



Local Offer

March 2020

To be reviewed March 2022

Local Offer

We have developed our part of the Local Offer, as part of the wider Liverpool Local Offer, set out by Liverpool City Council, in light of the changes brought about by the 2015 Special Educational Needs and Disability (SEND) Code of Practice, Department Of Health (DoH), Department for Education (DfE).

What does the Local Offer mean?

One of the changes brought about by the SEND Code of Practice was that children and young people with SEND and their families should be central to identification, assessment and planning. It is vital that parents can easily find out what they can reasonably expect from their school and local authority, and this is made as easy as possible for them.

The aim is that local authorities and other agencies will set out a Local Offer of all services available to support children who have SEND, and their families. The offer will include provision from birth to 25, across education, health and social care.

This will mean that:

- Parents will have a greater level of confidence and understanding of the processes involved.
- There will be early identification of children with SEND.
- There will be a reduction in duplication of assessment by different agencies.
- Gaps in provision and need will be identified.
- There will be an evidence base for improving progress and securing better outcomes, at school and local level.

Abercromby Nursery is an inclusive school. We strive to do our utmost in supporting all our children, whatever their learning needs are. This is done in collaboration with the Local Authority, in order that all pupils make the best possible progress in school.

What does SEND mean?

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.” (SEND Code of Practice, DoH, DfE, 2015)

Therefore any child who is identified as requiring additional support for learning or behaviour, compared to their peers, is described as having SEND.

Support for children with SEND and their families in our school

The following list of people are the different members of staff that will be working to support all children, and especially those with SEND.

1. Class teacher

They are responsible for:

- Ensuring that all children have access to high quality first teaching and that the curriculum is adapted to meet a child with SEND's individual needs (also known as differentiation).

- Checking on the progress of your child and identifying, planning and delivering any additional help a child with SEND may need (this could be things like targeted work, additional support, adapting resources etc) and discussing amendments with the SENCO as necessary.
- Working through the Assess - Plan – Do – Review cycle by writing Play Plans (known in Primary Schools as Individual Education Plans or IEPs) in consultation with families. This is done termly.
- Ensuring that all members of staff working with children in school are aware of a child with SEND's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with a child with SEND in school are supported in delivering the planned work/programme for them, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Contacted by: Telephoning or visiting the school to arrange an appointment.

2. The Special Educational Needs Co-ordinator (SENCO)

In our school this is Tamara Bennett, who is responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that families are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
 - part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help a child with SEND's learning, e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of a child with SEND's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help a child with SEND to achieve their potential.
- Supporting a child's class teacher to write Play Plans that specify the targets set for a child with SEND to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of children with SEND and others within our school.

Contacted by: Telephoning or visiting the school to arrange an appointment.

3. Keyperson/Nursery Officer

A Nursery Officer is allocated to every child as their key person, who is usually the first point of contact for families. As a school, we welcome daily dialogue between families and key people on how a child's day has been. Some children with particular special educational needs and/or disabilities will need a 1:1 Nursery Officer to provide tailored support. In this

case, we would prefer that questions regarding learning and progress of a child with SEND are directed to the class teacher or SENCO, whilst still communicating about day to day activities with the child's 1:1 adult.

Contacted by: usually available for informal chats at the beginning and end of the day

4. Head Teacher

The Head Teacher, Tamara Bennett, is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. Responsibility for children with SEND belongs to the class teachers but the Head Teacher is still responsible for ensuring that a child's needs are met. In our school, the SENCO role is carried out by the Head Teacher.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Contacted by: telephoning or visiting school to arrange an appointment.

5. SEND Governor

Jo Eyles is our SEND governor and has responsibility to the Governing Body for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Making monitoring visits to understand the support given to children with SEND in the school and being part of the process to ensure children achieve their potential in school.

Contacted by: Telephoning or visiting school to arrange an appointment.

Support available for children with SEND:

1. Class teacher input via High Quality First Teaching in the classroom.

All children in school receive the following support:

- The teacher will have the highest possible expectations for all children in their class.
- All teaching builds on what children already know, can do and can understand.
- Different teaching strategies are put in place, so that children remain fully involved in their learning. This may include Signalong, more practical hands on learning or providing different resources adapted for children.
- Putting in place specific strategies (which may be suggested by the SENCO or outside agencies) to enable children to access the curriculum.
- Teachers will regularly review children's progress and if the teacher identifies that a child has gaps in their understanding, extra support will be actioned.

2. Small group or individual work

Small groups or individual sessions, sometimes called interventions, may be take place in the classroom or in another area, and will be led by a teacher or a Nursery Officer who has had the appropriate training to run these groups.

This level of support is available for any child who has specific gaps in their abilities, knowledge and skills. For example, children who are behind their peers with communication and language skills may take part in Derbyshire Language Scheme Interventions, which will specifically target their area of need.

3. Specialist sessions

These may be facilitated by outside agencies e.g. Speech and Language Therapy, ASD Outreach team or Occupational Therapy groups. Children will have been identified by the class teacher or SENCO as needing some extra specialist support in school from a professional outside the school.

For a child with SEND this would mean:

- They have been identified (by the class teacher, SENCO, health services or family) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- Families will be invited to come to a meeting to discuss a child's progress and help to plan possible ways forward.
- Referrals to outside agencies will be made with family consent and child input e.g. to a Speech and Language Therapist or Educational Psychologist. This specialist advice will help the school and families understand a child's particular needs.
- These specialist professional will make recommendations, which may include:
 - Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set targets informed by their specific professional expertise
 - Taking part in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
 - Group or individual work with an external professional

This type of support is available for children with specific barriers to learning that cannot be overcome through High Quality First Teaching and intervention groups.

4. Support through an Education, Health and Care Plan

If a child has been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching which cannot be provided from the resources already delegated to the school, a request for assessment to open an Education, Health and Care Plan (EHCP) will be made.

Usually, if children require this high level of support, they are likely to need specialist support in school from professionals outside the school such as:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)

- External agencies such as the Speech and Language Therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS (Child and Adolescent Mental Health Service).

EHCPs bring together all the professionals working with a child with significant SEND and are reviewed annually by the Local Authority.

Please find further information in these documents:

[SEND policy](#)

[SEND report Nov 2019](#)

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This level of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours support in school

How will we support your child with identified special needs starting at school?

- We will invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- We may suggest adaptations to the settling in period to help your child to settle more easily

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher/key worker initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to Laura Hutchison or Tamara Bennett.
- If you are still not happy you can speak to the school SEND Governor, Gemma Hornsby.

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the Inclusion Manager.
- Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.

- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you.
- If your child is still not making expected progress the school will discuss with you any concerns you may have and discuss with any further interventions or referrals to outside professionals to support your child's learning.
- We will discuss how we can work together to support your child at home and at school.

How is extra support allocated to children and how do they move between the different levels?

- The school budget includes limited money for supporting children with SEN.
- The Head Teacher and Inclusion Manager decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- The Head Teacher and the Inclusion Manager discuss all the information they have about SEN in the school, including:
 - the children getting extra support already, the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with SEND in this school?

A. Directly funded by the school

- Brief Therapist
- Speech and Language Therapy input to provide a higher level of service to the school
- Educational Psychology input to provide a higher level of service to the school
- Teaching Assistants dedicated to delivering 1:1 intervention daily to pupils without an EHC Plan.
- Speech and Language therapy intervention delivered by teaching assistants.

B. Paid for centrally by the Local Authority but delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Parent Partnership Service (to support families through the SEN processes and procedures).

What training or help is given to staff to help them support children with SEND?

- The Inclusion Manager's job is to support the class teacher in planning for children with SEN and provide in house training where possible and necessary.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff attend training courses e.g from the ASD Outreach service, SENISS or medical /health training to support staff in implementing care plans.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or Inclusion Manager.

How will the teaching be adapted for my child with learning needs (SEND/ and or disabilities)

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by his/her class teacher.
- Children at School Action and School Action Plus will have a Play Plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Inclusion Manager will also check that your child is making good progress within any individual work and in any group that they take part in.

A range of ways will be used to keep you informed, which may include:

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The Inclusion Manager (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Inclusion Manager will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Play Plans will be reviewed with your involvement each term.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition: If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

How have we made this school physically accessible to children with SEND?

- We ensure that equipment used is accessible to all children regardless of their needs. The school has accessible hygiene facilities.

How will we support your child when they are leaving this school?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

When your child moves to primary school:

- We will contact the new school's Inclusion Manager and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Where possible your child will visit their new school on several occasions and in staff from the new school be invited to visit your child in this school.