



Support for Children with Special Educational Needs and Disability (SEN Report) 2024/25

All Schools are required to publish a Special Educational Needs and Disability (SEND) Information Report. Please find details of ours below:

1. Crossens Nursery School is an inclusive school and we welcome all children and families irrespective of any additional needs they may have. We will work with other agencies and professionals to ensure we have the necessary skills and resources to meet each child's learning and development needs.
2. Our Special Educational Needs and Disability (SEND) Policy sets out how we identify, assess and plan to meet the needs of children identified as not making sufficient progress or as having additional needs. In some cases children will already have had any additional needs identified before they start attending Nursery School, perhaps at or before birth or at one of the Health Visitor checks. As we may be the first educational setting accessed by the child and family, it is also likely that additional needs may be identified by Nursery School staff. The person with responsibility for the co-ordination of provision to support children with Special Educational Needs and Disability, also referred to as our **SEND Co-ordinator**, is **Mrs Beth Brice**. Parents wishing to find out more about SEND provision at Crossens Nursery School are actively invited to speak to Mrs Brice (Head teacher) who can be contacted on 01704 228624.
3. When it is identified that a child may have barriers to learning or additional needs, parents / carers will be invited to a consultation meeting with their child's Key Worker and the Nursery SEND Co-ordinator to agree a plan of action that will be focused on supporting the child to make progress in the areas of concern.
4. We will also make arrangements to consult with children in order to ensure that their views are taken into account. Given the age of the children in Nursery, this consultation may take the form of observations focused on the identification of the kinds of activities that interest the child. Where appropriate it will involve discussion with the child about their interests.
5. Arrangements for assessing and reviewing children's progress towards outcomes, will be planned at appropriate intervals. The timescale will depend on the nature of the targets set. Children and their parents will have the opportunity to take part in this review. Data analysis and consultation with parents enables us to evaluate the effectiveness of our SEND provision (see section 10).
6. Enhanced transition arrangements will be planned for children with SEND moving from another Nursery or Childcare setting and for those children moving from Crossens Nursery School to Primary School. This will usually involve face to face meetings between current and welcoming settings, parents and any other professionals involved.
7. As an Inclusive school, it is important to us that children with SEND are enabled to access activities available to and with children without SEND. In addition to this, there may be planned small group or one to one interventions for children focused on accelerating learning and addressing the targets identified.
8. Crossens Nursery School is a modern, purpose built Nursery building and as such is fully accessible. Where required, adaptations will be made to the curriculum or learning environment in order to ensure that children with SEND are fully included.

9. Staff access training in response to children’s identified needs. The school also has access to and makes regular use of referral routes for a number of agencies to support children and their families; LA SEND Teams (including Educational Psychology and Sensory Support or Early Help) and Speech and Language Therapy Services. Use of these external referral pathways can be triggered by a number of concerns, these can include;

- a. Parent/Carers concerns
- b. If the child is making little or no progress
- c. If the child continues to work at levels below those of other children of a similar age
- d. If a child presents emotional/behavioural/communication concerns or has physical/sensory needs, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

The School's senior leaders will liaise with the local authority, following established processes, in order to ensure the necessary resources are available to promote the learning and development of children with SEND.

10. Evaluation of the effectiveness of the provision made for children and young people with SEND takes place through the regular reviews of their Support Plans and the termly progress monitoring that takes place for all children. Additional information about the progress of children with SEND is gained through the use of a ‘small steps tracker’.

Children at Crossens Nursery School who have SEND are supported to make good progress relative to their starting points:

- In 2024-25 (at the point of writing this report) there are 8 children with identified SEND across the two provisions.
- We also have 4 pupils with identified SCLN at the point of writing this report. We work closely with SALT to support these children.
- In 2023-24, there were 12 pupils with identified SEND needs in our three and four year old provision and 1 in our two year old provision.
- There were also an additional 6 children to our SEND who had SCLN in our three and four year old provision. Referrals were made for this children to ensure SALT support was in place prior to starting Primary School, where possible.

	2023-24 (on track)	
	SEND	NOT SEND
C&L	17%	75%
PSED	0%	56%
PD	0%	77%
Literacy	0%	77%
Mathematics	0%	82%
UTW	0%	84%
EAD	0%	84%
Contextual information	50% of this group received EYPP (6) 50% were known to Speech and Language or receiving support (6) 17% were under Early Help, TAF or CIN (2)	

- 5 out of the 12 children left Crossens Nursery with an agreed EHCP.
- 0 deferred their entry to Primary School and to remain at Crossens Nursery School for the next academic year.

- 2 out of these 5 children with agreed EHCPs moved went to specialist settings, 1 went to a mainstream setting with an ASD base and 2 went to mainstream settings, with additional support.
- The learning and development of these children is targeted through our stimulating and inclusive environment and the quality support, questioning the facilitation of our wonderful staff.
- Progress reviews evidence the impact that our school has in supporting these children to achieve the targets set for their learning and development and to make good progress during the year.

11. In the Early Years children's personal, social and emotional development is prioritised and where appropriate extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying behaviour will be planned.

12. All schools are required to produce a Disability Access Plan which states how the additional needs of children, parents, staff and governors will be met. Ours can be found on the Key Information page.

Complaints Procedure

If a parent feels that the school has not met their child's educational needs, they should:

- Discuss their concerns with the class teacher
- Consult with the SENDCO if their concerns continue
- Consult with the Headteacher/SEN governor
- Follow the school Complaints Procedure

The contact details of support services for the parents/carers of pupils with SEN
visit: [http://www.sefton.gov.uk/schools-learning/special-educational-needs-\(sen\).aspx](http://www.sefton.gov.uk/schools-learning/special-educational-needs-(sen).aspx)

Information on where the local authority's local offer is published
visit: <http://www.sefton.gov.uk/localoffer>

Or you can contact the Early Years Team on 0151 934 2347.

For further information please refer to the Special Educational Needs and Disability Policy in the Policies section of this Website