

## 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.

<b>General School Details:</b>	
School Name:	Ditton Nursery School
School website address:	www.ditton-nur@halton.sch.uk
Type of school:	Nursery
Description of school:	Average sized nursery school with up to 52 FTE pupils aged 3 and 4 years
Does our school have resource base? Yes or No  If Yes please provide a brief description.	No
Number on roll:	77
% of children at the school with SEND:	11.68%
Date of last Ofsted:	June 2014

Awards that the school holds:	Working towards 'The National Nurturing School Award'		
Accessibility information about the school:  Please insert a link to your school's Accessibility Strategy.	The school is a single storey fully accessible building.  <u><a href="#">Accessibility Plan 16 - 19</a></u>		
Expertise and training of school based staff about SEN. (CPD details)	All members of staff have the opportunity to enhance their expertise through in-service training.  The School Senco regularly updates knowledge of SEN/Inclusion legislation and current practice and disseminates appropriate information to staff.  Currently staff are trained in following areas:- <ul style="list-style-type: none"> <li>• ICAN Supportive and Enhanced Accreditation</li> <li>• Speech and language - Language and Listening/Attention, Word finding, Speech sound support/Phonology</li> <li>• Makaton, Using PECS and Visual supports</li> <li>• Autism Awareness</li> <li>• Elklan</li> <li>• ECAT</li> <li>• Hanen</li> <li>• PECS</li> <li>• Letters and Sounds</li> <li>• Read, Write, Ink</li> </ul> In addition, 2 members of staff have SENCO training.		
Documentation available:	Are the following documents available on the schools website?  <u><a href="#">Ditton Nursery School - Policies</a></u>	SEN policy	yes
		Safeguarding Policy	yes
		Behaviour Policy	yes
		Equality & Diversity	yes
		Pupil Premium Information	yes
		Complaints procedure	yes
<b>Range of Provision and inclusion information:</b>			
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of	<ul style="list-style-type: none"> <li>• When children have identified SEND before they start here, we work with the people who already know them and use the information they already</li> </ul>		

<p>pupils and their parents in planning to meet them.</p>	<p>have available to identify what their SEN will be in our school setting.</p> <ul style="list-style-type: none"> <li>• If you tell us you think your child has SEN we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child.</li> <li>• 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.</li> <li>• We are child and family centred so you will be involved in all decision making about your child's support.</li> <li>• When we assess SEN we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way.</li> <li>• We will write individual SEN support plans with children and parents / carers.</li> </ul>
<p>What extra support we bring in to help us meet SEN: specialist services, external expertise &amp; how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• We get support from local authority services and local special schools who provide outreach.</li> <li>• We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources.</li> <li>• 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.</li> <li>• 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 and whether we are making a difference and what we will do next. This information is recorded to ensure accountability.</li> </ul>
<p>How we provide access to a</p>	<p>If needed, we will provide:-</p>

supportive environment; ICT facilities/equipment/resources/facilities etc.	<ul style="list-style-type: none"> <li>• Specialist equipment to support the curriculum</li> <li>• Access to ICT resources such as iPad, iPod, laptop;</li> <li>• Symbols and visual prompts, including a visual timetable.</li> </ul>
What strategies/programmes/resources are available to support speech & language and communication including social skills?	<ul style="list-style-type: none"> <li>• Intervention from speech and language therapist;</li> <li>• Delivery of personal speech and language programmes by SENCo/Key Person/1:1 support (if provided);</li> <li>• Delivery of small intervention groups to support development of speech and language;</li> <li>• Range of language resources and programmes, such as Letters and Sounds, Foundations for Understanding, Speech Development Packs;</li> <li>• Use of symbols and visual prompts, including a visual timetable.</li> </ul>
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> <li>• 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;</li> <li>• Regular phonics teaching is provided, based upon the National Strategies programme of 'Letters and Sounds'.</li> </ul>
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> <li>• Teaching activities are based upon the early mathematical skills of 'numbers', 'shape, space and measures' as 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.</li> </ul>
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	<p>All children receive teaching that is personalised and differentiated to meet their individual needs. However, where extra support is required, this is delivered in one of the following ways:-</p> <ul style="list-style-type: none"> <li>• Through the provision of small group, targeted interventions run by specialists, SENCo, teachers and/or teaching assistants;</li> <li>• 1:1 support in the nursery from a teaching assistant, to facilitate access to the curriculum;</li> <li>• Through the provision of specialist equipment;</li> <li>• Individual SEN support plans. These may be provided from children with educational, behavioural and/or emotional needs;</li> <li>• Putting into place strategies provided by outside agencies/specialists.</li> </ul>

<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).</p> <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"> <li>• Children’s progress is constantly monitored and evaluated, through observations and assessments, to ensure the provision of effective learning programmes for all children;</li> <li>• 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;</li> <li>• SEN support plans are also regularly reviewed with parents/carers and appropriate activities agreed;</li> <li>• If necessary, support is sought from outside agencies/professionals. Any strategies or recommended advice is incorporated into support plans.</li> <li>• Where children continue to make little or no progress, it may be agreed with parents/carers to apply for an EHCP.</li> </ul>
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> <li>• Clear routines, with support from adults, enable all children to follow and access all areas of provision;</li> <li>• Visual prompts and timetables support children to understand the daily routines of the nursery;</li> <li>• 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;</li> <li>• Continuous provision enables children to lead their own learning with the support of skilled adults.</li> </ul>
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> <li>• Key person approach in place for all children.</li> </ul>
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> <li>• Wrap around provision between 8.00pm and 6.00pm is available all year round on site provided by local authority run day care.</li> </ul>
<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 SEN?</p>	<ul style="list-style-type: none"> <li>• Risk assessments in place to ensure locations for visits are appropriate and accessible;</li> <li>• Ensure appropriate adult support is available;</li> <li>• Specialist resources or equipment provided where applicable;</li> <li>• Close liaison with parents/carers;</li> <li>• Provide information about what is available outside the classroom, e.g. timetables of activities provided by local Children’s Centre.</li> </ul>
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem</p>	<ul style="list-style-type: none"> <li>• The Key Person approach is in place, supporting every child within the setting;</li> <li>• The children, and their families, are met and greeted</li> </ul>

including mentoring.	<p>individually at the start of the sessions;</p> <ul style="list-style-type: none"> <li>• An open door policy operates for all parents/carers;</li> <li>• The school adopts a nurturing approach and is working towards 'The National Nurturing Schools Award';</li> <li>• Where necessary, planned support from key person, teaching assistant, SENCO and/or referral to outside agencies, such as, CAMHS.</li> </ul>
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> <li>• The school operates a clear behaviour policy;</li> <li>• Where necessary :- <ul style="list-style-type: none"> <li>- individual behaviour plans are put in place, which are reviewed regularly with the parents/carers;</li> <li>-Daily behaviour records are maintained;</li> <li>-Advice is sought from outside agencies and outreach from behaviour specialist requested.</li> </ul> </li> </ul>
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<p>The SENCO fulfils the role of 'Transition co-ordinator' to ensure smooth transitions operate within the school;</p> <p>A variety of strategies are used to ensure smooth transitions. These include:-</p> <ul style="list-style-type: none"> <li>• 'New Parents meetings';</li> <li>• If necessary, transition meetings are held for individual children. As a result of these meetings, a transition plan may be drawn up;</li> <li>• Risk assessments may be completed;</li> <li>• A programme of visits may be provided and individual 'induction packages' arranged;</li> <li>• Social stories and visual prompts may be provided for individual children;</li> <li>• Links with outside agencies, where necessary, such as, SEND Partnership.</li> </ul> <p>The nursery has developed close links with the local primary school. Children from the primary school visit weekly to read with the nursery children. The nursery also attend weekly forest school sessions.</p>
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> <li>• Where necessary, referrals are made to outside agencies, such as, Occupational Therapy and Physiotherapy;</li> <li>• Any advice and/or strategies for support are carried out within the nursery. This includes the delivery of planned, intervention programmes, demonstrated by the therapist and carried out by 'trained' member of school staff.</li> <li>• Specialist resources may be provided, if required;</li> <li>• Close liaison with medical staff where required;</li> <li>• Staff training is sought for managing particular</li> </ul>

<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<p>medical needs.</p> <ul style="list-style-type: none"> <li>• Each child has an identified key person who they spend time with every day and know to go to if they require support / advice;</li> <li>• Parents/carers are invited to termly 'Stay and Play sessions', where they can come into nursery and spend time with their child. Each session has a different focus;</li> <li>• Parents/carers are regularly invited into nursery to talk with their child's key person about how their child is progressing;</li> <li>• Play Club Bags are regularly sent home to encourage families to support their children in the development of early language skills;</li> <li>• The nursery signposts appropriate groups and organisations which are relevant to the needs of particular families;</li> <li>• The nursery has developed close links with the Children's Centre ;</li> <li>• The nursery works closely with the local authorities early help officers and will support families through a CAF.</li> </ul>		
<p>How additional funding for SEN is used within the school with individual pupils.</p>	<ul style="list-style-type: none"> <li>• Nursery schools fund pupils with special needs through their budget. When additional support is identified, which cannot be met through this budget, the school can apply for enhanced provision. This will be determined by the individual needs of the child;</li> <li>• Enhanced provision funding is used to support children with SEND to achieve clearly identified targets. This may include providing 1:1 support, purchasing specialist equipment and/or funding training for staff.</li> </ul>		
<p>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.</p>	<ul style="list-style-type: none"> <li>• The nursery will complete an Early Years Personal Education Plan (EYPEP) for all Looked After Children;</li> <li>• All children who receive 'Early Years Pupil Premium' are identified. Funding is used to provide resources, equipment, experiences and adult support, where appropriate, to meet the needs of the individual children. An EYPP strategy statement is completed, which is regularly reviewed.</li> </ul>		
<p><b>SENCO name/contact</b></p>	<p>Gail Vaughan-Hodkinson - 0151 424 4687</p>		
<p><b>Headteacher name/contact</b></p>	<p>Amanda Brown - 0151 424 4687</p>		
<p>Completed by:</p>	<p>Gail Vaughan-Hodkinson</p>	<p>Date: July 2017</p>	

**Version Control**

<b>Area of Document Updated:</b>	<b>Updated By:</b>	<b>Date:</b>

## **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.