



Everton Nursery School and Family Centre

Our School Offer for children with Special Educational Needs and Disability (SEND)

'The mission of Everton Nursery School and Family Centre is to promote the children's educational and social development and help families have and achieve high expectations for themselves and the community.'

1. How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs and/or Disability?

- Children's learning and emotional needs are observed, supported and extended by staff who work in partnership with each other and with parents/carers.
- All children are observed by the Teacher and Support Staff on a daily basis. This informs an initial baseline assessment. All children are rigorously tracked and monitored with their progress assessed by qualified Teachers in line with age-related expectations at crucial times in the year.
- School staff liaise with children's parents/carers on a daily basis to share crucial information about progress made, as well as to identify any potential developmental delay concerns.
- If there are concerns about a child's progress, or if a child requires additional support, this will be identified as early as possible through professional dialogue between the child's teacher and the school's Assistant Headteacher/SENCO and Inclusion Co-ordinator during 'Progress Review Meetings'.
- Parents/carers are consulted if the child is not making expected progress in line with age-related expectations. Parents/carers will be requested to give consent for closer monitoring.
- Interventions through means of small group work or one-to-one support may take place daily or weekly dependent on need. Teachers, Senior Early Childhood Educators and Family Workers monitor the success of these interventions and make informed judgments regarding their impact on learning and progress.
- High quality teaching underpins any additional support provided.
- If the child has previously attended another early years setting, the school will contact this previous setting to gain information about prior progress and needs.
- For some children, staff will use an Early Help Assessment Tool (EHAT) to identify support required and to establish which individuals or agencies need to be involved.
- If a parent/carer has any concerns or thinks that their child may have additional and/or a special need that has not already been identified, then an appointment can be made to discuss this with their Teacher. The Teacher will then discuss any concerns with the Assistant Headteacher/SENCO, Inclusion Co-ordinator and the Head Teacher. Any actions will be discussed with the parent/carer and implemented as appropriate.

2. How will school staff support my child?

- Children have their strengths recognised, supported and celebrated.
- All children are recognised as individuals.
- The school works collaboratively and with parents/carers to share their knowledge and experiences for the benefit of the child and their learning.

- The school provides a secure and stimulating environment that enables all children to become independent and active learners, to develop skills and abilities and foster healthy and positive attitudes to support the child and whole family.
- The school has adopted and embedded a 'graduated approach' to supporting children with Special Educational Needs and Disability, which is underpinned by four stages of action: assess; plan; do and review. This means that the support the child receives will be individual to them.
- Teachers and Support staff work in partnership with the Assistant Headteacher/SENCO and Inclusion Co-ordinator to ensure the needs of children are identified early.
- High quality teaching and learning, coupled with outstanding provision and personalised support, ensures that all children's individual needs are met.
- The school plans for children's next steps through identifying individual interests and progress made. These monitoring measures are underpinned by embedded and effective systems of progress and attainment tracking.
- The school has a clear philosophy that every child matters with each child having an identified Family Worker. School Family Workers work alongside Teachers and Senior Early Childhood Educators to undertake an initial home visit, which forms the foundation for a positive home-school relationship. Family Workers are committed in knowing children as individuals and use this knowledge to extend children's interests, learning and development on a daily basis.
- The school has developed a system of writing and reviewing bespoke personalised plans (otherwise known as Individual Education Plans or IEPs). These plans are shared and discussed with the child's parent/carer, which ensures that there is a shared understanding of the agreed targets between home and school.

3. How will the curriculum be matched to my child's needs?

- The school recognises that children are at different stages in their learning and also learn in different ways.
- Teachers and Senior Early Childhood Educators plan on a regular basis to meet all children's needs through a differentiated approach, which is evaluated by all staff working with children to record their individual achievements.
- To support all children, the school offers a wide range of high quality learning experiences, both indoors and out of doors, which follow children's interests.
- Both formal and informal assessment and careful data tracking systems ensure children's individual needs are met.
- Progress review meetings enable Teachers to discuss children's learning and progress with their parents/carers.
- A key focus on the Early Years Foundation Stage (EYFS) prime areas¹ ensures a strong foundation for future learning is established. Teachers are skilled in differentiating the curriculum to meet individual needs and this is embedded throughout the observation, planning and assessment cycle.
- All staff are skilled in recognising children's individual learning styles. Staff deliver multi-sensory learning experiences to ensure children with Special Educational Needs and Disability are included fully.
- The school is committed that all children are supported by knowledgeable and highly qualified staff to equip children to develop the skills to become independent, resilient, enthusiastic and motivated learners. The school works towards enabling children to be

¹ EYFS Prime Areas comprise of: Personal, Social and Emotional Development; Communication and Language; and, Physical Development.

creative and critical thinkers and active learners through their engagement with a play-based and explorative curriculum.

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

- The school prides itself on a clear mission statement and set of six aims. The mission statement and aims enables all staff, parents/carers, children, governors and other stakeholders to have an awareness of the school's ethos and philosophy.
- Children's emotional and physical well-being is of paramount importance as is the safety of all children and adults in the school community.
- The school has robust and effective safeguarding and child protection procedures. The school has nominated individual governors for safeguarding and child protection, both of who meet with the Headteacher and Inclusion Co-ordinator termly.
- The school has a number of identified child protection coordinators who have responsibility for the safeguarding of all children at the school.
- Attendance and punctuality are closely monitored to ensure all children are receiving their full entitlement of nursery education. Non-attendance is challenged in line with the school procedure.
- The school has a number of identified members of staff who have responsibility in the administration of medication. This ensures a consistent and safe approach to the administration and documentation of medication on-site. The child's well-being is of paramount importance. The school has a policy to support children with medical conditions.
- All staff have access to Paediatric First Aid training with an identified 'First Aider' located in each classroom.
- Most staff are trained in the Massage in Schools Programme (MISP). Massage is part of the school's daily routine for all children aged birth to five years. This has had a significant impact on children's readiness to engage, use of positive touch, behaviour for learning and well-being.
- All children are treated respectfully and inclusively. The child's voice is listened to and valued by all staff and is a prominent feature throughout school/centre displays.
- Circle times are planned for regularly to provide the opportunity for all children to share their thoughts, ideas and positive experiences.
- The school promotes positive behaviour for learning from all children. This is underpinned by an inclusive behaviour policy and is embedded through the Team-Teach care and control approach. The school is a Team-Teach Gold Standard accredited school.

5. What specialist services and expertise are available at or accessed by the school?

- All Teachers have Qualified Teacher Status and have made a clear commitment to work with nursery-aged children.
- All Support staff are highly experienced and appropriately qualified to work in the early years.
- School staff work with other agencies as early and as closely as possible to develop provision on site.
- As well as support in school, some children may require the support of outside additional agencies. The school works in partnership with a range of multi-agency colleagues, some of which are based on-site. These agencies may offer the school advice about strategies to support the child or they may work directly with the child and/or their family.
- Common agencies to support children may include: Health Visitors; Speech and Language Therapist; Educational Psychologists; Community Paediatricians; Occupational Therapists;

Physiotherapists; Inclusion Support Workers from SENISS², and Children's Centre Early Intervention colleagues.

- Any involvement from outside agencies requires signed permission from the child's parent/carer unless there are exceptional or extenuating circumstances.
- Systems are in place to ensure that information and advice from outside agencies to support children's learning is implemented.
- Parents/carers are able to access flexible, responsive services that work with children and their family.
- The child's parent/carer would be involved at every stage of the process. This ensures a holistic approach is taken to supporting the child's Special Educational Needs and Disability.

6. What training do staff supporting children with Special Educational Needs and Disability receive?

- The school is committed to the on-going professional development for all staff.
- Staff training around specific areas of need and/or conditions is available as and when necessary.
- All staff have access to weekly staff meetings and 'Directed Time' professional development sessions as well as internal and external continuing professional development opportunities. Such professional development opportunities may be identified through the performance management/appraisal cycle, which all staff engage with.
- The school is a Department for Education national Teaching School.
- All staff are highly skilled and are committed to outstanding teaching and learning for all children.
- All staff are Team-Teach³ trained with the school being recognised as a Team-Teach Gold Standard school. The school has a designated Team-Teach Tutor who works with all staff to ensure that they are trained to the highest level. This ensures a consistent approach to behaviour management using positive strategies to diffuse and de-escalate challenging behaviour.
- As a fully inclusive school, all staff promote the use of sign-a-long to communicate with all children. Those children with Special Educational Needs and Disability can be supported using this strategy.
- Most staff have attended 'Building Blocks' speech and language training, which focuses on a range of effective strategies to enhance children's speech, language and communication.
- All 3 and 4 year old children are screened and assessed using the WellComm speech and language assessment tool. Children who are then identified as requiring additional speech and language support will be given the opportunity to engage in specialised speech and language input with a trained speech and language therapist.

² Special Educational Needs Inclusion Support Service

³ For more information, see www.team-teach.co.uk

7. How will my child be included in activities outside of the classroom including educational visits?

- The school has an inclusive educational visits policy, which is reviewed bi-annually by the school Governing Body.
- A risk assessment is undertaken before any off-site educational visits are undertaken to take into consideration all children's needs - including those who have Special Educational Needs and Disability.
- A designated 'First Aider' is present during all educational visits.
- Parents/carers are invited to participate in the educational visits.

8. How accessible is the school?

- The school is located all on one level. Ramps have been installed to ensure all children with physical disability and/or walking aids are able to access the whole of the school including access to each of the outdoor learning environments.
- School corridors are wide enough to support wheelchairs and walking aids.
- Classrooms are re-organised to support individual children's needs.
- School signage supports children and parents/carers who are visually impaired.
- The school has a number of disabled parking spaces.
- The school has two disabled toilets - one for adults and another for children.
- All changing tables for very young children are fully accessible.
- The school works in partnership with Occupational Therapy department to consider the use of furniture and aids for children and parents/carers who have Special Educational Needs and Disability.
- The school has achieved the national Inclusion Quality Mark as well as the local Inclusion Charter Mark.
- The school is a Team-Teach Gold Standard accredited organisation.
- The school has an Equal Opportunities and Accessibility Policy.

9. How will the school support my child to join the school and how will the school support my child in transferring to their next stage of education?

Joining the school from the home environment or another early years setting:

- Parents/Carers are welcomed to look around the school and meet school staff including the Headteacher/SENCO and/or Inclusion Co-ordinator.
- The school will contact the child's prior early years setting to gather information about their individual needs.
- A home visit is undertaken by school staff for all children when first joining the school. This enables school staff to meet the child and their parents/carers in the home environment to form a positive relationship from the onset.
- The school has an embedded staggered entry system for all children, which ensures consistent and smooth transitions between home and school.
- All children and their parents/carers are allocated a Family Worker who supports the transition.

Transitioning to Reception class in primary school:

- Primary School Reception Teachers are invited to attend a transition meeting with the child's Teacher and Family Worker in the summer term before the child transitions to primary school in September. This is an opportunity for the child's current Teacher and

Family Worker to share the child's strengths, successes and areas for development with the receiving reception Teacher.

- For those children with Special Educational Needs and Disability, individual transition programmes are developed. Such programmes enable receiving staff to support children throughout the transition for example in the use of sign-a-long for speech and language development. Multi-agency colleagues often support and enhance these individual programmes to ensure a fully inclusive approach.
- Transition at Everton Nursery School and Family Centre is recognised as an area of strength by the Local Authority and neighbouring primary schools with the comment often being shared - 'You always know the children from Everton Nursery School'.

10. How are the school's resources allocated and matched to a child's special needs?

- The school takes into consideration individual children's needs and will allocate identified support as and when appropriate. This is in relation to both human resource, for example one-to-one support, as well as practical resources such as computing software and mobility aids.
- The school undertakes fundraising events to create additional funds.
- The progress and achievement of all children is tracked with resources being allocated according to need.
- All school staff have a high level of professional development and appropriate qualifications to support children's learning and development.
- The school works in partnership with a range of multi-agency colleagues, some of which are based on-site. These agencies may offer the school advice about strategies to support the child or they may work directly with the child and/or their family.
- Early Years Pupil Premium (EYPP) funding is allocated to support identified children.

11. How is the decision made about what type and how much support my child receives?

- The school adopts a 'graduated approach' to meet individual children's needs. Initial and on-going observations of children determine the support required including a timescale of involvement. A discussion with multi-agency colleagues determines the next steps for involvement.
- All children's progress is tracked and monitored. As noted above, if a child's progress is giving any cause for concern, it is the responsibility of the child's Teacher and/or Family Worker to consider an intervention programme.
- The impact of all interventions are measured and monitored closely through personalised plans.
- Parents/Carers are encouraged to engage with school staff when considering what to involve within an intervention programme and during review periods throughout the programme of intervention. School staff will discuss with parents/carers what they can do at home to support and extend their child's learning.
- If, following intervention, a child's progress continues to give cause for concern, the Teacher and/or Headteacher/SENCO will discuss next steps with the child's parents/carers. If it is considered that the child would benefit from further additional support, the school will discuss with the parents/carers the pathways to more specialist support and provision.

12. How are parents/carers involved in the school? How can I be involved?

- The school is committed to parental engagement and has a clear philosophy that parents/carers are children's first and most enduring educators.
- The school provides opportunities for parent governors on the main Governing Body.
- The school's on-site Children's Centre has a Reach Area of more than 900 families and a diverse and inclusive activity timetable to meet the needs of all families.
- Parents/Carers are invited to attend regular coffee mornings, which cover a range of themes such as online safety, toilet training and stopping smoking.
- The school has a 'Dad's and Male Carers Club'.
- The school invites multi-agency colleagues and specialist services in to school to talk to parents/carers about they are able to support children that attend the school.
- Parents/Carers are invited to attend any meeting with regard to their child's progress.
- The school has an extensive toy and book library for parents/carers and their children to access.
- The school offers parents/carers a 'Terrific Tuesday' and 'Fun Friday' sessions every week, which invites parents/carers to stay and play with their child.
- The school/centre facilitates a range of parent/carer workshops that cover a range of topics, themes and interests.
- The school holds regular Open Afternoons for parents/carers to attend to review their child's progress and achievement with their Teacher and Family Worker.
- Parents/Carers are encouraged to take part in the development of their child's 'e-Learning Journey' portfolio which documents a child's learning journey throughout Everton Nursery School and Family Centre. A copy of this is given to all parents/carers when their child leaves to attend primary school.
- The Headteacher and Assistant Headteacher/SENCO are happy to meet with parents/carers to discuss specific issues about their child.

13. Who can I contact for further information?

- For further information about the school, please telephone 0151 233 1969 or visit the school website: www.evertonnurseryschoolandfamilycentre.org
- If your child currently attends the school, you can contact your child's Teacher or Family Worker. Alternatively, if you would like to speak with Faye O'Connor (SENCO/Assistant Headteacher) or Dr. Lesley Curtis OBE (Headteacher), please telephone the above number.
- The Local Offer can be found on the Liverpool Early Help Directory website: www.fsd.liverpool.gov.uk

This School Offer was reviewed and amended on 10th November 2017 by the Headteacher, Assistant Headteacher/SENCO and Inclusion Coordinator through consultation with parents/carers and school governors.

The first publication of this School Offer was on 12 March 2014.