SEND information report

December 2026 – December 2027

What kinds of special educational needs do we make provision for in our school?

Ashworth Nursery School is a Maintained Nursery School for pupils aged 3-4 years old. We are committed to an inclusive education for all pupils and aim to provide a learning environment which is flexible enough to meet the needs of all members of our community.

We believe that all children are individuals and should be supported to follow their own pathway of learning whilst ensuring that they are fully supported to be included in all aspects of school life. We work with professionals to ensure that our knowledge of additional needs is current and reflective of the children in our care.

We have an Inclusion Support Base in nursery which is aimed at providing a supportive environment for children who are not yet ready to access the full mainstream curriculum. This inclusion base has a clearly defined aim and there is a criteria in place to help decide which children would benefit from this approach. Children accessing the inclusion support base are often in need of a bespoke sensory curriculum along with a range of interventions to support them. The amount of time per day that children accessing the inclusion base spend in there is determined by their needs that day. All children spend time outdoors together and children who feel safe and settled access provision in the sunflower classroom along with their peers when they are ready to. Each child's journey in the inclusion base is different and created to meet their needs and designed to enable them to make progress.

We strive to eliminate prejudice and discrimination and aim to provide a fully inclusive environment where all children feel safe and are supported to learn.

Further information can be found on our website in our policies and procedures section and through our local offer at Blackburn Local Offer | Ashworth Nursery School

How does our school know if your child needs extra help?

The role of the SENDCO is crucial in ensuring all children are receiving the right support and identifying pupils who might have an additional need. The SENDCO at Ashworth Nursery is Mrs S Jackson. Alongside this, staff are adept at building positive relationships with pupils and this helps us to know where strengths and areas for development lie for each individual child. To help us decide if your child needs extra help, we use the following indicators:

- Staff member (usually the Key Person for the child) raises a concern.
- The parent of a child raises a concern. This could be at any point during the child's time at Nursery or during the Home Visit which is carried out to help us get to know each child / family before they attend.
- Pupil progress meetings identify if there are barriers to learning or concerns that need to be explored further.
- Our internal data collection enables us to see which children are on track in their learning and who might need further support.
- Wellcomm screening tool – this helps us to check if a child's communication and language skills are age appropriate.
- School Readiness data collection
- Cherry Garden branch maps

Who can you speak to at our school if you think your child may have special educational needs?

Initially, concerns should be raised with your child's Key Person. This adult knows your child well and will be able to listen to your concerns and offer advice.

You can also speak to Miss Chopdat / Mrs Jalgaonkar who are the Nursery teachers as they have an oversight of all children.

If you feel like you need further advice or support you can speak to Mrs Jackson as the SENDCO / Headteacher.

Alternatively, you might wish to speak to your Health Visitor.

How do we know what progress your child is making and how will we keep you informed?

Monitoring progress is an integral part of both teaching and leadership at Ashworth Nursery School. Every day, our staff team are making informal observations about the children at our setting. This helps us to have a clear picture of each individual child's learning journey taking into account both their cognitive and personal development. In addition, we have a designated Governor for SEND who attends termly meetings and helps to review the impact of

interventions. We use the 'Assess, plan, do, review' model in conjunction with Cherry Garden statements. This information is used to create clear targets which can be assessed.
We have an open-door policy meaning parents can discuss concerns easily with their child's Key Person or the Nursery Teacher. All staff are available at the end of the session each day. Parents are invited to meetings to discuss the progress made towards APDR targets, sometimes these are included in termly parents' meetings. Some families might also received feedback through TAF meetings if their child has a CAF open. Meetings with the SENDCO/Headteacher can be arranged when needed.

How will our school support your child and how will the teaching be adapted to meet their needs?

We are committed to giving your child every opportunity to achieve. We do this by offering a wide-ranging curriculum that is differentiated by the Key Person to support the specific needs of your child. Staff might adapt the resources that are used or consider the learning styles preferred by the child. In some cases, staff might provide prior teaching of key vocabulary to enable a child to participate in an activity. If it is appropriate, an adapted learning plan or a behaviour plan will be put in place to enable success.
Advice from professionals will be taken on board and put into practice where this is feasible.
If a referral is required to gain support from wider professionals, parents will always be consulted first.
We are a fully inclusive school that takes reasonable action to ensure that your child can access all learning opportunities. For further details of how we do this, please take a look at our Inclusion policy which is also published on our school website.

How are decisions made about the type and how much support my child will receive?

Ashworth Nursery School commits a level of funding each year to be spent on supporting individuals who might need additional support or adapted resources.
The types of support available may include; programmes of work, teaching assistant support, specialist input from professionals such as; Educational Psychologist, Speech Therapist, Occupational Therapist, Health Visitor and Paediatrician. Sometimes specialist equipment is required to meet children's needs and this can be sourced through the Early Help and Early Years' Service.
Some children who are working significantly below the expectations for Pre-School might meet the criteria for SENIF. This is additional funding which can be applied for by the SENDCO/Headteacher. Clear plans are determined to show exactly how the funding will be / has been used. This might be for additional adult support or physical resources.
If, through discussion with parents, the SENCO and other staff in our school, it is agreed that a child will need specific support in the long term, an application may be made to the local authority for an 'Education, Health and Care Plan'. This process is detailed on the borough's 'Local Offer' website.
Meetings are held to determine the level of support required with parents and professionals in partnership. Information is then passed to the Education and Health Care Panel who will decide the level of support for entering primary school.

How will our school help you to support your child's learning?

We actively encourage parents to be involved their own child's learning. A child's Key Person might suggest ways in which parents can support learning at home to ensure maximum impact and progress. We also have a section on our website dedicated to learning at home. Half termly knowledge organisers are sent out enabling parents to know what their child is learning about and to promote the Key Vocabulary that can be reinforced at home.
Parents can be supportive partners by:

- Attending parents meetings / CAF meetings
- Attending story time sessions
- Attending parent workshops such as PEEP.
- Communicating regularly with staff, in particular the Key Person
- Attending Parent progress meetings with the Key Person
- Following advice from other professionals e.g. Speech and Language and supporting you to do the same.

What specialist services and expertise are available or accessible through out school?

All of our staff are skilled at delivering bespoke programmes and interventions with support from professionals in the wider community. Children do not need to have a diagnosis to receive support at Ashworth Nursery School as we believe in early help being in place as soon as an area for development is identified.

We work closely with the following services:

- Speech and language therapy
- SEND Support Service and Advisory Teachers
- Educational Psychologist
- Health Professionals including the Health Visiting team.
- Family Hub support service
- Occupational Therapy
- Children's Social Care and Early Help team.
- Mental Health Team
- Wish Centre
- Physiotherapy Team

Contact details are available in our school for these partnership agencies.

How are the staff in school supported to work with children with Special Educational Needs and what training do they have?

Mrs Jackson is the named SENCO in the setting who has many years of experience carrying out the role. The full time Nursery teacher is an ECT who has training regarding supporting pupils with SEND as part of her qualtification. The part time Nursery teacher is a qualified teacher who has experience of supporting pupils with SEND. One of our Teaching Assistants has undertaken the Early Years Professional Development Programme which includes aspects of SEND. All staff in the setting are paediatric first aid trained and know how to support pupils with medical needs.

Statutory safeguarding training is regularly undertaken and staff are aware that SEND pupils are identified as a vulnerable group in relation to Safeguarding. In addition, all staff access both specific training courses and 'on the job' training from professionals.

Examples of training includes:

- Ready, Steady, Listen
- Wellcomm (Language assessment)
- Attachment in the Early Years
- Self –regulation in the Early Years
- Behaviour Management
- Makaton
- Managing pupils with complex learning needs

How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

Activities and school trips are available to ALL children. It might be necessary to carry out a separate risk assessment for pupils with additional needs. This might be done in conjunction with parents/carers to help identify the most effective procedures. The Key Person is with their designated group of children during all additional activities that are on offer to provide emotional support and share their knowledge around how best to communicate with the children and manage their needs.

How will our school support your child's overall wellbeing?

The well-being of your child is central to the ethos of our school. Our open-door policy and proactive approach to dealing with any concerns or issues that your child is facing enables Ashworth Nursery School to provide a happy, safe and caring environment. Mrs Jackson is named as the wellbeing lead in the setting.
Our approach to the Key Person system means that your child has a designated trusted adult available to them at all times. This person gets to know your child well and knows how and when to offer additional support and nurture. However, all staff are encouraged to support any child they feel needs help with regulating their emotions and managing their wellbeing. Children's views are listened to and we actively respond to views and opinions that are shared.
Any child requiring an intimate care plan to be put in place will have this agreed and reviewed to ensure it is meeting their needs.
If your child has a medical need then a care plan will be prepared in consultation with you and the appropriate medical practitioners.

How accessible is our school both indoors and outdoors for children with Special educational Needs?

Our nursery school is fully accessible. There is physical access to the main entrance through double doors and there is an entrance push pad located at suitable height for a wheelchair user. There are disabled toilet facilities available and accessible. The interior of the building is fully accessible due to the building being on one level with no steps and with good access to outdoor play through 'patio' doors; a ramp is available for wheelchair access to the outdoor play area. Pathways of travel around the school site and parking arrangements are safe. Whilst we have no parking on site, there is parking, plus additional disabled parking available on the community area adjacent to the school. The main play area is fenced off from the car park by a locked gate and is situated to the side of the building. All rooms are acoustically sound with carpeting providing good acoustics. We also have soft furnishings which positively support the acoustics in school. Tape is available to draw attention to, for example, the edge of matting or furniture for visually impaired children should it be needed. We have some space for quiet work and small group work, including Key person Group time and Language intervention; the Rainbow room and Forest room is available at times throughout the day for 1-1 activities.
Full details are available in our accessibility plan on our school website.

How will our school prepare and support your child when joining our school and when transferring to a new school?

We carry out 'home visits' prior to your child starting with us. The Headteacher and another member of staff visit you at home to discuss starting school. Visits vary in length depending on the needs of the child and what needs to be discussed. We encourage parents to stay when children visit Nursery for the first time to help children to settle. We operate a staggered intake and are led by each child individually, adapting our process to suit the needs of the child.
When transitioning to primary school, staff hold transition meetings with the new school staff to talk about the specific needs of each child. Some children are taken to the new school setting by nursery staff to support them as they make additional visits. School staff are invited to TAF meetings during the Summer term to ensure a smooth handover of Lead Professional and ensure all paperwork is shared. We actively encourage visits from school staff to see the children in their familiar environment.

Who can you contact for further information?

Name: Mrs S Jackson – Headteacher Phone: 01254 263312 Email: office@ashworth.blackburn.sch.uk
Website: www.ashworthnurseryschool.co.uk
The following documents can also be found by following the web link above and going to 'Key Information' tab and clicking on 'Special Educational Needs and Disabilities':

- SEND Policy
- Accessibility Plan
- Local Offer Contribution
- Inclusion Policy

If you have concerns relating to the school provision, please speak to the Headteacher/SENCO.
Blackburn with Darwen's local offer sets out a range of support and services available to you and your child.
This can be accessed at www.bwd-localoffer.org.uk