

ANNUAL REVIEW

SEND Information Report 2018-19

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- | | |
|---|----------------------------------|
| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:				
School Name:	Birchfield Nursery School			
School website address:	birchfield.haltonschoools.info			
Type of school:	Maintained Nursery School			
Description of school:	Maintained Nursery School provision (3-4 year olds)			
Does our school have resource base? Yes or No	No			
If Yes please provide a brief description.				
Number on roll:	127			
% of children at the school with SEND:				
Date of last Ofsted:	July 2017			
Awards that the school holds:	Healthy Schools			
Accessibility information about the school:	Our nursery main building is on one level with good access for Wheel chairs and disabilities. Parking space on site for disability. Disabled adult toilet and child's toilet. Changing facilities available for children in nappies. Accessibility plan 2016-17 on website.			
Please provide a web link to your school's Accessibility Strategy	birchfield.haltonschoools.info			
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	Communication champion – Miss S Millington Elklan training – Mrs K Millington Hanen teacher training Makaton PECS Boxhall profile training Peer massage- Lead Mrs H Patrick (2 day training) Paediatric First Aid Bespoke training relating to specific conditions Positive Behaviour training			
Documentation available:	<table style="width: 100%; border: none;"> <tr> <td style="width: 40%; border: none;">Are the following</td> <td style="width: 20%; border: none;">SEND Policy</td> <td style="width: 40%; border: none;">Yes</td> </tr> </table>	Are the following	SEND Policy	Yes
Are the following	SEND Policy	Yes		

	documents available on the schools website?	Safeguarding Policy	Yes
	If yes please insert the link to the documents page.	Behaviour Policy	Yes
		Equality and Diversity	
		Pupil Premium Information	
		Complaints procedure	

Range of Provision and inclusion information:	
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>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. We offer a home visit to children prior to starting 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 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. 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. We are child and family centred so you will be involved in all decision making about your child's support. 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. We will discuss with you how we can best support your child and write individual plans with parents/carers. Progress is reviewed in discussion with parent/key carer/SENCO. A child's individual targets are reviewed and new ones set. 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. In preparation for starting school, for children with an exceptional level of need, an application can be made for an EHIC plan which will support with future support and resource needs.</p> <p>Information about this process can be found on the local offer (https://localoffer.haltonchildrenstrust.co.uk)</p>
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we	Following initial baseline assessment and then as perceived need is observed we engage with local agencies. We signpost parents to local children's centres to access various activities and support groups, use of sensory and soft playrooms, adult/family learning and holiday activities. We have support from specialist teachers and support staff for accessing

work together. For example health, social care, local authority support services and voluntary sector organisations.	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 We get support from local authority service and local special schools who provide outreach and advise with support plans. We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources. 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.
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	Visual supports and prompts Resources easily accessible at child's level, clearly labelled and organised Specialist equipment to support the curriculum when required Access to ICT resources such as large size touch screen, I pads, listening centres and computers
What strategies/programmes /resources are used to support pupils with autism and social communication difficulties?	Qualified and experienced teachers and teaching assistants Communication friendly spaces around school Advice/intervention from speech and language therapist when needed Delivery of personal speech and language programme when needed Support from SENCO for all staff and parents Referral to specialist teachers
What strategies/programmes /resources are available to speech and language difficulties?	Children are observed and initial assessments undertaken to form a baseline on entry. Following this children who are below age related expectations in communication are screened using 'Wellcom'. Initial referrals are sent to SALT for those with more complex needs. Children with moderate difficulties then receive Wellcom support 2-3 times a week dependent on need.
Strategies to support the development of literacy (reading /writing).	We introduced the 'Read Write Inc.' phonics scheme in 2016 as this was identified to support varied types of learner and engage younger groups. To facilitate differentiation 'Letters and sounds' small group activities/enhancement activities and the introduction of Read, Write, Inc is for children at the correct stage of development. Enabling environment to support literacy learning. Focused story times and sharing books planned around story box activities.
Strategies to support the development of numeracy.	Focus maths time planned according to children's needs and levels of development. All activities planned to encourage inclusion.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	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	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

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.	Individual targets around progress and behaviour CAFS External professionals undertaking assessment Regular review of targets with child/parents Data analysis (progress and outcomes) SLT scrutiny of Tapestry learning journals. Effectiveness is evaluated half termly and support plans/level of intervention and support is reviewed and increased or amended where necessary.
Strategies/support to develop independent learning.	Visual supports and prompts Enabling environment Easily accessible resources Familiar routines
Support /supervision at unstructured times of the day including personal care arrangements.	Strong links with key carer Toileting support from a familiar person Identified key carers Visual timetables PECS labelling Use of Makaton
Extended school provision available; before and after school, holidays etc.	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 peers who do not have SEND?	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 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.	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 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?	Key carer identified Positive and specific praise Advice/support for parents Individual behaviour management plans Referrals 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	Regular meetings with parents. Transition plans for individual children

SEND Broad Areas of Need

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.