

SEND Information Report 2023-2024

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:	www.birchfieldnursery.co.uk		
Type of school:	Maintained Nursery School		
Description of school:	Maintained Nursery School provision (3-4 yr olds)		
Does our school have resource base? Yes or No If Yes please provide a brief description.	No		
Number on roll:	70 (autumn 2023)		
% of children at the school with SEND:	1.4 % (prior to baseline)		
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.		
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.	<u>Mrs S Jarvis</u> Hanen Elklan Makaton PECS Boxall profile training <u>Mrs H Patrick</u> Peer massage- (2 day training) <u>Ms E Knight</u> Intensive interactions Bucket Therapy <u>All staff</u> Paediatric First Aid- Bespoke training relating to specific conditions Positive Behaviour training Autism Awareness		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page. Birchfield Nursery School www.birchfieldnursery.co.uk	Are the following documents available on the schools website? If yes please insert the link to the documents page.	Are the following documents available on the schools website? If yes please insert the link to the documents page.
		Safeguarding Policy	
		Behaviour Policy	
		Equality and Diversity	
		Birchfield Nursery School	Birchfield Nursery School
		www.birchfieldnursery.co.uk	www.birchfieldnursery.co.uk

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 pupils 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. Information about this process can be found on the local offer www.halton.gov.uk/localoffer</p>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>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 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.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>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</p>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p>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</p>

	Support from SENCO for all staff and parents Referral to specialist teachers
What strategies/programmes/resources are available to speech and language difficulties?	Wellcom Makaton Hanen Communication Friendly spaces Following advice form SALT SALT service support packs
Strategies to support the development of literacy (reading /writing).	Literacy rich environment Designated literacy lead (Read Write inc model teacher/Early Years SLE) Talk for writing strategies Committed delivery of Phase 1 phonics Read write Inc sessions (On readiness) Links with Halton Library Designated Library space Daily access to book changing facilities
Strategies to support the development of numeracy.	Designated maths lead Close Liaison with St Helens Maths Hub Involvement with Early Maths fluency programme Dedicated maths focus sessions 4x weekly
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 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.	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 Data analysis (progress and outcomes)
Strategies/support to develop independent learning.	Accessible and inclusive environment Personalised support plans Visual timetables High expectations clearly communicated
Support /supervision at unstructured times of the day including personal care arrangements.	Accessible and inclusive environment Personalised support plans Visual timetables Staff:child ratio Strong transition times that support training in independent skills including personal care.
Extended school provision available; before and after school, holidays etc.	N/A
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?	Information shared from outside agencies circulated to all children. Designated staff member to liaise with parents highlighting opportunities available to all and supporting parents where necessary or requested
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	Peer massage Communication friendly spaces Designated keyworker Transition sessions prior to starting date Personalised transition timetable where appropriate

	<p>Close liaison with families Tapestry online journal</p>
<p>What strategies can be put in place to support behaviour management?</p>	<p>Positive Behaviour strategies Clear behaviour policy Assertive discipline personalised support plans Boxhall profile assessment and personalised plan Where it is felt appropriate we work closely with specialist agencies to create supportive intervention and support plans from the earliest opportunity.</p>
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<p>Invitation to nursery to meet with staff Early identification of children moving to schools and transition plans set up Staff invited to setting to work with children in nursery Sharing of information Opportunity to moderate evidence and data</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.</p>	<p>Close liaison with Woodview CDC Designated staff member to deliver support plans Staff training to support medical needs Children's needs assessed/requested prior to entry to support transition.</p>
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<p>We have a designated staff member who makes early contact with the families of children where we feel extra support may be needed. We attend home visits to see the child in their most comfortable surroundings. Families are invited to join us for transition visits and to share all information. Parents are invited to regular dedicated stay and plays and to review plans on a regular basis. Dedicated staff member shares information from local specialist provision and supports parents accessing workshops and information evenings.</p>
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<p>Additional funding for children with SEND is accessed via applications for enhanced funding or through accessing DAF funding. This is used to implement individual support plans, train staff and purchase appropriate necessary resources. Where children are in receipt of an EHC plan funding is used to ensure appropriate delivery of the plan targets, this is reviewed by HBC.</p>
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<p>We have named designated teacher for LAC. We then work closely with HBC to ensure that EYPEP and support plans are followed and progress closely monitored. Pupil premium funding has previously been used to purchase early intervention materials (e.g. Wellcom) train staff and pay for additional support hours.</p>
<p>SENCO name/contact:</p>	
<p>Headteacher name/contact:</p>	
<p>ANNUAL REVIEW 2023-2024</p>	
<p>Completed by: C. Liku Date: September 2024</p>	