

ANNUAL REVIEW

SEND Information Report 2021- 22

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.warringtonroad.halton.sch.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) Purpose built nursery school based within Warrington Road Children’s Centre Other services eg. Children’s centre groups, baby clinic, adult learning
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	End term July 2021 85 children on roll 12 September 2021 47 children on roll 7
% of children at the school with SEND:	End term July 2021 12% children with SEND September 2021 15% 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 and Accessibility Plan 21-24														
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<p>Staff have accessed training to support a range needs</p> <ul style="list-style-type: none"> • Elklan for Children with Complex needs, • Hanen, More than Words • ICAN supportive and enhanced, • ECAT, • Speech and language training - Word finding, Social Communication, Narrative Therapy, Phonology, Visual supports • Visual Impairment • Hearing Impairment • Wellcomm assessment language screening • PECS training – January 2018 • Sensory Integration training – Shine Therapy <p>Supporting children in Early Years settings with autism spectrum condition and social communication difficulties– accessed by 2 staff October 2016. Training cascaded to staff via power points January 2017.</p> <p>Accredited training in Understanding Autism (Canterbury Christchurch University)</p> <p>4 staff members are Makaton trained.</p> <p>Senco regularly updates knowledge of SEND/Inclusion legislation and current practice and disseminates appropriate information to staff.</p>														
Documentation available:	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p> <p>Warrington Road Policy Page</p>	<table border="1"> <tr> <td>SEND Policy</td> <td>yes</td> </tr> <tr> <td>Safeguarding Policy</td> <td>yes</td> </tr> <tr> <td>Behaviour Policy</td> <td>yes</td> </tr> <tr> <td>Equality and Diversity</td> <td>yes</td> </tr> <tr> <td>Pupil Premium Information</td> <td>yes</td> </tr> <tr> <td>Complaints procedure</td> <td>yes</td> </tr> </table>	SEND Policy	yes	Safeguarding Policy	yes	Behaviour Policy	yes	Equality and Diversity	yes	Pupil Premium Information	yes	Complaints procedure	yes	
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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 people who already know them and use the information they already have available to identify what their SEN will be in our 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 will be

arranged so that you can look around the setting and meet the staff.

- We offer home visits (Due to Covid – replaced by individual on site visits to nursery school for children and parents) prior to starting nursery. 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, 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 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.
- If your child does not appear to be making the same level of progress as other children of their age we will undertake assessment in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages.
- 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. The key person works with a qualified teacher to plan for and support the child's needs. We support children in their active learning alongside their peers, helping them to manage their behaviour and emotions, to learn to become resilient and to take part in learning effectively and safely. Each child's interests are observed and they are actively involved in planning for their own learning experiences. Individual needs are met through quality first teaching and differentiated activities/approach
- We ensure that children are appropriately involved at stages of the graduated response, assess/plan/do/review - taking into account their levels of ability.
- 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 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

	<p>helping your child in the same way. With your help we develop a good understanding of your child's strengths and difficulties.</p> <ul style="list-style-type: none"> • We will discuss with you how we can best support your child and write individual plans with parents / carers, identifying appropriate outcomes and next steps taken to help child achieve targets. • Progress is reviewed in discussion with parent/key person/senco. Child's individual targets are reviewed and new ones set. • Top up funding: If progress continues to be a cause for concern after this intervention then an application may be made to the LEA. requesting funding for additional support to meet the needs of child. Progress is monitored via individual action plan. Top up funding can be provided for up to 3 terms. <p>For children with an exceptional level of need who will require long term support an application may be made for an Education Health care plan. Evidence is collated by nursery from parents, staff and outside agencies. An independent panel of professionals which include representatives from school, health, speech therapy etc. will examine evidence and make a decision on appropriate level of support required for child concerned. This may be to provide an Education health care plan or to continue with enhanced support.</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>	<ul style="list-style-type: none"> • 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, autism spectrum conditions. • We get support from local authority services and local special schools who provide outreach. • 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 that this is necessary. We will hold multi-professional meetings with parents/carers where necessary to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning more effective, agree targets for children's achievement, agree how we will work together and what we each will do, agree a review date to explore how well the child is doing

	<p>and whether we are making a difference and what we will do next. This information is recorded to ensure accountability.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Visual timetables in each classroom • Visual supports, prompts – allocated to each member of staff • Resources easily accessible at child’s level, clearly labelled and organised, defined areas • Pictorial planning cards • Specialist equipment borrowed from Outreach schools when required for individuals to support the curriculum • Soft play room • Sensory room • Quiet, cosy spaces • Large, enclosed, fully equipped outdoor environment • Access to ICT resources – Interactive smartboard, computers, IPad • 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 symbols and visual prompts, including a visual timetable/Nownext boards
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> • Speech and language resource packs (Foundations for understanding, Speech development, Narrative Therapy, Language and Listening) • Visual supports used by staff • Makaton signs linked to planning • Speech and language games linked to planning • Visual timetable • Support from SENCO/Leaflets, information for parents • Small group support for SLT intervention • Termly link meetings • Wellcomm assessment screening tool used to assess children’s needs

	<ul style="list-style-type: none"> • Speech sound screening tool
Strategies to support the development of the prime areas of learning	<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 <p>Outdoor area for continuous provision available daily</p>
Strategies to support the development of literacy (reading /writing).	<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 – Development Matters 2020 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; • Regular phonics teaching is provided, based upon the National Strategies programme of ‘Letters and Sounds’ and Read,Write,Inc
Strategies to support the development of numeracy.	<p>Teaching activities are based upon early mathematical skills focussing on number, pattern, shape, space and measure alongside mathematical vocabulary 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 consolidate what they have learned and make progress.</p>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • Personalised and differentiated curriculum following children’s interests • Small group support in class from key person or teacher • 1:1 support in the classroom • Specialist equipment • Individual plans • Time spent in a group more appropriate to the needs of the child • Nurture time with key person • Provision mapping <p>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).	<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;

<p>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"> • 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 an EHCP.
<p>Strategies/support to develop independent learning.</p>	<p>Clear routines, with support from adults, enable all children to follow and access all areas of provision; Reduced language, 'Chunking' of activities</p> <ul style="list-style-type: none"> • Visual prompts and timetables support children to understand the daily routines of the nursery; • 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 learning with the support of skilled adults.
<p>Support /supervision at key times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> • Intimate Care and Toileting Policy • Key person responsible for personal care
<p>Extended school provision available; before and after school, holidays etc.</p>	<p>On site daycare provision between 8.00pm and 6.00pm</p>
<p>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?</p>	<ul style="list-style-type: none"> • Risk assessments in place to ensure locations for visits are appropriate and accessible; • Ensure appropriate adult support is available; • Specialist resources or equipment provided where applicable; • Close liaison with parents/carers; <p>Provide information about what is available outside the classroom, e.g. timetables of activities provided by local Children's Centre.</p>
<p>Strategies used to reduce anxiety, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<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 • Visual timetable/routine • Clear consistent boundaries implemented by all

	<p>staff – use of restorative practice approach</p> <ul style="list-style-type: none"> • Group snacktime • Positive 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
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • The school operates a clear behaviour policy; • Where necessary :- - individual behaviour plans are put in place, which are reviewed regularly with the parents/carers; -Advice is sought from outside agencies and outreach from behaviour specialist requested. • Clear consistent boundaries implemented by all staff – restorative practice • Positive 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"> • ‘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. <p>The nursery has developed close links with the local</p>

	primary school – reading/play buddies/forest school
Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.	<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 • 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 families needs. • The setting works closely with the local authorities Locality team and will support families through a CAF.
How additional funding for SEND is used within the school with individual pupils.	<p>Nursery schools fund pupils with special needs through their 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>
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.</p> <p>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 run extra speech and language groups</p>

	within session. An EYPP strategy statement is completed, which is regularly reviewed.
SENCO name/contact: Lynn Miller 0151 424 4686	
Headteacher name/contact: Amanda Brown 0151 424 4686	
ANNUAL REVIEW 2021-22 Completed by: <u> Maraide Hurst </u> Date: July 2021	

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.