

ANNUAL REVIEW

SEND Information Report 2022-2023

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:	Warrington Road Nursery School
School website address:	www.aspiringfoundationsschools.uk
Type of school:	Maintained Nursery School staffed by qualified teachers, higher level teaching assistants and teaching assistants
Description of school:	Average sized nursery school with up to 65 FTE pupils aged 3 and 4 years 5x6 hour sessions per week (30 hours) 5x3 hour sessions per week (15 hours) We offer wrap around care from 8.30-9am and 3-3.45pm Purpose built nursery school based within Warrington Road Children’s Centre Children’s Centre services and groups include; Onsite multisensory room, toddler and baby developmental play groups, baby massage, baby clinic, Chatterbug speech and language therapy sessions by invite only.
Does our school have resource base? Yes or No	No
Number on roll:	End term July 2022 76 children on roll September 2021 51 children on roll
% of children at the school with SEND:	End term July 2022 17% children with SEND September 2021 18% children with SEND
Date of last Ofsted:	9 th July 2018
Awards that the school holds:	ICAN enhanced Halton Healthy Early Years Status Sun Safe school National Nurturing School Award
Accessibility information about the school:	Purpose built 2006. Fully accessible.
Please provide a web link to your school’s Accessibility Strategy	Equality Accessibility Plan
Expertise and training of school based staff about SEND. (CPD details) Please comment	SENCo has 15 years experience specialising in SEND as LA SEND Advisor, EYs Area SENCo, Specialist SEND Outreach Teacher and SEND teacher providing expertise, advice and support to maintained schools and nursery settings. Nursery staff have accessed training to support children presenting with a wide range of needs. Training has

specifically in relation to autism and include dates.	included: <ul style="list-style-type: none"> • ECAT, • ICAN supportive and enhanced, • Speech and language training - Word finding, Social Communication, Narrative Therapy, Phonology, Visual supports • Visual Impairment • Hearing Impairment • Wellcomm assessment language screening • PECS training • Sensory Processing Differences • Intensive Interaction Techniques • Supporting children in Early Years settings with Autism Spectrum Condition and Social Communication Difficulties • Accredited training in Understanding Autism (Canterbury Christchurch University) – accessed by 2 staff October 2016. Training cascaded to staff via power points January 2017. • Developmental Trauma • Attachment • Bucket Therapy • Makaton • Paediatric First Aid • Writing SMART targets and personal plans • Using visual supports • PECS • Senco regularly updates knowledge of SEND/Inclusion legislation and current practice and disseminates appropriate information to staff. 		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page. Policy & Documents	SEND Policy	yes
		Safeguarding Policy	yes
		Behaviour Policy	yes
		Equality and Diversity	yes
		Pupil Premium Information	yes
		Complaints procedure	yes

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.	<ul style="list-style-type: none"> • When pupils have identified SEND before they start nursery school, we work with the professionals who already know them and use the information they already have available to identify what their SEND needs will be in our setting. We organise a Transition meeting with you (parents/carers) 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 will be arranged so that you can look around the setting and meet the staff. • We offer home visits to all children prior to starting nursery. The 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 interacts with the parent/carer in the home setting,

methods of communication and how the child responds and interacts with others, giving an initial insight into the child's level of development, social interaction skills, play interests and any sensory seeking or sensory avoiding behaviours. Outside agencies already involved with the family are noted.

- If you are concerned your child has special educational needs we will meet with you to discuss your concerns. We will always investigate further and will do this by spending time with your child, by speaking with their identified key person, and by undertaking detailed observations of your child in a variety of nursery situations. We will share with you what we have found out, suggest next steps and with your permission may make additional referrals to outside agencies.
- If your child does not appear to be making age expected progress we will undertake further observations and assessments in school. We may also involve other professionals who can help us to identify possible barriers to your child's learning. We will involve you at every stage.
- We recognise and view behaviour as a form of communication. We will always seek to identify what the child is trying to tell us through their behaviours and why this may be happening. We will then aim to implement the most appropriate help and support.
- Children's' views are very important to us. Where a child is able to verbalise their views we will always support them to do so. If a child has delayed communication then we will use other methods of seeking their views such as visual prompts, Makaton, or key person knowledge of the child.
- Each child has an identified key person who gets to know your child extremely well. Your child will know they can go to their key person if they require help.
- Each key person works with one of our qualified teachers/SENCo to plan for, and support the needs of your child. We support children within and during their 'active learning' and alongside their peers. We see behaviour as a means of communication and work closely as a team to understand what the child may be trying to tell us and why.
- We act as co-regulators supporting children to develop resilience and to learn to regulate and manage their own emotions in the most effective manner with the aim of children taking part in learning safely and respectfully.
- Staff observe children to identify their particular interests and then respond to these by providing related activities or resources. Children are involved in planning for their own learning experiences using a variety of communication methods, including visual aids, Makaton signs, non-verbal methods of communication and speech and language.
- Children's individual needs are met through quality first teaching and differentiated activities and / or specific teaching approaches
- We ensure that children are appropriately involved at all stages

	<p>of the graduated response, assess/plan/do/review - taking into account children's individual levels of ability.</p> <ul style="list-style-type: none"> • We consider ourselves to be child and family centred and therefore as parents/carers you will be fully involved in any decision making about your child's support. • When we assess the needs of children with SEND we will always feed back to you what we have seen in school, as well as providing you with opportunities to describe what you see in terms of your child's strengths and perhaps difficulties or behaviours 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, and therefore ensuring a consistent approach. With your help we develop a good understanding of your child's strengths and difficulties. • We will discuss with you how we can best support your child. We will then implement specific strategies to support your child in nursery. We will also suggest that you try these at home too. This helps your child to know what is expected of them at all times. • We will write individual support plans with you, detailing the strategies we plan to implement, and identifying appropriate outcomes and next steps taken to help child achieve the targets set. • Progress is reviewed termly in discussion with you (parent/carer), key person and SENCo. The child's individual targets are reviewed and new ones set. • Local Authority Top up funding: If progress continues to be a cause for concern after intervention then an application may be made to the Local Authority requesting funding to provide additional and more targeted support. School may use this funding to provide the most effective support for the child with the aim of the child making progress towards any targets set. • Progress is monitored via the children's support plans. Top up funding may be provided from 1 up to 3 terms, depending when the child starts their place at Nursery School. • For children with exceptional level of need who will require long term support, a request may be made to the Local Authority for an Education Health and Care Needs assessment. Evidence is collated by nursery from parents, nursery staff and outside agencies. An independent panel of professionals which include representatives from school, health, speech therapy etc will examine the evidence submitted and make a decision on the appropriate level of support which they feel is required for child concerned. • The panel may agree that an Education Health Care Plan (EHCP) would be most appropriate or they may advise continue with enhanced support. • An EHCP is reviewed yearly.
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and</p>	<p>We are able to access support from the following agencies:</p> <ul style="list-style-type: none"> • Universal Service including the Health Visiting Team • LA Area SENCo/EYs team - referrals are required to access

<p>how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>support</p> <ul style="list-style-type: none"> • LA SEND Advisory Team - The advisors specialise in speech, language and communication needs, visual impairment and hearing impairment, autism spectrum condition and social communication needs. Referrals are required in order to access this service. Stacey Holleran is our named SEND Advisor. • Outreach support from LA specialist schools provisions. Access to this service comes via the LA SEND Advisory Team. • Paediatric Occupational Therapy Service and the Paediatric Physiotherapy Service for pupils who require support for gross / fine motor difficulties, specific exercises or specialist equipment. Access to these services are via referrals to Woodview Child Development Centre only and professionals will only offer support if the child has specific needs within these areas • Where a child has a diagnosed neurodevelopmental condition the Neurodevelopmental Nursing Team may be involved with families. Referrals to this service can be made by staff in Nursery School. • Specialist training purchased via outside agencies, via Halton's health agencies or from SEND specialists based within the LA. • Children and families may access additional support via Children Centre Services and Social Care • Where a child has multiple services involved we will attend/ hold multi-professional meetings together with parents/carers. The aim of the meeting is to work together and in partnership, to plan for the child's needs, to review progress and to ensure the child's needs are met in the most effective and appropriate way. Information is recorded at the meeting to ensure accountability.
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Each room has a set of real objects of reference which are used to reinforce understanding, and to support children to communicate their needs to others. These objects are used to depict routines; e.g alongside a simple verbal instruction a cup is shown to a child to indicate it is snack time, soap dispenser to indicate hand wash routine • All staff carry picture/photo/symbol fobs which are used to reinforce understanding • Staff carry traffic light cards to support children to manage change of activity, waiting and turn taking; e.g amber card indicates activity almost finished, red card - finished. • Communication boards available for children requiring support to communicate their needs, within provision and used during snack routine • Individualised visual timetables available for specific children requiring support with understanding and managing transitions • Class visual timetables in each classroom • Simple task reminders displayed in areas of provision to assist with key routines; e.g. hand washing routine displayed pictorially in bathroom above children's sinks

	<p>Additional specific visual aids may include:</p> <ul style="list-style-type: none"> • Now / next boards, used to help children engage in adult directed activities (now) before being provided with a reward activity (next) • Turn taking wheel • Choice boards • Visual planning board • All children plan in a visual manner using photographs • Nursery resources are easily accessible at the child's level, clearly labelled and organised and based within defined areas • Specialist equipment borrowed from Outreach schools when required for individuals to support the curriculum • Soft play room • Access to the Children Centre Sensory room • Quiet, cosy spaces • Large, enclosed, fully equipped outdoor environment • Access to ICT resources – Interactive smartboard, computers, iPads • Regular Staff training via INSET and staff meetings and outside courses
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> • Intervention from speech and language therapist; • Delivery of personal speech and language programmes by SENCo/Key Person/1:1 support (if provided); • Delivery of small intervention groups to support development of speech and language; • Range of language resources and programmes, such as Letters and Sounds, Foundations for Understanding, Speech Development Packs; • Use of visual aids; use of real objects of reference/ photos/pictures/symbols/communication boards, to reinforce understanding and to support children to communicate need and preference, • Individualised visual timetables and simple visual task reminders • Now / next boards • Traffic light symbol cards • Pictorial turn taking wheels • Intensive Interaction Techniques • TEACCH • Attention Autism / Bucket Therapy • Multi-sensory based curriculum and access to a wide range of equipment which provides sensory feedback, both indoors and outdoors • Planned activities which provide feedback via cause and effect action • Sensory integration exercises planned and delivered specifically for the child demonstrating sensory processing differences • Use of soft play room • Use of Children Centre sensory room

<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> • All children’s communication development screened using the Wellcomm assessment screening tool • Speech and language resource packs (Foundations for understanding, Speech development, Narrative Therapy, Language and Listening) • Visual supports used by staff (see above) • Use of communication boards • Staff use Makaton signs alongside vocabulary; signs also linked to planning • PECs where Speech and Language Therapist has advised implementation • Speech and language games linked to planning • Visual timetable • Access to Health Team based in centre • Support from SENCO/Leaflets, information for parents • Small group support for SLT intervention • Speech sound screening tool
<p>Strategies to support the development of the prime areas of learning</p>	<ul style="list-style-type: none"> • Qualified teacher leads and develops personalised planning • Consistent routine and structure following High Scope Approach • Key person approach, consistent adult working with groups of children • Small group support for learning activities • Outdoor area for continuous provision available daily • Adults focus on development of attention and listening, understanding, methods of communication; non-verbal for some, speech and language, social development including social interaction skills, play and physical development before introducing specific subjects when children are ready • Provision and practice encompasses EYFS Characteristics of Effecting Teaching and Learning
<p>Strategies to support the development of literacy (reading /writing).</p> <p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> • Teaching activities are based upon the pre-reading and writing skills outlined within the Early Years Foundation Stage curriculum. Learning programmes are tailored to meet the individual needs of the children, taking into account where the children are at developmentally and what they need to do next in order to make progress; • For most children, and at the beginning of their EYs journey we ensure children access a multi-sensory based curriculum with regular opportunities for physical and sensory exploration and mark making using hands, and feet, as well as other mark making tools. • Lots of opportunities to develop listening and attention, and speech and language before beginning phonics • Regular phonics teaching is provided, based upon the National Strategies programme of ‘Letters and Sounds’ • Mathematical teaching activities are based upon the early mathematical skills of number and numerical patterns as outlined within the Early Years Foundation Stage curriculum, 2021. • Learning programmes are tailored to meet the individual

	<p>needs of the children, taking into account where the children are at developmentally and what they need to do next in order to make progress.</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> • Personalised and differentiated curriculum following children’s interests • Small group support in class from key person or teacher • Focused support in the classroom • Group interventions • Specialist equipment • Specialist teaching strategies • Use of specific communication strategies; visual approach to learning, real objects of reference, Makaton, communication boards, pictures/photos, PECS etc • Individual support plans • Time spent in a group more appropriate to the needs of the child • TEACCH • Nurture time with key person • Provision mapping • Strategies put into place as provided by professionals / specialist services / outreach
<p>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.</p>	<ul style="list-style-type: none"> • Children’s progress is constantly monitored and evaluated, through observations and assessments, to ensure the provision of effective learning programmes for all children; • If children do not appear to be making progress, parents/carers are informed and appropriate targets and/or interventions are agreed. These are regularly reviewed with parents/carers; • SEN support plans are also regularly reviewed with parents/carers and appropriate activities agreed; • If necessary, support is sought from outside agencies/professionals. Any strategies or recommended advice is incorporated into support plans. • Where children continue to make little or no progress, it may be agreed with parents/carers to apply for additional LA funding or an EHCP.
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> • Clear routines, with support from adults, enable all children to follow and access all areas of provision; • Reduced language, ‘Chunking’ of activities • Backwards chaining • Visual prompts, visual timetables support children to understand the daily routines of the nursery; • Visual task reminders displayed in areas of provision support children to build independence during routine tasks, such as hand washing, putting on coats • The environment is organised in such a way as to allow children to access resources independently. Clear labelling and grouping of resources into areas supports this independence; • Continuous provision enables children to lead their own

	<p>learning with the support of skilled adults.</p> <ul style="list-style-type: none"> • Children are encouraged to plan for their own play and learning • More specific teaching approaches include the use of TAC PAC, visual aids, PECS and Makaton
Support /supervision at key times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Intimate Care and Toileting Policy • Key person responsible for personal care
Extended school provision available; before and after school, holidays etc.	<p>Wrap around care provided from:</p> <ul style="list-style-type: none"> • 8.30am - 9.00am • 3.00pm - 3.45pm
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?	<ul style="list-style-type: none"> • Risk assessments in place to ensure locations for visits are appropriate and fully accessible; • Ensure appropriate adult support is available; • Specialist resources or equipment provided where applicable; • Close liaison with parents/carers; • Provide information about what is available outside the classroom, e.g. timetables of activities provided by local Children's Centre.
Strategies used to reduce anxiety, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • Nurturing school ethos • An open door policy operates for all parents/carers; • The Key Person approach is in place, supporting every child within the setting; • The children, and their families, are met and greeted individually at the start of the sessions; • Children are in a key group each day • Consistent routines in place • Visual timetables / visual task reminders • Sensory Integration Exercises planned and implemented for those children demonstrating sensory processing differences • We view behaviour as a means of communication and always endeavour to investigate the route of the behaviour, what is the child communicating to us, why, and how can we meet the child's needs • Clear consistent boundaries implemented by all staff – use of restorative practice approach • Group snack time • Positive and specific praise • Parent/carer contact daily • Key person nurture time as appropriate • Consultations with Educational psychologist when appropriate • Quiet spaces, cosy corners for children to access
What strategies can be put in place to support behaviour management?	<p>We view behaviour as a means of communication. We will always endeavour to investigate the route of the behaviour:</p> <ul style="list-style-type: none"> • what is the child communicating to us and why • how can we meet the child's needs; • through our response, • our actions, • by providing appropriate communication strategies,

	<ul style="list-style-type: none"> • by providing a nurturing approach, • by adults acting as co-regulators, • and by recognising and responding appropriately and specifically to children’s sensory processing differences • Where required ‘Behaviour as a means of communication’ plans are put in place • Communication profiles are completed together with parents/carers and key persons • These are reviewed regularly with the parents/carers; • Advice may be sought from outside agencies • Clear consistent boundaries implemented by all staff – and for some children restorative practice strategies are used where appropriate • Positive and specific praise • Senco/Senior staff support • Advice/support for parents • Positive Parenting Leaflets • Stay and Play sessions for parent and child each term • Bright Start Programme – Self regulation built into curriculum • Referrals for Triple P/Stepping Stones/Nurture Parenting Programmes • Boxall Profile to assess child’s needs • Referral to CDC specialist team for behaviour in some cases • Potential for family support through CAF & Children’s Centres
<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>The SENCO fulfils the role of ‘Transition co-ordinator’ to ensure smooth transitions operate within the school; A variety of strategies are used to ensure smooth transitions. These include:-</p> <ul style="list-style-type: none"> • Home visits • Communication profiles and All About Me information collated with parents • ‘New Parents meetings’; • If necessary, transition meetings are held for individual children. As a result of these meetings, a transition plan may be drawn up; • Risk assessments may be completed; • A programme of visits may be provided and individual ‘induction packages’ arranged; • Communication passports may be provided for individual children; • Links with outside agencies, where necessary, such as, SEND Partnership. • The nursery has developed close links with local primary schools – reading/play buddies/forest school
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> • Referrals/Intervention from physiotherapy / occupational therapy team • Risk assessments / Health Care Plans • Access to an Outreach Worker for advice & guidance • Assessment and individual programmes • Specialist resources/furniture

	<ul style="list-style-type: none"> • Delivery of planned intervention programme by appropriate member of setting staff. • Close liaison with medical staff where required • Staff training for managing particular medical needs • Access Halton Play Library
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • Childrens' views are very important to us; each child has an identified key person who they meet with and know to go to if they require help • Open door policy • We hold Stay and Play sessions in the setting – providing a focus to help support parents in supporting their child eg. speech and language • Play Club Bags are regularly sent home to encourage families to support their children in the development of early language skills; • The setting will signpost appropriate groups and organisations which are relevant for your family's needs. • The setting works closely with the local authorities Locality team and will support families through a MAP. • Individual support plans devised in partnership with parents/carers • Review completed in partnership with parents/carers
How additional funding for SEND is used within the school with individual pupils.	<p>Nursery schools fund pupils with special needs through their own budget. There is no additional funding for SEN.</p> <p>Nursery school applies for top up funding on individual basis to support children with a high level of additional need.</p> <p>Nursery School can request that the LA complete an EHC Needs assessment. This may lead to the child having an EHCP which can provide funding for additional support for the child</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>Nursery staff work with individuals involved with the child – parents, carers, social care</p> <p>EY Pep completed</p> <p>Boxall Profile completed</p> <p>Wellcomm assessment</p> <p>Senco and key person assess child's level of need. Graduated approach is followed.</p> <p>Child accesses appropriate support – intervention in school, SEN support. Nursery may apply for Pupil premium plus for an individual.</p> <p>Pupil premium funding has been used for nurture time and to specific interventions for groups within session.</p> <p>The school's EYPP strategy statement is completed, and regularly reviewed.</p>
SENCO name/contact: Lynn Miller 0151 424 4686	
Head teacher name/contact: Liane Johnson 0151 424 4686	
ANNUAL REVIEW 2021-22	
Completed by: Lynn Miller Date: September 2022	

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.