

SEND Information Report 2026 - 2027

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:

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| 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:	Ditton Nursery School
School website address:	www.dittonnurseryschool.co.uk
Type of school:	Maintained Nursery School staffed by qualified teachers, higher level teaching assistants and teaching assistants
Description of school:	<p>Average sized nursery school with places for:</p> <p>3-4 year old provision 52 children - 104 FTE</p> <p>2 year old provision- 70 places (35 AM 35 PM)</p> <p>We offer wrap around care from 8.00-9am and 3.45pm – 5.00pm.</p> <p>Purpose built nursery school based next door to Ditton Family Hub. Ditton Family Hub is situated within the grounds. Family Hub services and groups include: toddler and baby developmental play groups, baby clinic, adult learning, speech and language therapy sessions by invite only.</p>
Does our school have resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	<p>Total NOR: 47</p> <p>23 - 3-4s</p> <p>24 - 2s</p>
% of children at the school with SEND:	20% SEND (Autumn 2026)
Date of last Ofsted:	22 nd February 2024
Awards that the school holds:	<p>Halton Healthy Early Years Status</p> <p>Sun Safe school</p> <p>Communication Friendly 2-4s Status</p> <p>5 Ways to Well-Being Award</p>
Accessibility information about the school:	<p>Purpose Built 2006</p> <p>Fully accessible.</p>

Please provide a web link to your school's Accessibility Strategy	https://www.dittonnurseryschool.co.uk/serve_file/19230091		
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<p>SENCo is non-class-based, working across two sites over 3 days per week. The SENCo has over 16 years' experience in early years and has previously been a SENCo in a Primary School. SENCo works across the two nursery sites during the week, spending one day at each site and a flexible third day working between the two.</p> <p>Nursery staff have accessed training to support children presenting with a wide range of needs. Training has included:</p> <ul style="list-style-type: none"> • Speech and language training - Word finding, Social Communication, Narrative Therapy, Phonology, Visual supports • Visual Impairment • Hearing Impairment • WellComm assessment language screening • Sensory Processing Differences • Intensive Interaction Techniques • Supporting children in Early Years settings with Autism Spectrum Condition and Social Communication Difficulties • Developmental Trauma • Attachment • Bucket Therapy • Makaton • Paediatric First Aid • Writing SMART targets and personal plans • Using visual supports • EY SEND Workshops • Good Autism Practice • Zones of Regulation • Early Talk Boost • Safeguarding • Dingley's Promise – Inclusion Training • Operation Encompass Training <p>SENDCo 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 school's website?</p> <p>If yes please insert the link to the documents page.</p> <p>Ditton Nursery School: Policies</p>	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 may organise a transition meeting with you (parents/carers) and other professionals who know your child well to share information and discuss if we are able to meet your child's
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	<p>needs. We would then devise a plan of action to ensure, if they will be joining our setting, that a smooth transition happens 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.</p> <ul style="list-style-type: none"> • 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 behaviour. Outside agencies already involved with the family are noted. From these visits we will ascertain if our setting is able to meet your child's needs. • If you are concerned your child has special educational needs, we will meet with you to discuss your concerns. We will investigate further by spending time with your child, speaking with their identified key person and 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. We may collect further information about incidents using a STAR chart (Setting, Trigger, Actions, Results). • 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 observation, 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 and SENDCo to plan for and support the needs of your child. We support children within and during their 'active learning' and alongside their peers. • 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 of the graduated response, assess/plan/do/review - taking into account children's individual levels of ability. • 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
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	<p>best so we take this into account and work with you so that we are all helping your child in the same way, ensuring a consistent approach. 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. We will then implement specific strategies to support your child in nursery. We will also suggest and support you in trying these at home too. This helps your child to know what is expected of them at all times. • We will write a One Page Profile about your child and then set individual Support Plans with you, detailing the strategies we plan to implement, and identifying appropriate outcomes and next steps taken to help your child achieve the targets set. • Progress is reviewed half -termly in discussion with you (parent/carer), key person and SENDCo. The child's individual targets are reviewed and new ones set if previous targets are achieved. • Special Educational Needs Inclusion Funding (SENI): If progress continues to be a cause for concern after intervention, then, after a period of time, 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 and a local authority representative will work with the setting to support the child's needs. • For children with a complex 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 external, 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 the 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 annually. • You can find out more information about Educational Health Care Plans (EHCPs) on the Halton Local Offer website.
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>We are able to access support from the following agencies:</p> <ul style="list-style-type: none"> • Universal Services including the Health Visiting Team • LA Area SENCo/EYs team - referrals are required to access support • 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 through the Specialist Teaching Advisory Service. • 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 or by health. • Training for staff by the LA's Early Years Team. • Children and families may access additional support via the Family Hub 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.
How we provide access to a supportive environment; ICT	<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

<p>facilities/equipment/resources/facilities etc.</p>	<p>needs to others. These objects are used to depict routines; e.g alongside a simple verbal instruction a cup or plate is shown to a child to indicate it is snack time, soap dispenser to indicate hand wash routine .</p> <ul style="list-style-type: none"> • All staff carry Communication Boards and visuals on lanyards which are used to support understanding. • Staff carry other visual resources such as Spot Timers to help children understand transitions, turn taking and activities ending. • Zones of Regulation resources help children to learn about feelings and how to deal with the feelings they experience. • For children who need them, communication boards are available for children requiring support to communicate their needs. • Class visual timetables in each classroom. • Individualised visual timetables are available for specific children requiring support with understanding and managing transitions. • Now and Next boards in each classroom to support understanding of routines. • 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 • Specialist equipment borrowed from outreach schools when required for individuals to support the curriculum • Quiet, cosy spaces including a Calm Corner for regulation. • Calm Bags linked to Zones of Regulation that support children to co-regulate when they are experiencing big feelings. • Large, enclosed, fully equipped outdoor environment • Access to ICT resources – Interactive smartboard. • 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 NHS speech and language services • Delivery of personal speech and language programmes by SENDCo/Key Person/SALT sessions (if provided by SALT or external speech and language therapist); • Early Talk Boost trained practitioners and intervention groups including resources for families to take home (if appropriate or at the child's level) • 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 visual schedules • Now / next boards • Spot Timers • Intensive Interaction Techniques and tracking • 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 to support around specific targets • Sensory exploration is available and delivered specifically for the child demonstrating sensory processing differences
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> • Total Communication Approach • All children's communication development screened using the WellComm assessment screening tool • Visual supports used by staff (see above) • Staff use Makaton signs alongside vocabulary; signs also linked to planning. Trained staff introduce and revise staff knowledge with a 'Sign of the week' • Communication Boards • Visual timetable • Communication with Health Team (e.g 2 year old Integrated Reviews) • Support from SENDCO/Leaflets, information for parents • Speech sound screening tool

	<ul style="list-style-type: none"> • Signposting to other services or Local Offer • Early Talk Boost trained practitioners and intervention groups • Specialist services e.g. SALT involved in SEND Coffee Mornings/Afternoons
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. 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; • Multi-sensory approach to learning • Lots of opportunities to develop listening and attention, and speech and language before beginning phonics • Little Wandle Nursery Curriculum • Opportunities to develop physical development skills to prepare for writing
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Mathematical teaching activities are based upon the early mathematical skills of number and numerical patterns, as outlined within the Early Years Foundation Stage curriculum, 2024. • Our Nursery School uses progressive skills in 2 year olds and White Rose Maths in 3-4s • 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.
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 and typical seasonal opportunities. • 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 etc • Individual support plans • Time spent in a group appropriate to the needs of the child • Provision mapping • Tracking of specialist documents e.g Intensive Interaction Trackers and Halton Developmental Trackers • Sensory play linked to curriculum topics • Strategies put into place as provided by professionals / specialist services / outreach • Seeking additional professional advice/funding to meet the needs of a child where supervision and support goes beyond our ratios/staffing
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.	<ul style="list-style-type: none"> • Children's progress is regularly monitored and evaluated, through observations and assessments, to ensure the provision of effective learning programmes for all children for example, Wellcomm and EYFS Trackers completed termly, frequent target setting via Focus Planning Sheets • 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 and targets adapted if necessary. • SEND 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. • If a child has worked with the SEND team at the Local Authority they may have a small step developmental tracker that is used to track children's progress during this time. When children move to our setting, we would continue this to show progress over time.

Strategies/support to develop independent learning.	<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 • Encouraging independence and responsibility with environment e.g. tidy up time cues and visuals • Group 'rolling snack' – getting own snack, washing and drying plates • Visual prompts • 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 learning with the support of skilled adults. • More specific teaching approaches include the use of visual aids and/or Makaton
Support /supervision at unstructured 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. • Adapted support at mealtimes/snack time • Individual Risk Assessments where necessary • Individual Health Plans where necessary
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> • Extended school provision is available at Ditton for breakfast and after school Wrap Care
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"> • General Risk assessments in place to ensure locations for visits are appropriate and fully accessible; • Individual Risk Assessments where necessary • Ensure appropriate adult support is available through ratios or enhanced ratios if necessary (e.g. 1:1 on school trips) • Specialist resources or equipment provided where appropriate • Close liaison with parents/carers and other professionals involved in child's development • Provide information about what is available outside the classroom, e.g. timetables of activities provided by local Family Hubs.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • Zones of Regulation to support children's knowledge of feelings and how to support and regulate their own emotions. • 5 Ways to Well-Being Award to support and foster well being in the setting • An 'open door' policy operates for all parents/carers • 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 session • Children are in a key group each day and cared for by staff who know them and their routines and development • Consistent routines and expectations for all pupils • Visual timetables • Sensory support offered to children who need it • 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 • Use of restorative practice approach and conflict resolution with peers • Positive and specific praise • Parent/carer contact daily and, where needed, Home /School books in place. • Referrals to Link Educational Psychologist group if 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.</p> <p>We will always endeavour to investigate the root of the behaviour. We are curious about behaviour and ask:</p>

	<ul style="list-style-type: none"> • What is the child communicating to us and why? • How can we meet the child's needs? • How can we respond through our response and actions • Are we providing appropriate communication strategies? <p>We endeavour to:</p> <ul style="list-style-type: none"> • Provide a nurturing approach, • Use adults to act as co-regulators, • Recognise and respond to children's sensory processing differences • Put support plans in place • Seek advice from outside agencies • Implement clear consistent boundaries and restorative practice strategies where appropriate • Give positive and specific praise • SENDCo/Senior staff support • Give advice/support for parents and signposting to other agencies and services that may be able to help • Build connections with family with events like Stay and Play sessions for parent and child each term • Self regulation and learning about feelings built into curriculum • Referrals to local parenting programmes • Close working with other agencies e.g. Early/Family Help • Family Hub • Calm Corner spaces /Calm Bags • Zones of Regulation to support regulation and understanding of simple emotions
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<p>The SENDCo and class teachers coordinate transition to school as swiftly and efficiently as possible..A variety of strategies are used to ensure smooth transitions into and out of the setting.</p> <p>These include:-</p> <ul style="list-style-type: none"> • Show arounds • Home visits • 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 should the school be able to meet the needs of the child. • Risk assessments may be completed • Discussion with outside agencies e.g. health, previous settings, SEND team, STAS <p>Primary School transitions:</p> <ul style="list-style-type: none"> • The nursery has developed close links with local primary schools • Meetings and visits are arranged in the summer term • Teachers and SENCos invited to setting for meetings and discussion • Teachers and SENCos invited to key meetings in the run up to school e.g. EHCP reviews, safeguarding meetings • Teachers and SENCos invited to observe children in the setting • Documentation is shared and transferred to the receiving school via CPOMs • Transition documents and relevant assessments sent to primary schools
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 Family Hub for advice and support • Specialist resources/furniture if needed – regularly checked • Delivery of planned intervention programme • Close liaison with medical staff where required • Staff training for managing particular medical needs • Allergy Training for all staff
Extra support for parents and carers and pupils offered by the	<ul style="list-style-type: none"> • Parents Meetings every term • SEND Parents Meetings every term • Individual Support Plan devised in partnership with parents/carers

school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • SEND Coffee Mornings/Afternoons where we invite other professionals in to give a talk about how another service can support parents. • Children's 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 • Stay and Play sessions – providing a focus to help support parents in supporting their child eg. Independent skills • Signposting to groups and organisations which are relevant • The setting can support families through a MAP if appropriate. • Early Talk Boost groups involve parents
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> • Nursery schools fund pupils with special needs through their own budget. There is no notional SEND budget for maintained nurseries. • Nursery school applies for SENIF funding on individual basis to support children with a high level of additional need. • Nursery School can request that the LA complete an assessment of the child's needs which is also known as an Educational Health Care Plan request. This may lead to the child being granted an EHCP which can provide funding for the child's needs in the setting. How this funding is used is discussed as part of the assessment. • Nursery can apply for DAF if a child is in receipt of DLA, resources can then be purchased to support a child's individual learning needs e.g cause and effect resources, attention autism resources
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.	<ul style="list-style-type: none"> • Nursery staff work with individuals involved with the child – parents, carers, social care • Dedicated out of class Designated Teacher • EY PEP completed • WellComm assessments • EYFS assessments# • EYPP strategy to outline specific EYPP spending and support • SENDCo and key person assess child's level of need. Graduated approach is followed. • Child accesses appropriate support – intervention in school, SEND support. Nursery may apply for Early Years Pupil Premium plus for an individual. • Pupil premium funding has been used for nurture time, therapeutic support and specific interventions for groups within session. • The school's EYPP strategy statement is completed and regularly reviewed.
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