all supporting agencies, including nursery to write a report, particularly if the child is going along the ASD pathway route and then hold a multi-agency meeting to determine a needs diagnosis at the end. Nursery were involved in 4 of these meetings over the year.

Speech and Language Therapists also visited the school and worked with the pupils with speech, language and communication difficulties. A number of children have had speech and language involvement and are receiving ongoing support from this service.

Nursery also has links with the Community Health Nursery Nurse, The Children, Family and Wellbeing Service and Health Visitors.

**WORKING WITH PARENTS**

Parents of SEND pupils met with staff regularly to discuss their child's progress. They are also updated regularly on their child's assessments, along with parent's evenings that all parents are invited to.

Additional meetings were also held as part of the assessment process where needed.

**STATUTORY UPDATES**

We can now apply for a top up fund that is over and above the £83 a week per child if necessary.

The Inclusion Teacher from Summer 2026 will only likely do 1 visit a term observing as many children as she can within the setting on her caseload and discussing the others.

Major national SEND Reforms are due based on the latest white paper publication from the DFE 'Every Child Achieving and Thriving' which came out at the end of February 2026, the Early Years Key Proposals fact sheet and Inclusive Mainstream Fund: Best Practice for Schools and Best Start in life .

From summer Term 26 - EHCP's are now known as EHCNA's – Education, Health and Care Needs Assessment.

Report prepared by: Mrs Karen Bleasdale (SENDCO) and Mrs Vicky Bradshaw (Chair of Governors)

September 2026