

# Special Educational Needs and Disability policy

To be reviewed Annually.

Policy Agreed January 2021. To be reviewed January 2022.



## 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 2015
- 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
- Accessibility Plan
- Safeguarding Policy
- Curriculum Learning and Teaching Policy

## 1. Aims and objectives of Everton Nursery School and Family Centre in relation to SEND provision

- 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 the New Code of Practice (2015) in stating 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. (p93, para 6.4). 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, in accordance with 'Governor Challenge'.
- 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 with 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 enabled to make informed choices about what services they want to use and when they might use them.
- Parents are signposted to other services where support is not available on site.

## 2. How children with SEND are identified within Everton Nursery School and Family Centre

The school's particular arrangements for assessing and identifying children as having SEND also form a part of our published **School Offer for Children with SEND**, which was produced in consultation with parents/carers and Governors in cooperation with the Local Authority, and with due regard to, the general duties to promote disability equality.

- We recognise the definition of SEN as stated in the Code of Practice 2015:  
**“A child has SEN 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”.**  
 (p94 para 6.15)
- The school reflects what the Code of Practice states (p100 sect 6.44) in that children are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as **‘SEN Support’**.
- We are alert 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 SEN Code of Practice 2015 (p97) are:  
**Communication and Interaction;**  
**Cognition and Learning;**  
**Social, Emotional and Mental Health Difficulties; and**  
**Sensory and/or Physical needs**

and the children 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 and development.
- At Everton Nursery School and Family Centre, 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 or support staff concerns;
  - Following up parental concerns;
  - Tracking individual children's progress over time;
  - Information from previous schools/settings;
  - 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;
- Children Looked After (CLA)
- Children who are exposed to adverse childhood experiences (ACES)
- Being a child of servicemen/women
- English as an Additional Language (EAL)

### **3. How Everton Nursery School and Family Centre teaches children with SEND**

- Differentiated and quality teaching as a priority for all children in the school/centre 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 and support in place.
- 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).

#### **4. How Everton Nursery School and Family Centre adapts the curriculum and the learning environment for children with SEND**

- The Disability Discrimination Act (DDA), as amended by the SEN 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 has previously been awarded both the local and national Inclusion Quality Mark awards.
- 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.
- The school continues to evaluate how best to improve access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.

#### **5. How Everton Nursery School and Family Centre 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 teacher'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 behaviours. 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 via progress review meetings involving the SENDCo, class teacher and Inclusion Coordinator. These review meetings are recorded on the Student Information Management System (SIMS).

##### **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. 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. Through this, teaching staff are able to plan and assess the impact of support and how they can be linked to classroom teaching.

## **REVIEW**

Progress reviews are carried out on a half termly basis with the SENDCo, the class teacher and Inclusion Coordinator. The outcomes of these meetings are disseminated to staff in the classrooms. 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's 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. Any changes to support and/or 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.

## **6. How Everton Nursery School and Family Centre 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 ([www.fsd.liverpool.gov.uk](http://www.fsd.liverpool.gov.uk)).
- 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 clearly sets out what support is available and how it can be accessed. Support Services used in Everton Nursery School and Family Centre include, for example: Educational Psychology, Special Educational Needs Inclusion Support Service (SENISS), CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, Physiotherapy 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.
- 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.

## **7. How Everton Nursery School and Family Centre works with parents and carers in planning for provision and reviewing progress, and how the school/centre supports them in accessing information**

- At Everton Nursery School and Family Centre, we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the 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, the school endeavors 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.

- 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.

#### **8. How Everton Nursery School and Family Centre enables children with SEND to participate in all activities together with children that do not have SEND**

- At Everton Nursery School and Family Centre, we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children are encouraged to participate fully in the life of the school. This includes educational visits where the SENDCo monitors the attendance of those with SEND to ensure that there is good representative participation from these groups.

#### **9. What support Everton Nursery School and Family Centre offers for improving the emotional, mental and social development of children with SEND**

Everton Nursery School and Family Centre leads a mentally healthy school, with members of staff who are trained as Mental Health First Aiders. Everton Nursery School and Family Centre recognises that some children may experience a wide range of social and emotional difficulties, which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have conditions such as:

- Attention Deficit Disorder (ADD)
- Autistic Spectrum Condition (ASC)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect.

#### **10. How senior leaders and governors at Everton Nursery School and Family Centre monitor and evaluate the impact of the school's SEND provision.**

Whilst the full Governing Body remains responsible for SEND they often appoint a SEND Governor to support their work. The school/centre has a SEND named Governor at Everton Nursery School and Family Centre. The SEND named Governor can be contacted via the Headteacher or Chair of Governors. The SEND Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENDCo and visiting classrooms to provide 'Governor Challenge' to the SENDCo and teaching staff;
- ensuring they have an understanding of the role of the SENDCo and how children are supported;
- developing an awareness of the types of SEND present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable children;
- reviewing and monitoring the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy'. The SEND Governor will also liaise with the SENDCo in relation to the Local Offer and the SEND Information report.



In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Headteacher, SENDCo and Link SEND Governor
- Parents/Carers
- Children
- Outside Agencies

Children's progress and achievement will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each child's success in meeting outcomes.
- The school's tracking systems and teacher assessments
- Evidence generated from Personalised Plans and Annual Review meetings.
- Reports provided by outside agencies including Ofsted.

### **11. What training on SEND will be available for teachers, support staff and the SENDCO**

All schools within a SEND Consortia share best practice and offer support within the locality. Training on SEND is arranged through these and with the support and involvement of the services attached to these, the training is needs-led and linked to the school development plan, needs of the particular consortia and the school's Local offer. Specific training can be provided for the SENDCo, Teaching Team, Support Staff, whole school and parents/carers. The SENDCo and Inclusion Coordinator attend termly SEND Briefings facilitated by the Local Authority, plus Consortia meetings.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with children with SEND. The SENDCo provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with children with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School/Centre Development Plan and the outcomes and impact of these will be detailed in the SEND Information report.

### **12. How SEND is funded at Everton Nursery School and Family Centre**

The national SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for children. It can, for example, be aligned with other funding (e.g. pupil premium) to optimise impact. The Headteacher, SENDCo along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The Governing Body oversees expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Training for all Teachers and Support Staff so that they can meet children's needs more effectively;
- Specialist books and equipment;
- Purchasing and maintenance of ICT and electronic equipment

### **13. How Everton Nursery School and Family Centre supports children with medical conditions**

Everton Nursery School and Family Centre has a Supporting Medical Conditions policy that outlines how the school/centre supports children with medical conditions.

### **14. How Everton Nursery School and Family Centre approaches its statutory duties in terms of increasing its accessibility over time.**

All children at Everton Nursery School and Family Centre have equal access to a broad and balanced curriculum differentiated to enable ALL children and their parents/carers to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to children making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet children's SEND. Learning experiences and lessons have clear learning aims and intentions and success criteria that are differentiated appropriately and assessed to inform the next stage of learning.

The school's Curriculum Learning and Teaching Policy promotes best practice towards children with SEND.

Personalised Plans feature significantly in the SEND provision provided by the school. Such bespoke and tailored plans contain outcomes to ensure that all children experience success.

Following The Equality Act (2010) it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features of the environment.

- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date.

Relevant information is shared with parents/carers of children accessing SEND support or with an Education, Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

#### **15. How Everton Nursery School and Family Centre handles complaints from parents/carers of children with SEND about SEND provision.**

Any complaints should first be raised with the SENDCo, then if necessary with the Headteacher and finally, if unresolved, with the SEND Governor. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEND (any of the following may apply):

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Special Educational Needs & Disability Information Advice and Support Service' (SENDIASS) and information may be sought from Liverpool's Early Help Directory at [ehd.liverpool.gov.uk](http://ehd.liverpool.gov.uk)
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENDCO.
- Reports provided by outside agencies should be considered.
- Outcomes are reviewed examining what progress the child has made.
- Any behaviour logs should ensure strategies are included and shared with parents/carers.

#### **16. Roles and responsibilities of staff at Everton Nursery School and Family Centre regarding SEND**

Everton Nursery School and Family Centre acknowledges that the SENDCO shares responsibility with the rest of the staff within the school and the governing body. Whilst the full Governing Body remains responsible for SEND, a SEND Governor has been appointed to support their work.

In evaluating the effectiveness of this policy, the school will consider

- Findings of the SEND information report including its Local Offer.

- Reports presented by the Headteacher, SENDCo and Link SEND Governor
- Parents/carers
- Children
- Outside Agencies with evidence of joined together working.
- Children's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:
  - Consideration of each children's success in meeting their agreed outcomes.
  - The school's tracking systems and teacher assessments
  - Evidence generated from Personalised Plans and related interventions and person-centred planning reviews from Education, Health and Care plans and EHATs.
  - Reports provided by outside agencies including Ofsted.

### **The role of the SENDCO**

The role of the SENDCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- advising and supporting colleagues.
- ensuring parents/carers are closely involved throughout and that their insights inform action taken by the setting.
- liaising with professionals or agencies beyond the setting.
- day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual children with SEND, including those that have EHC plans.
- overseeing the day-to-day operation of the school's SEND policy and updating it annually and overseeing and updating the school's SEND information report in line with statutory guidelines.
- co-coordinating provision for children with SEND.
- liaising with the relevant Designated Teacher where a looked after child has SEND.
- advising on the graduated approach to providing SEND support.
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- liaising with parents/carers of children with SEND.
- liaising with the range of multi-disciplinary colleagues and outside agencies.
- being a key point of contact with external agencies including the local authority and its support services.
- liaising with potential next providers of education to ensure a child and their parents/carers are informed about options and a smooth transition is planned.
- working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- monitor the online record keeping system for SEND (SIMS and CPOMS).
- regularly update the Inclusion Register.
- ensuring that the school keeps the records of all children with SEND up to date.
- monitor and support a graduated approach of Assess, Plan, Do and Review.

- review the work of other adults regularly. In reviewing children's progress and tracking achievement, SENDCo's should review targeted support on a regular basis.
- be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those children not making expected progress and plan further interventions.
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.

This policy was originally created by the school's SENDCo with the SEND Governor in liaison with the SLT, all staff and parents of children with SEND.

This policy was ratified at the main Governing Body meeting on Thursday 21<sup>st</sup> January 2021.