

SEN Information Report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs (SEN). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEN Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

General School Details:	
School Name:	Birchfield Nursery School
School website address:	www.birchfieldnursery.halton.sch.uk
Type of school:	Maintained nursery school
Description of school:	A stand-alone nursery school offering morning or afternoon sessions of 3 hours. Strong links with local childminders to support extended care during the day.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	130
% of children at the school with SEND:	1.5%
Date of last Ofsted:	6 th /7 th November 2013
Awards that the	HHEYS

school holds:			
<p>Accessibility information about the school:</p> <p>Please insert a link to your school's Accessibility Strategy.</p>	<p>Our nursery main building is on one level with good access for wheelchairs and disabilities.</p> <p>Parking space on site for disability.</p> <p>Disabled adult toilet and child's toilet.</p> <p>Changing facilities available for children in nappies.</p> <p>Accessibility plan 2016-17 on website.</p>		
<p>Expertise and training of school based staff about SEN. (CPD details)</p>	<p>Communication champion – Miss S Millington</p> <p>Elklan training – Mrs K Millington</p> <p>Hanen teacher training</p> <p>Makaton</p> <p>PECS</p> <p>Peer massage- Lead Mrs H Patrick (2 day training)</p> <p>Nurture group training</p> <p>Paediatric First Aid</p> <p>Team Teach</p> <p>Bespoke training relating to specific conditions</p>		
<p>Documentation available:</p>	<p>Are the following documents available on the schools website?</p>	SEN policy	Yes
	<p>If yes please insert the link to the documents page.</p>	Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality & Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes
Range of Provision and inclusion information:			
<p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<p>When pupil already have identified SEND before they start here we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting. We organise a transition meeting with you and other professionals who know your child well to share information and devise a plan of action to ensure a smooth transition for your child. Extra visits to the nursery for you and your child can be arranged so you can look around the setting and meet the staff.</p> <p>We offer a home visit to children prior to starting</p>		

	<p>nursery. A home visit is the starting point for assessment, providing an opportunity for staff to gather valuable information, seeing the child in their own familiar environment, observing how the child responds to other adults, giving an initial insight into the child's level of development, behaviour and language skills. Outside agencies already involved with the family are also noted</p> <p>If you tell us you think your child has SEN we will discuss this with you and investigate. We will observe your child and share with you what we find out and agree next steps with you as to how we can all help your child.</p> <p>We will continue to assess your child's needs and plan where and how support will be placed to ensure progress is made. Evidence is recorded through written observations, photographs and discussions with parent/carers and other staff.</p> <p>We are child and family centred so you will be involved in all decision making about your child's support.</p> <p>When we assess SEN we discuss if our understanding and behaviour are the same at school and at home: you know your child best so we take this into account and work with you so that we are all helping your child in the same way.</p> <p>We will discuss with you how we can best support your child and write individual plans with parents/carers.</p> <p>Progress is reviewed in discussion with parent/key carer/SENCO. A child's individual targets are reviewed and new ones set.</p> <p>Enhanced provision: if progress continues to be a cause for concern after this intervention then an application may be made to the LA for additional support to meet the needs of the child. Progress is monitored via individual action plan.</p> <p>In preparation for starting school, for children with an exceptional level of need, an application is made requesting consideration at the LA transition panel. Based on all the evidence collated by nursery from parents, staff and outside agencies the panel decides an appropriate level of support required for when the child starts school, e.g. enhanced provision to continue or education Health care Plan.</p>
<p>What extra support we bring in to help us meet SEN: specialist services, external expertise &</p>	<p>We use the expertise of staff based in local children's centres where possible, Health teams, family support and speech and language. We signpost parents to</p>

<p>how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>local children’s centres to access various activities and support groups, use of sensory and soft playrooms, adult/family learning and holiday activities.</p> <p>We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate/severe learning difficulties</p> <p>We get support from local authority service and local special schools who provide outreach</p> <p>We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources</p> <p>We get support from specialist and professional agencies to train our staff: advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Visual supports and prompts</p> <p>Resources easily accessible at child’s level, clearly labelled and organised</p> <p>Specialist equipment to support the curriculum when required</p> <p>Access to ICT resources such as large size touch screen, I pads, listening centres and computers.</p>
<p>What strategies/programmes/resources are available to support speech & language and communication including social skills?</p>	<p>Qualified and experienced teachers and teaching assistants</p> <p>Communication friendly spaces around school</p> <p>Advice/intervention from speech and language therapist when needed</p> <p>Delivery of personal speech and language programme when needed</p> <p>Support from SENCO for all staff and parents</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>Letters and sounds small group activities daily and the introduction of Read, Write, Inc for children at the correct stage of development.</p> <p>Enabling environment to support literacy learning.</p> <p>Focused story times and sharing books planned around story box activities.</p>
<p>Strategies to support the</p>	<p>Focused maths time and story box activities.</p>

development of numeracy.	
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	<ul style="list-style-type: none"> Personalised and differentiated curriculum following children's interests Small group teaching with teacher/teaching assistant 1-1 support from a teaching assistant to facilitate access through support or modified resources Specialist equipment when required Individual SEN plans Time spent in a group more appropriate to meet the child's needs Strategies put in place as provided by professionals/specialist services/outreach
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	<ul style="list-style-type: none"> Regular observations moderated with staff team and outside colleagues including characteristics of learning and individual learning stories Ongoing discussions with parents/staff available to offer support/advice to parents Individual targets around progress and behaviour CAFS External professionals undertaking assessment Regular review of targets with child/parents
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> Visual supports and prompts Easily accessible resources Enabling environment Familiar routines
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> Strong links with key carer Return to snack time in base room and with key carer group Toileting support from a familiar person
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> Activities from the local children's centre promoted to families.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their	<ul style="list-style-type: none"> Inclusive environment where all children are accepted for who they are. If children need additional support or help to take part in activities/outings this will be planned carefully and

peers who do not have SEN?	put in place so they can access their full entitlement whilst at nursery.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> Key carer approach, focus on emotional well-being throughout the nursery Structure and routines in place to support children Meet and greet times at the beginning and end of sessions with child and parent Key carer snack time Clear and consistent boundaries around behaviour and expectations Daily contact with parents/carers Referrals made to outside agencies when appropriate
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> Key carer identified Positive and specific praise Advice/support for parents Individual behaviour management plans Referrals to IWIST for parenting groups/behaviour Clear school rules and consistent boundaries SENCO support to all staff Referral to CDC specialist team if needed for behaviour. Potential for family support through CAF and children's centres.
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> Regular meetings with parents. Transition plans for individual children Risk assessments completed Work with parent partnership Communication passports Programme of visit Portage involvement Phased induction
Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.	<ul style="list-style-type: none"> Intervention from Physiotherapy/occupational therapy Risk assessments Education Health care plans Access to outreach support for advice and guidance Assessment and individual programmes Specialist resources Delivery of planned intervention programme by appropriate member of staff Close liaison with medical staff when required Staff training for managing particular needs
Extra support for parents and carers and pupils offered by the	Children's views are very important to us, each child has an identified key carer who they see daily and

school/how parents are involved in their child's education.	know to go to if they require help Ideas and support about strategies to use with their child at home, a joined up approach We have an open door policy and build strong relationships with parents
How additional funding for SEN is used within the school with individual pupils.	If a child is given enhanced provision funding through the local authority this is used specifically to employ a 1-1 teaching assistant during the session. A SEN plan will be drawn up with parents and small steps to make progress will be agreed. The SENCO will co-ordinate review meetings and further specialist advice and support and ensure transition into primary school meets the need of the individual child.
Arrangements for supporting pupils who are looked after by the local authority and have SEN. Including examples of how pupil premium is used within the school.	Children who are looked after by the local authority will have individual support put in place through the PEP and also to meet their SEN needs. Pupil premium funding could be used to support the child's individual needs within the nursery setting or to access resources/provision that would be additional to the nursery sessions. Mrs Weedall – named person for children in care.
SENCO name/contact	Mrs Cathy Liku
Headteacher name/contact	Mrs Lindsey Weedall
Completed by:	Date: 21.6.2016

Version Control

Area of Document Updated:	Updated By:	Date:

Appendix A

Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 2014*

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.