



## Everton Nursery School and Family Centre

**NB: This policy is in line with the school/centres most updated 2022 Covid Risk Assessment referenced on the home page of the school/centre website.**

### **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 qualified staff who work in partnership with each other and with parents/carers.
- All children are observed by the class 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 regularly 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, the school's SENDCo and Inclusion Coordinator 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 by external agencies.
- 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 (Nursery qualified staff) 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, Everton Nursery School and Family Centre staff will contact this previous setting to gain information about prior progress and needs.
- For some children, nursery staff will use an Early Help Assessment Tool (EHAT) to identify support required and to establish which individuals or external agencies need to be involved.
- If a parent/carer has any concerns or thinks that their child may have Special Educational Needs and Disability (SEND), 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 Head Teacher/SENDCo, the Inclusion Coordinator 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.
- Everton Nursery School and Family Centre works collaboratively with parents/carers to share their knowledge and experiences for the benefit of the child and their learning.
- Everton Nursery School and Family Centre 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.
- Everton Nursery School and Family Centre has adopted and embedded a 'graduated approach' to supporting children who have SEND, 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 Nursery support staff work in partnership with the SENDCo 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.
- Everton Nursery School and Family Centre 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.
- Everton Nursery School and Family Centre 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.
- Everton Nursery School and Family Centre has developed a system of writing and reviewing bespoke personalised plans, otherwise known as Possible Lines of Direction (PLOD's), classroom planning, assessment tracker and two-year progress checks to identify and implement strategies to support children's individual needs.

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

- Everton Nursery School and Family Centre 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, Everton Nursery School and Family Centre offers a wide range of high quality learning experiences, both indoors and outdoors, 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 the SENDCo and Inclusion Coordinator. This is then shared with parents.

- A key focus on the Early Years Foundation Stage (EYFS) prime areas<sup>1</sup> 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 SEND are included fully.
- Everton Nursery School and Family Centre 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 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?

- Everton Nursery School and Family Centre 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.
- Everton Nursery School and Family Centre 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 Head Teacher and Inclusion Coordinator termly.
- Everton Nursery School and Family Centre has a number of identified Designated Safeguarding Leads (DSL) 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.
- Everton Nursery School and Family Centre 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. Everton Nursery School and Family Centre has a policy to support children with medical conditions.
- All staff have access to Paediatric First Aid training with identified 'First Aiders' located across the school and centre.
- Most staff are trained in the Massage in Schools Programme (MISP). Massage is part of the school's daily routine for all children aged two 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.

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

- Circle times are planned for regularly to provide the opportunity for all children to share their thoughts, ideas and positive experiences.
- Everton Nursery School and Family Centre 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. Everton Nursery School and Family Centre has previously undertaken the Team-Teach Gold Standard.

5. What specialist services and expertise are available at or accessed by Everton Nursery School and Family Centre?

- 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.
- Everton Nursery School and Family Centre staff work with other agencies as early and as closely as possible to develop provision on site.
- As well as support in Everton Nursery School and Family Centre, some children may require the support of outside additional agencies. Everton Nursery School and Family Centre 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. For example, Speech and Language Service.
- Common agencies to support children may include: Health Visitors; Speech and Language Therapists; Educational Psychologists; Community Paediatricians; Occupational Therapists; Physiotherapists; Inclusion Support Workers from SENISS<sup>2</sup>, 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?

- Everton Nursery School and Family Centre is committed to the on-going professional development for all staff.
- Staff training around specific areas relating to SEND is available as and when necessary.

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<sup>2</sup> Special Educational Needs Inclusion Support Service

- 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.
- Everton Nursery School and Family Centre is a Department for Education Teaching School Hub.
- All staff are highly skilled and are committed to outstanding teaching and learning for all children.
- All staff are Team-Teach<sup>3</sup> trained within Everton Nursery School and Family Centre. 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 who have SEND can be supported using this strategy.
- Most staff have used evidence based tools for speech and language, 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.

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

- Everton Nursery School and Family Centre has an inclusive educational visits policy, which is reviewed bi-annually by the school Governing Body.
- A risk assessment is carried out before any off-site educational visits are undertaken to take into consideration all children, including those who have SEND.
- A designated ‘First Aider’ is present during all educational visits.
- Parents/carers are invited to participate in the educational visits.

8. How accessible is Everton Nursery School and Family Centre?

- Everton Nursery School and Family Centre 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.
- Everton Nursery School and Family Centre has a number of disabled parking spaces.
- Everton Nursery School and Family Centre has two disabled toilets - one for adults and another for children.
- All changing tables for very young children are fully accessible.

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<sup>3</sup> For more information, see [www.team-teach.co.uk](http://www.team-teach.co.uk)

- Everton Nursery School and Family Centre works in partnership with Occupational Therapy department to consider the use of furniture and aids for children and parents/carers who have SEND
- Everton Nursery School and Family Centre has an 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 Everton Nursery School and Family Centre and meet school staff including the Headteacher and SENDCo.
- Everton Nursery School and Family Centre will contact the child's prior early years setting to gather information about their individual needs.
- A home visit (*\*presently on-site due to Covid19 restrictions*) is undertaken by school staff for all children when first joining Everton Nursery School and Family Centre. This enables school staff to meet the child and their parents/carers in the home environment to form a positive relationship from the onset.
- Everton Nursery School and Family Centre 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 who have SEND, 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?

- Everton Nursery School and Family Centre takes into consideration individual children's needs and will allocate identified support as and when appropriate.
- 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.
- Everton Nursery School and Family Centre 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?

- Everton Nursery School and Family Centre 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 previously referenced, 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 SENDCo 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?

- Everton Nursery School and Family Centre is committed to parental engagement and has a clear philosophy that parents/carers are children's first and most enduring educators.
- Everton Nursery School and Family Centre provides opportunities for parent governors on the main Governing Body.
- The Nursery School's on-site Children's Centre has a 'Reach Area' of more than 1000 families and a diverse and inclusive activity timetable to meet the needs of all families.
- Parents/carers are invited to attend regular family sessions, which cover a range of themes such as online safety, toilet training, healthy eating, sleep clinic and Early Communication for example.
- Everton Nursery School and Family Centre invites multi-agency colleagues and specialist services in to school to talk to parents/carers about how 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.
- Everton Nursery School and Family Centre has an extensive toy and book library for parents/carers and their children to access.

- Everton Nursery School and Family Centre offers parents/carers a 'Terrific Tuesday' session every week, which invites parents/carers to stay and play with their child. **\*This is not available at present due to Covid19 restrictions.**
- Everton Nursery School and Family Centre facilitates a range of parent/carer workshops that cover a range of topics, themes and interests. **\*These are not available at present due to Covid19 restrictions.**
- Everton Nursery School and Family Centre holds termly Open Afternoons for parents/carers to attend to review their child's progress and achievement with their Teacher and Family Worker. **\*This is not available at present due to Covid19 restrictions.**
- Parents/Carers are made aware of 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 SENDCo 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](http://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 Dr. Lesley Curtis OBE (Headteacher) or Rebecca Melia (SENDCo/Assistant Headteacher), please telephone the above number.
- The Local Offer can be found on the Liverpool Early Help Directory website: [www.fsd.liverpool.gov.uk](http://www.fsd.liverpool.gov.uk)

This School Offer was reviewed and amended on 27<sup>th</sup> January 2022