SEND Information Report

(September 2025 for previous year 2024-2025)

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Local Offer Contribution: https://abercrombynurseryschool.co.uk/school-information/send/

Our Approach as a School:

High quality teaching for all and additional interventions for some are delivered through our child-centred approach across the whole school. Robust processes help us to regularly review and record what we offer all children in our care and what we offer in addition. Reflection on, and dialogue about our practice serves to embed high expectations amongst staff about high quality teaching and the application of a child centred and personalised approach to teaching and learning. We make it a point to discuss aspirations, in an age appropriate way, with ALL our learners. This is a whole-school approach and this report describes how this practice runs through our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle, as set out in the Code of Practice 2014, of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching, Learning and Assessment in the Early Years Foundation Stage Policy, November 2022)

Assess: Children are assessed on entry by their key person, using information from families through e.g. home visits and getting to know children really well in their first few weeks. A Starting Point assessment is made using the OP&L system (Observation of Play and Learning) which assesses children against milestones for their age. Formative Assessment is then ongoing and is informed by observations of the children in their play and adult guided activities. Further Spotlight assessments are completed in the child's birthday and half birthday months.

Plan: Information from OP&L assessments is used to plan next steps for children on an individual, group and class level, through short term, medium term and long term planning, with reference to our overarching curriculum maps for each room. Teachers are supported in this process by the key people working with them, so every child is included.

Do: Key people, supported by teachers will then support each children's learning holistically, working towards children achieving their next steps.

Review: Progress of children and analysis of their learning is reviewed in weekly room meetings and reflected in half termly evaluations of learning and yearly scrutiny. Effectiveness of teaching and learning is analysed in Pupil Progress Meetings, held with each key person, at three points in the year, then priorities for planning identified.

We apply the ASSESS-PLAN-DO-REVIEW cycle through the Waves model. Each wave refers to teaching and learning, assessment, planning and review.

- Wave 1 refers to whole class high quality teaching adapted for all abilities.
- Wave 2 refers to some children who need some extra support.
- Wave 3 refers to children who have a special educational need.

Having consulted with children and their families, all our additional provision (internal or external) is based on an agreed outcomes approach. These are discussed with any professionals that offer the support to the child. Working towards agreed outcomes enable us to hold both our internal/external providers and ourselves to account.

Identification of Special Educational Needs

Families are welcome to visit our Nursery School at any time to get to know staff and the environment. At busy times of year, we hold show around sessions for groups of families to find out more about us.

Before a child starts in the Nursery School, home visits are arranged, where staff meet the new child and their family in the comfort and security of their own home. This is a valuable opportunity to get to know the child, their important grownups and home context, sharing important information. At this point families will often share their concerns about their child's development. We also ask for any information arising from 2 year old assessments completed by Health Visitors.

All children are monitored very closely during their first few weeks by all the staff, but especially their key person. A starting point assessment will be made and children causing concern with any part of their development are quickly identified. Often these children will make rapid progress as a result of high quality teaching, but those who don't, will be monitored closely. Family consultations are held soon after children start and this is further opportunity for staff and families to share any concerns and discuss personalised plans being implemented to meet each child's needs. The Learning Journals system is used as a two way communication system with the child's key person. We have an "open door" policy where families are encouraged to share any concerns about their child's development with any of the school staff.

Where a child is identified to have specific Special Educational Needs, careful thought is given to how this is shared with their family, and the family given the time and support they may need. The SENCO will link with other appropriate agencies for advice and guidance with the parent's permission. If a

child joins our school during the school term, having been to another setting, we will work with the previous setting to gain an understanding of that child's development and needs e.g. through their assessment records.

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

Each child is allocated a key person, their own special grown up who will help the child form a secure attachment with them. The key person is responsible for ensuring that the learning and development needs of their key children are being met across all areas of school life.

All children are supported to become independent learners and be respectful of each other, following our Abercromby Values.

SEN Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

(**Reference:** SEND policy)

From September 2024 to July 2025 we had 22 children receiving some form of SEN Support, 26% of all children. By the end of the year 8 of these either had an EHCP in place with 1 under assessment for one, 11%. 7 more children were monitored to see if they would need their learning needs met by additional support/referrals and adding to the SEND register.

We have internal processes for monitoring quality of provision and assessment of need. These include using Environmental Rating Scales, observations of teaching and learning, learning walks and data analysis.

Co-producing with children and their families

Involving parents and learners in the dialogue around learning and development is central to our approach and we do this through many different ways including:

- Home visits for new starters and asking families to fill in an "All about me" booklet as their child starts.
- Inviting families to attend welcome meetings, coffee mornings and Stay, Play and Learn sessions once a term.
- Families are encouraged to access and contribute to their child's assessment records through the online Learning Journal system. They receive a weekly blog all about the learning in that class for the week ahead.
- Families can also find out more about our school through Parenthub message system and the school website.

- Families are asked to share their views about the school both informally and through the end of year questionnaire and completing the Ofsted online Parentview questionnaire.
- Families are encouraged to attend consultations with key people so that they are well informed of their child's progress and areas they can support them with. As soon as a concern is raised about a child's progress, families are involved in deciding outcomes and how best to support their child.
- Families are involved in setting and reviewing the targets set in their child's Play Plan.
- Some families are invited to 1:1 sessions with their child led by Language Intervention Practitioners.
- Families are often invited in to work with specialists e.g. OSSME, MAST and SALT.
- We encourage families to accompany their child on our educational visits.
- We are always keen for parents to become Parent Governors.
- Children are also asked for their views on their nursery, in an age appropriate way.

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have lots of SEND expertise in our school which is consistently developed. The Head Teacher currently fulfils the role of SENCo and has completed the masters level National SENCO award (2015). Local Authority SEND briefings are attended in addition to half term SEND Consortia meetings. Another member of SLT, Laura Hutchison, has also achieved the NASENCO award and Ria Humphries has attend SEND Advocate training delivered by School Improvement Liverpool.

One of our Nursery Officers has also worked to gain a L3 specialism in SEND in the Early Years. Others have accessed training in their own time to gain L2 qualifications in teaching children with SEND. Other staff have attended training e.g. on ASC and Gestalt Language Processing. All staff had an INSET day on ASC in June 2022, led by practitioners from Princes Special School and have attended Sensory Processing training delivered by Liverpool's Occupational Therapy team.

Staff deployment

Whenever a child starts in our School and has an identified special and/or medical need, the SENCO will ensure the staff are adequately trained to meet the needs of the child. For example, we have had allergy training and medical training to meet the needs of children with specific medical needs such as Asthma and Type 1 Diabetes.

All Staff have attended Signalong training in Spring 2024.

Staff have attended ASC training.

Staff have attended a range of Speech and Language training including Gestalt Language Processor training provided by NHS SALT.

School External Partnerships and Transition Plans

Abercromby Nursery School is a member of the South Central 2 SEND Partnership of 9 Primary and Nursery Schools. The Partnership Head Teachers and SENCOs meet each term to decide how to make best use of resources and plan training. Our school can access the following through the Consortia:

- Educational Psychology

- SENISS
- Speech and Language Therapy provided by MAST
- OSSME Autism support (weekly)

Abercromby Nursery School can also make a direct referral to

- Children's Centres
- Speech and Language Therapy
- Community Paediatrician
- Occupational Therapy
- Health Visitor
- Social Services
- CAMHs

If many agencies are likely to be involved in supporting a child and their family an EHAT (Early Help Assessment Tool) may be raised.

Accessibility of our school

Our school is single storey and is wheel chair accessible. We have nappy changing facilities and have wheelchair accessible toilets as well as a designated disabled toilet and shower room.

Complaints

We hope to avoid the need for complaints through excellent communication and partnership working with our families. In this way, we hope that any concerns raised can be resolved informally. Our complaints procedure is outlined in our Complaints Policy, available on our website.

What has and has not worked this year

For our school our successes with SEN have included:

- Our excellent SEND provision was recognised and praised in our Ofsted Inspection (March 2023)
- Gaining the Inclusion Quality Mark in March 2024
- Introducing the Social Communication and Play Journal, produced by the Liverpool Educational Psychology team, for children with SEND. This helps identify SMART targets for children with SEND and also helps us track their progress through those small but significant steps.
- Introducing WellComm screening and training each person to use it with their key children. This supports more accurate screening as the children will be more comfortable going through the screening process with someone they know and have an attachment to. Each key person then knows where their children are, their strengths and gaps and will be able to support any gaps in their language development through planned activities and through their self chosen play.
- Effectiveness of provision in narrowing the gap between pupils identified as SEN Support and their peers

- capturing pupil voice to demonstrate that children and young people feel supported and happy in their setting
- the proportion of students at SEN Support making accelerated progress
- proportion of pupils identified as SEN Support participating in curriculum enriching activities such as Forest School and PE.
- Working in partnership with our families of children with SEND, giving these families the extra time and space they need to tell us about their children, ask questions and get support. Families speak highly of the support they receive.
- 5x EHCP applications over the year, 4 of which have gone to plan.
- Successfully applying for Higher Needs Top Up Funding for a 1:1 for 1 child.
- Accessing MAST SALT though our Consortia, enabling children to have extra language support.
- Having members of staff trained in Derbyshire Language Intervention and Elklan, supporting children with SLCN
- Effective transition processes to Primary School, enabling children with SEND to settle in happily and have their needs met from the start.
- Since September our SEND Resource Provision for the Local Authority has doubled to x8 places from previously being 4.
- Creating two SEND Resource breakout rooms. We now have a room for each class, for children with SEND to work in as well as other children who may benefit from using this quieter space.

For our school our challenges with SEN have included:

- The ever increasing numbers of children with SEND requiring extra support and having to fund this with an in year deficit budget.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Monitoring and reviewing procedures e.g. how the Assess-Plan-Do-Review cycle operates in our school, looking at the effectiveness of Play Plans in improving outcomes for SEN children
- Continuing to embed use of the Social Communication and Play Journal to identify SMART targets for children with SEND and track the small steps of progress made.
- Developing our SEND resource provision offer, now that we have double the places.
- Develop and resourcing the two SEND breakout spaces, Hazel Tree Room and Holly Tree Room.
- Refine and embed use of the WellComm language screening and support tool so children who need extra language support are quickly identified.

Relevant school policies underpinning this SEN Information Report include:

- Admissions Policy
- Behaviour Policy
- Care and Control Policy
- Child Protection Policy
- Complaints Policy
- Data Protection Policy
- English as Additional Language Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Home Visit Policy
- Illnesses and Injury Policy
- Intimate Care Policy
- Medication Policy
- School Trip Policy
- SEND Policy
- Settling in and Key Person Policy
- Supporting Good Attendance Policy
- Teaching, Learning and Assessment Policy

These can be found on our website here.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body:

2ND July 2025