

East Prescott Road Nursery School



Special Educational Needs and Disability (SEND) Policy

2024

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2015
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Children with Medical Conditions 2015
- Teachers' Standards 2012

Other policies and documents relating to this policy include:

- Children and Families Act (2014)
- Equality Act 2010: advice for Schools DFE May 2014
- Schools SEN Report Regulations 2014-08-30
- School Accessibility Plan
- Child Protection Policy 2024
- Curriculum, Learning and Teaching Policy

Our SEND policy and information report aims to:

- To create an ethos and educational environment that is person centred and has the views and needs of the child at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children with SEND, which will enable them to succeed in their education.
- To reflect that teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from support staff or more specialist staff.
- Every teacher is a teacher of every child including those with special educational needs or disabilities (SEND).
- To fully adopt the graduated approach to ensure that all children with SEND are identified early, assessed and catered for within the school/centre with high expectations for the best possible progress.
- To work within a 'person centred approach' to foster and promote effective collaboration with children, parents/carers and outside agencies;
- To encourage and engage the participation of children and their parents/carers in the decision making, planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for children with SEND. Children have their strengths recognised, supported and celebrated.
- Children's learning and emotional needs are observed.
- Staff and parents/carers work together to support children that have SEND.
- Parents are able to access flexible, responsive services that work with children and their families.
- Parents are actively involved in their children's learning and care.
- Parents are consulted regularly about provision for their children and differences of viewpoint are managed sensitively and confidentiality is respected.
- Parents are involved in the monitoring and evaluation of the school's development.
- Parents are enabled to make informed choices about what services they want to us and when they might use them.
- Parents are signposted to other services where support is not available on site.

Definition of Special Educational Needs and Disability

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENDCo will:

Work with the Headteacher and SEND governor, to:

- determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Ensure that teachers are aware of the importance of identifying and providing for those children with SEND
- Ensure that the schools record of children with SEND is kept updated
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- On a termly basis provide a detailed report to the Governing Body on the implementation of the school's policy for SEND
- Ensure the school keeps the records of all pupils with SEND up to date
- Ensure that SEND policies are adhered to and impact on high quality practice

The SEND governor

The SEND governor will:

- Raise awareness of SEND issues at governor's meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on a termly basis.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will;

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability across the school
- Ensure that the Governing Body are kept informed about provision for SEND
- Liaise with other agencies supporting the school
- Lead on the strategic direction and admissions for resourced place provision places within school.

Class teachers will:

- Adapt teaching to respond to the strengths and needs of all pupils in line with the Teachers' Standards.
- Class teachers are responsible for providing high quality teaching for all children in their class, monitoring the progress and development of every pupil in their class being aware of the school's procedures for identification assessment of children with SEND
- Working closely with learning support officers and/or specialist staff to plan and assess the impact of support and interventions and how they can be linked to teaching and learning
- Ensuring that children with SEND are fully involved in class/school activities

- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and have regard

Aspects of SEND we provided for:

East Prescot Road Nursery School provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, significantly delayed speech and language, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, global developmental delay, social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

How children with SEND are identified within East Prescot Road Nursery School

- We welcome applications from all children. We work with parents and carers during our admission meetings to ensure that we meet our 'anticipatory duty of care' to each child. To ensure that no child is disadvantaged we work closely with our school partners to develop our Disability Access Plan. This includes adaptations to the environment, access arrangements and the curriculum.
- The school's arrangements for assessing and identifying children as having SEND also form a part of our published **Local Offer for Children with SEND**, which was produced in consultation with parents/carers and Governors and our Consortia schools in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.
- We recognise the definition of SEND as stated in the Code of Practice 2014: **"A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age"**. (p 94 para 6.15)
- The school aims reflect the Code of Practice states (p100 sect 6.44) in that children are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as '**SEND Support**'.
- We may be alerted to emerging difficulties which may not be evident at an early age. These concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

The four broad areas identified within the SEND Code of Practice 2014 (p97) are:

- **Communication and Interaction;**
 - **Cognition and Learning;**
 - **Social, Emotional and Mental Health Difficulties;** and
 - **Sensory and/or Physical needs**
- All of our children with special educational needs and disabilities are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.
 - The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. The school identifies the needs of each child by considering the needs of the whole child, which will include not just the SEND of the child.
 - The ability to identify SEND and adapt teaching in response to the diverse needs of children is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENDCo and information is shared appropriately and frequently.
 - Although the SENDCo has overall responsibility for the identification of children with SEND in the school, it is recognised that other members of teaching and support staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

- Early identification of children with SEND is a crucial factor in overcoming barriers to learning. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- All children will be screened using WellComm as they start and at two other points in the school year. From this initial screening the children's individual language needs are assessed and appropriate interventions put in place through individually planned work with our Language lead, Joan Buckland and through the child's key person.

At East Prescott Road Nursery School, we also use a number of indicators to identify children's SEND such as:

- Close analysis of data using the school's assessment framework;
- Any teacher and/or support staff concerns;
- Following up parental concerns;
- Tracking individual children's progress over time;
- Information from previous setting;
- Information from other services and/or multi-agency colleagues;
- Very close liaison at the outset with staff, SENDCo and parents/carers.

What is not SEND but may impact on progress and achievement may include:

- Disability
- Attendance and punctuality;
- Health and welfare;
- Children in receipt of early years' pupil premium;
- Looked After Children (LAC)
- Being a child of servicemen/women
- English as an Additional Language (EAL)

Consulting and involving pupils and parents:

- At East Prescott Road Nursery School, we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches essential information on the impact of SEND support outside school as well as the parents'/carers particular knowledge of their child and any changes in needs which they can provide.
- In creating the School's Local offer, parental consultation was crucial and parents'/carers' views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child.
- Where a child is receiving SEND Support, we endeavour to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the children and the school.
- The parent/carer will be asked to sign a parental agreement to work in close collaboration with the school.
- At all stages of the SEND process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the child with

parents/carers and to take account of their views. It is hoped that this will assist in supporting all children to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents/carers form an important part of monitoring and recording for the school.

- All children are consulted through engagement with their class teacher and class team, their key person, our Communication and Language Lead, Joan Buckland. Provision is based on developmentally appropriate activities focusing on developing positive choices, people working with the child, including their parents working together to discuss how the child works best and in what environment the child makes the best progress from the baseline. Through careful observation of the child's responses, both verbal and non-verbal we can begin to make amendments to the provision to enable the best outcomes for each child.
- In addition to the planning with/for the child based on observation and the child's direct input. We have regular meetings that discuss the child's need through;

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Meetings prior to and during transition	Parent/Carer SENDCO Headteacher	As required
Informal meetings	Class teacher, class Team members, Head teacher parent /carer	Daily, weekly, as required, on request
Review meetings of progress	Class team, class teacher	Termly
Review of progress through data analysis	Class teacher, Assessment lead, SENDCo, Head Teacher	Termly
Pre –EHAT & EHAT, EHCP review meetings	Parent/Carer/ SENDCo, Class teacher, Head teacher (as required) relevant outside agencies	Termly and/or as required
Meeting at the parents request to discuss concerns, family needs, support with applications and medical requests and referrals	Inclusion and Family Partnership Lead (Senco), Family Liaison and Inclusion Lead, Head Teacher	As required

School Partnerships and Transitions

- A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.
- We believe this has benefited our children and their families in the following ways:
- We can request and receive support for children with physical disabilities through the Sensory Service Visual Impairment and Hearing Impairment teams. This work is to support the children in nursery and their families transition into school.
- Assigned Educational and Child Psychologists, support children through undertaking assessments to support a child's future needs and in consultation as we make the decision as a school to apply for an Education Health Care Plan assessment request. During these times the assigned EP works with the parents, undertakes assessment and provides written advice support during EHC meetings and reviews. This is accessed through Consortia.

- Educational Psychology Services, support the class teams through PAS (practitioner advice sessions) to provide practical advice and support to enable class teams and key persons to support individual children. As part of these advice sessions there is the opportunity for discussions between the parents and carers and the educational psychologist.
- Speech and Language therapy services advise and meet with the class team to discuss strategies, approaches and direct interventions to support those children who have successfully been referred and are receiving school based therapy. We have access where appropriate to a High Needs Speech and Language Therapist to support children's physiological (oromotor) difficulties as well as issues around feeding and swallowing. The SENDCo has received training to refer to Speech and Language Therapy. We use WellComm screening and observations of interventions to support the referral process.
- Our assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners through SEND Support Partnership (previous known as Consortia). We use a 'solution circle' approach to these meetings and use the collective expertise of our colleagues in neighbouring schools to support our SEND provision. We are looking to establish a SENDCo professional development group to facilitate further support. The SENDCo is a member of the Maintained Nursery schools SENDCo group, this provides peer support and advice. The SENDCo and Enhanced Resourced Provision team have access to Forum for Enhanced and Resourced Provision which meets termly. This provides peer support and advice from invited professionals.
- We support children's transition to Reception in the summer term and into autumn term) through carefully planned transition meetings and face to face meetings with SENDCO's, class teams and parents/ carers to create effective plans, where possible a series of strategy meetings are arranged to support children moving into a school within the SEND Support Partnership. This support can be ongoing.
- We closely monitor children's destination data to ensure continuity of support.

How East Prescott Road Nursery School teaches children with SEND:

- Differentiated quality first teaching is a priority for all children in the school including those with SEND.
- Where a child is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place. We work closely with the VI, HI and SENISS and ADHD Foundation teams to develop inclusive learning spaces that allow the safe and free movement of all children including those with visible and 'hidden' physical disabilities. Learning environments are developed to enable a predictable, familiar space to support children's play choices. We are mindful of the need for pictorial labelling with clear font at a size that can be read. We follow the VI team's advice for individuals requiring additional support. All teaching areas are free from clutter and allow safe movement for all children, including those with a physical disability. There is an emphasis on floor based learning to enable all children to access resources and we provide adaptive furniture if required. This can be accessed through Liverpool's Top Up Funding (TUF) where appropriate.
- East Prescott Road Nursery School provides Resourced Base provision for children with an EHCP or those allocated a place via the Early Notification Team and Early Notification Panel. The provision is a sensory neutral space created for children with a diagnosis of ASD and complex needs and/or on Liverpool's ASD pathway. Resourced Base places are triaged through a Local Authority referral process with agreed criteria, and then approved by the Early Notification Panel. Enhanced Resourced Base places are funded through the Local Authority and admission processes are planned and agreed with the school prior to registration. As the process of early identification becomes established it has become apparent that there are still many children who have not been alerted to the Early Notification team. These children are often identified during our admissions process. This requires careful and sensitive conversations with parents about their child's emerging needs. Often these children are known to Early Notification and have not yet been alerted to school. We are working with the authority to manage this disconnect.
- The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the children's needs and of what supports the children in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

If a child requires a developmentally appropriate curriculum outside of our main curriculum offer, each member of the teaching staff will work on a quality first differentiated approach and children are able to access all provision at their own level. This is carried out through carefully adapted language, questioning and awareness of the children's individual starting points. When a child requires a significantly different developmentally appropriate curriculum this is drawn up with relevant outside agencies such as Speech and Language Therapy and the Educational Psychology Service in consultation with the SENDCo and the school

team. These provisions are reviewed termly and on receipt of further information and advice from agencies involved with the child.

- If a child requires an adaptive environment we strive to enable this prior to the child's admission through a series of carefully planned meetings, application for Transitional Top Up Funding and advice and support from professionals working with the child.

How East Prescott Nursery School adapts the curriculum and the learning environment for children with SEND:

- The Disability Discrimination Act (DDA), as amended by the SEND and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled children and to implement their plans. In line with this there is a fully developed accessibility plan, which is in writing and which is also available on the school's website.
- The school is proactive in removing barriers to learning.
- The school increases and promotes access for disabled children to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in educational visits.
- We have good access for all children to the physical environment of the school and around the interior of the school. We will continue to review the access around the school and this covers improvements to the physical environment of the classes, additional learning areas around school and outdoor spaces. Where physical aids to access education are required we work closely with the relevant agencies such as physiotherapy and occupational therapy. We have sought support from outreach services, the ADHD foundation and the VI team from SENISS to further develop our learning areas and classes.
- All children at East Prescott Road Nursery School are equally valued for their interests, abilities and skills. All children are involved in all aspects of school life and where adaptations and amendments to the curriculum, school day and learning environment are required there is the expectation that all children will have access to the class and school team through individual, small group and whole class activities alongside their peers. There are many levels of differentiation for all children throughout the day and we work together as a class and school team to provide each child with the curriculum they need to make progress.
- Our indoor and outdoor environments are fully accessible to all children. We work on a 'loose parts' philosophy and all furniture is able to be relocated to increase the working areas in class to adapt to a child/ren's needs.
- We use Sign-a-Long, a sign supported language system in consultation with Speech and language Therapists to enable support language used in class.

How East Prescott Nursery School assesses and reviews the progress of children with SEND (referring to the graduated approach as outlined in the Code of Practice).

ASSESS

- In assessing a child, the school will carry out an analysis of the child's needs, which draws on the class team's assessments and experiences of the child, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to children's progress, attainment and behaviour and their peers.
- The child's own views are sought (often through their parents/carers) as are those of external support services if involved. The school liaises fully with outside agencies that are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every 6-8 weeks in our school.

PLAN

- We recognise that we **must** formally notify parents if their child is being provided with SEND support despite prior involvement and communication.
- The teacher and SENDCo agree in consultation with the parent/carer the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

DO

- The school SENDCo supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. This, together with the parent/carer's contribution forms the One Page Profile. This is an 'at a glance' summary of the child's needs and how they will be supported in class and specific teaching methods, activities and where necessary

specialist advice to support the key person and class teacher to build on the child's strengths and to make progress towards the agreed goal.

- The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with support staff and/or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW

- Reviews are integrated into the One Page Profile and are carried out on the agreed date.
- Some children have an EHCP (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENDCo role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and child. This feeds back into the analysis of the children's needs. The teacher working with the SENDCo will revise the support in the light of the child's progress and development and any changes to support and outcomes will be made in consultation with the parent and child. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning the next steps. In transition to another setting, information to be passed on will be shared with parents/carers and this may involve others being present at review meetings and the SENDCo attending meetings off-site to support the transition process.

How East Prescot Nursery School manages the needs of children that qualify for SEND support:

- In many cases the child's needs are effectively met within school. Information regarding this can be found in the school's Local Offer, which is published on the school's website and can be found on the Liverpool Family Services directory <https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=nWlvhzRbW4Q>
- Where a child continues to make less than expected progress despite evidence based support matched with interventions addressing areas of need, it may be necessary to involve specialists in the school or from outside agencies.
- Parents/carers will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies (except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required, the school strives to ensure that the child receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in East Prescot Road Nursery School include for example Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, Physiotherapy and Occupational Therapy to name a few.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate. <https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=BqW2Z1nz7Bc>
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child and they have not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEND Support.
- We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
- The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:
 - The teacher's assessment and experience of the pupil
 - Their previous progress, attainment and behaviour
 - Teacher's / lead practitioner's assessments, where relevant, e.g. SENISS, ADHD Foundation
 - Individual's development in relation to starting points and EYFS criteria
 - The views and experience of parents
 - The pupil's own views where appropriate
 - Advice from external support services eg ADHD Foundation
- The assessment will be reviewed regularly.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will

regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Expertise and training of staff

- The school SENDCo has 30 years' experience in this role.
- The SENDCo is allocated 2 ½ days per week to manage SEND provision, family liaison and inclusion support. Additional time is allocated on a needs-led basis for; meetings CPD; report writing and applications
- The SENDCo and Headteacher have received Speech and Language Therapy Referral Training. We acknowledge that there is now an open referral policy to this service.
- We have two class teachers experienced in teaching children 3-11 years including those with SEND, Extended Provision Manager (L6), 4 Senior Learning Support Officers (including the deputy SENDCo/ SLC Lead who is trained to deliver SEND provision) all of whom have extensive experience and expertise in developing appropriate provision for children with SEND
- A range of school staff have been trained in Intensive Interaction strategies
- All Nurture Base staff have worked alongside outreach professionals from Special Schools and have undertaken extensive *Bucket Therapy* training
- As a whole school we have undertaken a wide range of professional development training designed to upskill practitioners to support children's Speech Language and Communication, identify language delay and provide relevant intervention strategies in relation to SLCN as follows:
 - WellComm Screening and Speech Sound identification
 - Early Talk Boost (I CAN)
 - URLEY
 - Hanen
 - Elklan
 - Communicaiton Friendly Setting (CFS) status
 - Speech and Language Therapy referral training
 - Schemaplay
 - Sensory Circuits
 - Adverse Childhood Experiences (ACEs)

As a result of the extensive training and outstanding practice and provision at East Prescott Road Nursery School we have undertaken assessment and received **Communication Friendly School Status (2022)**

- The SENDCo and SLC Lead and a range of LSO staff are part of SSLC projects and lead the dissemination of the work. This ensures that the whole staff team are supported to develop their expertise through regular feedback meetings and practical consultations
- In addition to our in-house expertise we use specialist staff from SEND to provide advice and support for class teams/ parents/ carers as well as observations and report writing to inform Top Up Funding and EHCP application requests.
- We access SEND and Educational Psychology Services through SEND Support Partnership (previously known as Consortia).
- The SEND Support Partnership meets half termly and is modelled on a 'solution circle' to gain advice and support from SENDCo colleagues in other schools

Securing equipment and facilities

- Through Top Up Funding (TUF) from Liverpool City Council we can apply for additional funding for those children requiring specialist equipment and resources. This is applied for per individual child as the need occurs and 'tops up' the general funding for all children.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Regular monitoring undertaken by the SENDCo
- Using provision maps to measure and evaluate progress
- Regular review of One Page Profiles

- Using SEND priority reports to monitor the legal requirement for each EHCP
- Reviewing pupils' individual progress towards their goals each term with SEND teacher (curriculum) and following individual children's progress.
- Reviewing data with Head Teacher, Assistant Head teacher (curriculum/assessment lead) Speech, Lang/Comm Lead & SENDCo,
- Reviewing the impact of interventions after a minimum of 6 weeks although this may be different for children following specific programs of intervention set by Speech and Language Therapy, SENISS or Educational Psychology.
- Reviewing and screening by SLC Lead (minimum three times a year). This coincides with the data review and pupil progress meetings.
- Holding annual reviews for pupils with statements of SEND or EHC plan.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our school visits are available to all our pupils.
- All pupils are encouraged to take part in special school days such as Chinese New Year Celebrations, visits to the local park and Christmas Party day.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.
- All children are admitted with the support of their parents/carers. We work closely to fulfil our 'anticipatory duty of care' (The Equality Act 2010) by meeting and talking openly about the provision that their child may need and strive towards making reasonable adjustments such as requesting specialist equipment through Top Up Funding or directly from Occupational Therapy.
- We are a fully accessible building and have adaptations to differences in the height of areas through ramps and an all-weather garden path and surfaces to allow play for all.
- We have a sensory neutral Nurture Base for those children requiring an individualised curriculum, Intensive Interaction and Attention Autism activities.
- We have a sensory exploration area within the Nurture Base to provide a variety of sensory experiences.
- The school's Accessibility Plan and single Equality Policy can be found on the school website and on school information boards and is available from the office and electronically on request.
- Parent/Carers of Children with SEND in receipt of DLA are encouraged to inform the school to enable us to apply for Disability Access Fund (DAF). DAF is a one-off annual £940 payment to school to contribute to resources and/or support access to provision in relation to the child's needs

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- We are very aware that children with emerging language communicate through physical contact and that those children with developing social skills may hit out in frustration. This is not bullying and is a normal part of child development. Our school team deal with each individual situation as it arises in a sensitive and positive way. By focusing on developing the children's language skills we work on developing their emotional regulation and their ability to express themselves to peers in verbal rather than physical ways.
- All children are encouraged to communicate in developmentally appropriate ways to their peers if they do not like a behaviour of another child. There is an environment of trust that we establish in school to enable all children, staff and parents to talk about the behaviour of others to a trusted person.
- Please refer to our Behaviour Policy.
- A whole school focus on Emotional Well Being and Involvement based on work by Ferre Laevers' Process-Oriented Monitoring System of 'well-being' and 'involvement' scales to create a highly sensitive form of assessment. We monitor the children closely to ensure their maximum development. A child with high levels of wellbeing and involvement is able to make good progress from their starting points. We are able to adapt teaching strategies and approaches for children that need a greater level of support through planning with their key person and in discussion with their parents/carers and with the child to capture their 'voice'. This has a direct impact on how the child is taught and support they may require through nurture groups.

- We work closely with our Health Visitor service through the child's General Practitioner, our local Children Centre's (dependent on the child's locality) and other bodies such as Speech and Language Therapy Services, Occupational Health, as well as independent and charitable organisations that provide child and family support such as The ADHD Foundation, ADDvanced solutions and The Isabella Trust. These services provide support for speech and communication, sleep, sensory processing, emotional regulation and child development. Many services are accessed directly through referral through the Children Centre's, GP's or through Consortia.
- Children who are Looked After (CLA) come under the care of our Children Looked After lead, Moira Kelly/SENDCo. This includes access to the Liverpool Virtual School to ensure that each child makes good progress relevant to their starting points. This is ensured through the development of a PEP. There is nominal EYPP plus funding available to each child on a termly basis.

Complaints about SEND Provision:

Complaints about SEND provision in our school should be made to the SENDCo and the Headteacher in the first instance. They will then be referred to the school's Complaints Policy.

Parents/ Carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

- Parents/ Carers can access advice and support from the Headteacher, SENDCo, Bereavement Lead, and SLC Lead. Curriculum support sessions for all parents are offered across the school year.
- In addition, through Consortia we provide access to ADHD Foundation, SENISS and Purple Circle (ASD consultancy) Liverpool's Local Offer gives details of advice and support at: <https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>

Contact details for raising concerns

Please refer to the school's complaints procedures which can be found on our website.

Liverpool's Local Offer gives detailed advice on the complaints procedure at

https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/advice.page?id=8kAlgu2_t5c&localofferchannel=0&localofferchannel=0

The local authority local offer

Our contribution to the local offer is:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=nWlvhzRbW4Q>

Our local authority's local offer is published here:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>

Monitoring arrangements

This policy and information report will be reviewed by the governing body and the Headteacher and SENDCo, on an annual basis.

The policy will be updated based on changes to local or national legislation and/or statutory duties as appropriate.

Approved November 24

Review: November 25