**NEW SEND Information Report 2025-26**

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 2015, Regulation 51, Schedule 1.](https://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made)

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| **General School Details:** | | |
| School Name: | Birchfield Nursery School | |
| School website address: | www.birchfieldnursery.co.uk | |
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| Type of school: | **Maintained Nursery School** | |
| Description of school: | **Maintained Nursery School provision (3-4 yr olds)** | |
| Does our school have resource base? Yes or No  If Yes please provide a brief description. | No | |
| Number on roll: | 110 | |
| % of children at the school with SEND: | 11% | |
| Date of last Ofsted: | December 2022 | |
| Awards that the school holds: | Healthy Schools | |
| Accessibility information about the school: | Our nursery main building is on one level with good access for Wheelchairs and disabilities.  Parking space on site for disability.  Disabled adult toilet and child’s toilet.  Changing facilities available for children in nappies. | |
| Please provide a web link to your school’s Accessibility Strategy | [**birchfield.haltonschools.info**](file:///C:\Users\HeadT\Desktop\working%20on\birchfield.haltonschools.info) | |
| Expertise and training of school based staff about SEND. (CPD details)  Please comment specifically in relation to autism and include dates. | **1 staff member**  Peer massage  Therapeutic Forest schools  **3 staff members**  Early Talk boost | **All staff**  Paediatric First Aid-  Wellcom-  intensive interctions  Bespoke training relating to specific conditions  Positive Behaviour training  Autism Awareness |

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| **School Policies/Procedures:** Add website links to each individual policy below or explain where policies can be accessed by parents/carers | |
| SEND Policy | [www.birchfieldnursery.co.uk/page/safeguarding-and](https://www.birchfieldnursery.co.uk/page/safeguarding-and) -send-provision/ |
| Safeguarding Policy |
| Behaviour Policy |
| Equality and Diversity |
| Pupil Premium Information |
| School Complaints Policy/Procedure  Policy must specify*‘Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school’.* | www.birchfieldnursery.co.uk/page/statutory-policies |

| **Range of Provision and inclusion information:** | | |
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| 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. | | When pupils already have identified SEND before they start here we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting. We organise a transition meeting with you and other professionals who know your child well to share information and devise a plan of action to ensure a smooth transition for your child. Extra visits to the nursery for you and your child can be arranged so you can look around the setting and meet the staff. We offer a home visit to children prior to starting nursery. A home visit is the starting point for assessment, providing an opportunity for staff to gather valuable information, seeing the child in their own familiar environment, observing how the child responds to other adults, giving an initial insight into the child’s level of development, behaviour and language skills. Outside agencies already involved with the family are also noted If you tell us you think your child has SEN we will discuss this with you and investigate. We will observe your child and share with you what we find out and agree next steps with you as to how we can all help your child. We will continue to assess your child’s needs and plan where and how support will be placed to ensure progress is made. Evidence is recorded through written observations, photographs and discussions with parent/carers and other staff. We are child and family centred so you will be involved in all decision making about your child’s support. When we assess SEN we discuss if our understanding and behaviour are the same at school and at home: you know your child best so we take this into account and work with you so that we are all helping your child in the same way. We will discuss with you how we can best support your child and write individual plans with parents/carers. Progress is reviewed in discussion with parent/key carer/SENCO. A child’s individual targets are reviewed and new ones set. If progress continues to be a cause for concern after this intervention then an application may be made to the LA for additional support to meet the needs of the child. Progress is monitored via individual action plan. In preparation for starting school, for children with an exceptional level of need, an application can be made for an EHIC plan which will support with future support and resource needs. Information about this process can be found on the local offer www.halton.gov.uk/localoffer |
| 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. | | Close liaison with Woodview CDC  Designated staff member to deliver support plans  Staff training to support medical needs  Children’s needs assessed/requested prior to entry to support transition.  Referal to HBC EYSEN team  SENCO briefings and workshops  EP services  Communicate SALT |
| How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc. | | Visual supports and prompts  Resources easily accessible at child’s level, clearly labelled and organised  Specialist equipment to support the curriculum when required  Access to ICT resources such as large size touch screen, I pads, listening centres and computers |
| What strategies/programmes/resources are used to support pupils with autism and social communication difficulties? | | Qualified and experienced teachers and teaching assistants  Communication friendly spaces around school  Advice/intervention from speech and language therapist when needed  Delivery of personal speech and language programme when needed  Support from SENCO for all staff and parents  Referral to specialist teachers |
| What strategies/programmes/resources are available to speech and language difficulties? | | * Wellcom * Makaton * Hanen * Communication Friendly spaces * Following advice form SALT * SALT service support packs |
| Strategies to support the development of literacy (reading /writing). | | * Literacy rich environment * Designated literacy lead (Read Write inc model teacher/Early Years SLE) * Talk for writing strategies * Committed delivery of Phase 1 phonics * Read write Inc sessions (On readiness) * Links with Halton Library * Designated Library space * Daily access to book changing facilities |
| Strategies to support the development of numeracy. | | Designated maths lead  Close Liaison with St Helens Maths Hub  Involvement with Early Maths fluency programme  Dedicated maths focus sessions 4x weekly |
| How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access. | | * Personalised and differentiated curriculum following children’s interests * Small group teaching with teacher/teaching assistant * support from a teaching assistant to facilitate access through support or modified resources * Specialist equipment when required * Individual SEN plans * Time spent in a group more appropriate to meet the child’s needs * Strategies put in place as provided by professionals/specialist services/outreach |
| How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers).  What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness. | | * Regular observations moderated with staff team and outside colleagues including characteristics of learning and individual learning stories * Ongoing discussions with parents/staff available to offer support/advice to parents * Individual targets around progress and behaviour * CAFS * External professionals undertaking assessment * Regular review of targets with child/parents * Data analysis (progress and outcomes) |
| Strategies/support to develop independent learning. | | * Accessible and inclusive environment * Personalised support plans * Visual timetables * High expectations clearly communicated |
| Support /supervision at unstructured times of the day including personal care arrangements. | | * Accessible and inclusive environment * Personalised support plans * Visual timetables * Staff:child ratio * Strong transition times that support training in independent skills including personal care. |
| Extended school provision available; before and after school, holidays etc. | | Accessible to all. We enhance ratio accordingly |
| 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? | | All children are included on trips. We undertake thorough risk assessments and liaise with parents to ensure adequate supervision and care |
| Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring. | * Peer massage * Communication friendly spaces * Designated keyworker * Transition sessions prior to starting date * Personalised transition timetable where appropriate * Close liaison with families * Tapestry online journal | |
| What strategies can be put in place to support behaviour management? | * Positive Behaviour strategies * Clear behaviour policy * Assertive discipline * personalised support plans * Boxhall profile assessment and personalised plan * Refer to specialist agencies | |
| How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*. | | * Invitation to nursery to meet with staff * Early identification of children moving to schools and transition plans set up * Staff invited to setting to work with children in nursery * Sharing of information * Opportunity to moderate evidence and data |
| Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs. | | Close liaison with Woodview CDC  Designated staff member to deliver support plans  Staff training to support medical needs  Children’s needs assessed/requested prior to entry to support transition. |
| Extra support for parents and carers and pupils offered by the school/how parents are involved in their child’s education. | | We have a designated staff member who makes early contact with the families of children where we feel extra support may be needed. We attend home visits to see the child in their most comfortable surroundings. Families are invited to join us for transition visits and to share all information. Parents are invited to regular dedicated stay and plays and to review plans on a regular basis. Dedicated staff member shares information from local specialist provision and supports parents accessing workshops and information evenings. |
| How additional funding for SEND is used within the school with individual pupils. | | Additional funding for children with SEND is accessed via applications for enhanced funding or through accessing DAF funding. This is used to implement individual support plans, train staff and purchase appropriate necessary resources. Where children are in receipt of an EHC plan funding is used to ensure appropriate delivery of the plan targets, this is reviewed by HBC. |
| 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. | | We have named designated teacher for LAC. (Louise Bancroft) We then work closely with HBC to ensure that EYPEP and support plans are followed, and progress closely monitored. Pupil premium funding has previously been used to purchase early intervention materials (e.g. Wellcom) train staff and pay for additional support hours. |
| **SENCO name/contact: Cathy Liku** | | |
| **Headteacher name/contact: head@birchfield.halton.sch.uk** | | |
| **ANNUAL REVIEW 2025-26**  **Completed by: Cathy Liku Date: 21.10.25** | | |