

Somerville Nursery School SEND Information Report Somerville Federation

The Somerville Federation vision is

“Aiming high together”

September 2025

This Report outlines how we meet the personal and individual needs of the children at our school and understand that every child is different. Somerville Nursery School is an inclusive school, welcoming children and families and valuing each child as an individual child. We believe that every child has an equal right to high quality education and care and seek to meet the needs of all our children in consultation with parents, carers and other professionals. We have an excellent reputation amongst families and professionals for providing support for children with additional needs. Somerville Nursery School staff members work alongside the child, the child's family and, where appropriate, outside agencies (e.g. Speech and Language Therapist or an Educational Psychologist) to ensure that provision is matched to your child's needs.

Below are some frequently asked questions and we aim to address them in the context of Somerville Nursery School.

What is the local offer?

The Wirral Local offer provides parents/carers with information about how to access services in their area. It is there to support all families, especially children with a SEND need. Here is the link to the website:

<https://www.sendlowirral.co.uk/>

1. How does Somerville Nursery School know if children need extra help and what should I do if I think my child may have Special Educational Needs?

We recognise that pupils learn at different rates and that there are many factors affecting achievement. We know that children may have difficulties over a short or long period of time, in one or more of these areas:

- Cognition and Learning
- Sensory and Physical needs
- Social, Emotional and Mental Health
- Communication and Interaction needs.

Pupils may be identified and assessed as having SEN if their development in any of the four areas mentioned is:

- Very different from that of their peers starting from the same baseline
- Significantly slower than that they previously attained
- A widening of the gap between the pupil and their peers
- Support is required to prevent a progress or developmental gap growing wider

Advice on how to identify, assess and support pupils with SEND comes from internal and external sources eg. parents/carers, class teacher, school leadership team, previous educational setting, Health visitor, family support workers. Provision is planned and delivered for all pupils by teaching staff. We believe a pupil's needs should be identified and met as early as possible.

The key person / teaching staff are the first point of contact for parents who think their child has additional needs. Following this, the teaching staff would liaise with the Special Educational Needs and Disabilities

Coordinator, Mrs S Booth (SENDSCO), for further advice and guidance. A meeting may then be arranged with parents/carers if it is felt supplementary assessments or investigations are required.

2. How will Somerville Nursery School staff support my child?

At Somerville Nursery School high quality teaching is based on in depth knowledge of children, through observation and assessment. We offer many different forms of additional provision, which can include:

- Quality first teaching with appropriate scaffolding in place;
- Extra adult support in the classroom
- Small group teaching;
- Flexible teaching opportunities;
- Personalised provision detailed on a Play-Plan / Individual Education Plan, which follows an assess, plan, do, review cycle;
- Use of evidenced based intervention programmes;
- Additional equipment that might be purchased or loaned;
- Advice sought from external agencies such as SALT, Paediatrician, Educational Psychologist etc.

Additional provision is overseen by the school's SENDCO and is implemented by teaching staff. Additional provision depends on the needs of the child and we offer a graduated approach to support children with SEND. A child receiving support within the Graduated Approach may have a Play Plan (under 3s) or an Individual Education Plan (ages 3 years and over) and these will be shared with parents. Teaching staff and SENDCOs will liaise during the review process.

Parents/carers, professionals and wherever possible, the child, will be invited to contribute and will be consulted about any further action. Provision at this level may include the involvement of specialist services. Pupils receiving 'above and beyond' support will be added to the Somerville Federation Nursery School SEND register and parents will be notified. If a child has been identified by professionals as needing a particularly high level of individual or small group teaching, an Education, Health and Care Plan (EHCP) may be applied for. This type of support is available for children whose learning needs are severe, complex and lifelong.

Targets will be connected to a child's area of need, for instance: communication and language; personal, social & emotional difficulties; and / or physical issues (fine / gross motor); as well as many other areas that may need to be developed. Teaching staff will plan for all the pupils in their class, scaffolding learning as required.

Pupil progress meetings are held termly with parents/carers. The shared discussions intend to highlight what support or intervention may be needed to increase progress and ensure that the child is on track to meet expectations at the end of year. An Intervention Plan may be put in place which will outline what provisions will be put in place to support your child, be that individually or within a small group..

Somerville Nursery School employs a NHS Speech and Language Therapist (SALT) to provide assessments and language support guidance in the classroom. The therapist comes into school every 4 weeks. Any programmes that the therapist suggests that the child should follow will be implemented within the setting and should also be supported at home. If your child needs expert support from an outside agency such as Occupational Therapy or a Paediatrician, a referral will be made as appropriate by the SALT or through a Health Visitor (via 0-19 service).

The Governors at Somerville Nursery School are responsible for the overseeing of all procedures in school and are regularly in school. The Governor with responsibility for SEND at Somerville Nursery School is Mrs R

Embery.

3. How will the curriculum be matched to my child's needs?

The school recognises that all children are at different stages in their learning and also learn in different ways. Staff plan high quality flexible learning experiences for indoors and outdoors, following children's interests and in line with the Early Years Foundation Stage. Through observing children and by talking to parents, staff get to know each child well. Both formal and informal assessments are undertaken tracking children's progress, identifying next steps and ensuring children's individual needs are met.

All Somerville Nursery School pupils benefit from effective pedagogy that encompasses a range of teaching and learning styles. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.

For children with SEND, assessment focuses on what the child can do, and what the barriers to their learning are. If a child has specific difficulties with their communication, for example, they may need to have aids like a personalised visual timetable or now / next board to help them follow routines. All children are entitled to the whole of the early years curriculum. Not all children will manage to do and know everything that's mapped out, but some who appear vulnerable at first may thrive later on. We believe in supporting children to achieve and work hard to 'scaffold up' so that all children are exposed to the concepts and skills in our wider curriculum at a suitable breadth and depth.

Somerville Nursery School uses a wide variety of resources to facilitate access to the curriculum. It may be that your child needs specialist equipment, and these will be provided by school to help your child make progress if it will benefit them. We support children to make progress in many ways, helping them to develop confidence, communication, resilience, and independence as well as academic achievement.

4. How will I know how my child is doing and how will you help me to support my child's learning?

Staff have a good knowledge of child development and assess progress using this knowledge and key checkpoints. Between the child's 2nd and 3rd birthday, staff complete a 2 year old progress check and may liaise closely with the Health Visiting Team who will complete a 2 Year Old Review. Trained staff will assess the children's level of speech, language and communication through the Wellcomm Screening Programme. Through observation and assessment, together with parents, we are able to monitor the progress and needs of each child.

Sometimes, children may need additional support within a specific area and this may be monitored and tracked using an Intervention Plan. Staff will check on the progress of your child and identify, plan and deliver any additional help your child may need and let the Special Educational Need Coordinator (SENCO) know as necessary. Teaching staff will write individual outcomes with the SENCO, sometimes in consultation with other professionals who may be supporting your child. These will be shared with parents, in the form of Play Plans / Individual Education Plan (IEP). All staff working with your child understand the targets/outcomes and the strategies being used to achieve this. Progress review meetings are held regularly for teaching staff to discuss your child's progress. For those children with a severe and complex learning disability an Early Support Learning Journal / other 'small step tracking' system may be used. Teaching staff will ensure that the school's SEND policy is followed in their classroom for all the pupils they teach with SEND.

5. What support will there be for my child's overall well-being?

Your child's well-being and emotional health is as important as their academic progress. Teaching staff plan for the holistic development of each child, using their detailed knowledge of each individual to promote their confidence and self-esteem. Individual Social, Emotional and Mental Health Plans (SEMH) are used, should

there be an additional need.

The school offers a wide variety of support for pupils encountering difficulties, including:

- Teachers, Teaching Assistants, an Inclusion Manager, all readily available to discuss issues and concerns.
- Person Centred Planning and Individual One Page Profiles.
- At the nursery we use of the Leuven Scales to assess and monitor children's levels of well-being and involvement
- Support from Elleray Park Outreach Service for those children present with a variety of difficulties.
- If a pupil has a complex medical need, then a detailed Individual Health Care Plan (IHCP) is compiled by the SENDCO, with the support from relevant medical agencies.
- Mrs D Holsgrove and Mrs S Booth are trained in administering medicines and they ensure that prescription medications are given at the correct times of the day, that asthma inhalers are available and in-date and that those children who need creams applied for serious conditions are regularly attended to. In addition, relevant staff are trained to support children with their specific needs.
- Most Teaching staff at Somerville Nursery School are trained in Paediatric First Aid and in agreement with parents and carers, medicines are administered in school but only where a signed medical consent form is in place to ensure the safety of both the child and staff member.
- Some Teaching staff have been trained in how to handle and physically support children with disabilities in the correct manner, in order that those children can access the curriculum.
- Staff are trained in using defibrillators and there are defibrillators on the school premises.
- Staff get professional training regularly in how to use the specific equipment.

At Somerville Nursery School, we are very proud of how we promote children's well-being and emotional health.

6. What specialist services and expertise are available at or are accessed by the school?

Senior leaders, teachers and teaching assistants are skilled in meeting the individual learning, behavioural and social needs of our children. The school accesses a range of specialist services including;

- Speech and Language Therapist – Ms R Hulse
- Educational Psychologist - Local Authority psychologist, Aroa Educational Psychology Services Ltd (where LA psychologists are not available)
- Vision and Hearing Support
- Specialist support from Portage / Early Years SEND support (2 year olds)
- Autism Social Communication Team and also from Specialist ASD Teacher, Mrs Ana Stokes
- Wirral Specialist Support Teacher for Children with Physical and Medical needs
- Social Services – Wirral Gateway
- Social Care – Family Support Workers
- Paediatricians – accessed via Health Visitor / GPs /SALT
- Local Authority EHCP Team
- Wired/Parent Partnership
- Wirral CAMHS Services
- Wirral Autism Together
- Child and Family
- Minority Ethnic Achievement Service (MEAS)
- Occupational Therapy Team
- Physiotherapy Team
- Abbott Nurses
- Health Visitors
- School Readiness Workers

This list is not exhaustive and other professionals may be involved, depending on the needs of individual children.

7. What training have the staff supporting children and young people with SEND had or are

having?

Staff have been involved in considerable professional development on issues such as: child development; person centred planning; supporting children with social communication difficulties. Part of the SENCO's role is to support all staff in planning for children with SEND. Staff can also identify their own training needs and request attendance on courses.

Different members of staff have received training related to SEND including sessions on:

- Safeguarding and Prevent training
- Making Sense of Autism
- Good Autism Practice
- Social and Communication Differences
- Speech and Language Development
- Social, Emotional and Behavioural needs
- De-escalation strategies
- Gender diversity
- Neurodiversity
- Managing challenging behaviour
- Epi-pen and Asthma training
- Epilepsy training
- Diabetes support training
- Paediatric First Aid
- Tube feeding
- Team Teach Positive Handling
- Defibrillator training
- Makaton
- Total Communication
- Lego therapy

Professional Development is ongoing and staff receive regular training to support the needs of pupils.

8. How will my child be included in activities outside the classroom, including school trips?

Somerville Nursery School does not offer targeted extra-curricular activities for children with Special Educational Needs and/or Disabilities. We try to make sure that all activities are adapted for children's specific needs. Pupils with Special Educational Needs and Disabilities are actively encouraged to take part in school trips, extra-curricular clubs and sports activities. We are a fully inclusive school and all our children are encouraged to take part in the full curriculum. The extent to which each child participates and the level of support received will vary between children, but we scaffold the activities and expectations to enable all children to take part.

9. How accessible is the school environment?

The school is a single storey building, so there are no steps or stairs to encounter. Classrooms are light and have safe and wide doors to rooms. Our school site is bright, modern, safe and secure. The school is fully accessible to all children:

- Accessible changing rooms with rise and fall beds
- Room layouts are flexible to accommodate wheelchairs/walkers
- All provision is available to all children, including 2 year funded places and 30 hour extended provision (where eligible).
- Disabled parking bay.
- Accessible toilets for both adults and children.

Our outdoor learning areas are level throughout and access into the building from outside is disability friendly. The Forest School and Orchard Areas are uneven and have a range of gradients. We take advice from Physiotherapists and Occupational Therapists to ensure that children with disabilities have access to these

areas with appropriate support.

10. How will the school prepare and support my child when joining Somerville Nursery School or transferring to a new school?

We recognise that transitions are extremely important and we try to ensure that these are as smooth as possible. Parents and children are welcome to look around Somerville Nursery School at any time to see what provision we offer and whether you feel we can meet the needs of your child. A meeting with parents is arranged before the child begins which gives the opportunity for information to be gathered and plans put into place before the child begins. Home visits, Stay and Play and settling in sessions all form a part of a child's transition.

When a child leaves the nursery a transition meeting is organised with parents and professionals that are involved. This allows for an exchange of information and plans for transitions to be made. A receiving school is also invited to spend time observing the child in Somerville Nursery School and to talk to their key person / teacher.

Some children may find transition to a new class within the nursery difficult for whatever reason and this can be stressful for them. We can offer these children internal transition support and regular, short visits to their new classroom and to meet their new class teacher.

11. How are your resources allocated or matched to children's educational needs?

Most of the resources used to meet your children's educational needs are available within the classroom. Funds may also be spent on further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENDCO to manage and monitor the support. Information on how Somerville Nursery School uses 'Early Years Pupil Premium' funding is detailed on the school website.

12. How is the decision made about how much support my child will receive?

On a daily basis, the class teacher determines the level of support for individual children within the class through planning of lessons and observations of children, including monitoring progress. When children whose Special Educational Needs circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and the SENDCO and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class, but may be targeted at specific times. If evidence suggests that even higher levels of support or funding may be beneficial, this is agreed by senior leaders. The Headteacher decides on the deployment of resources for the setting. The Headteacher and the SENCO discuss all the information they have about SEND in the school including: The children getting extra support already; The children needing extra support; The children who have been identified as not making as much progress as would be expected. From this information they decide what resources/training and support is needed.

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher / key person
- Pupil Progress meetings
- During discussions with other professionals
- Transition meetings
- Response to annual reviews and reports
- Parent workshops
- Open Events / Workshops
- Evidence Me observations

14. Who can I contact for further information or if I have any issues or concerns?

The first point of contact for anything related to your child's education is their teacher / key person. We encourage parents to contact us with any concerns. Staff are available to talk to outside of teaching hours and at the end of the school day. Please contact the school office to arrange meetings with teaching staff, the SENDCO and / or senior leaders.

Key contacts:

Executive Headteacher - Mr P Dickson

SENDCO & Assistant Headteacher at the Nursery - Mrs S Booth

Class Teachers in F1 - Mrs H Shennan & Mrs H Saville

Room Leader in the 2 Year Old Room - Mrs A Jones / Miss G Cleary

Governor with responsibility for SEND - Mrs L Andrews

If you feel your matter still has not been dealt with, you can follow the procedures outlined in our school complaints policy, which can be found on the school website.

The Local Authority (Wirral) publishes information about services that are available to children and families with SEND. This will provide parents with a choice of services and support from a range of providers including the Local Authority, Health and the Voluntary Sector.

You can access the local offer [here](#).

[CLICK HERE TO ACCESS NURSERY & FEDERATION POLICIES, INCLUDING SEN POLICY](#)

15. How will information about the child be circulated to all members of staff and who will be responsible for that?

Information about your child will be circulated to members of staff who need to know and they are trusted to be discreet with it and respect any confidential matters.

IEPs/Play Plans, IHCPs, and EHCPs will usually be circulated by the SENDCo.

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