



Strong Close Nursery School and Children's Centre Local Offer/ SEN Information

Report Reviewed Autumn 2017

Introduction

This document is intended to give you information regarding the ways in which we ensure that we support all of our pupils, including those with Special Educational Needs and Disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Local Approach

In Bradford all schools have a similar graduated approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all pupils regardless of their specific needs, including those who are looked after by the Local Authority, make the best possible progress in school. All schools are supported to be as inclusive as possible with the needs of pupils with Special Educational Needs being met in a mainstream setting wherever possible where families want this to happen.

Please link here for Bradford's Local Offer [fis.bradford.gov.uk/fis/disability/Local+Offer](https://www.fis.bradford.gov.uk/fis/disability/Local+Offer)

Strong Close Nursery School and Children's Centre Approach (Strong Close NSCC)

We at Strong Close Nursery School and Children's Centre (NSCC) are committed to providing an appropriate and high quality provision in the Early Years Foundation Stage Curriculum for all the children.

At Strong Close NSCC we are fully committed to inclusion. We believe that all children have skills, talents and abilities and we have a responsibility to develop these to the full. We will ensure that every individual will achieve, contribute, feel valued and enjoy learning. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of School/Centre life.

We believe that educational inclusion is about equal opportunities for all learners, including parents, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners: We will respond to learners in ways which take account of their varied life experiences and needs.

We aim to identify and remove any barriers to inclusion within the school environment, teaching and learning strategies, attitudes, organisation and management.

We welcome all children sensitively and positively and recognise and celebrate the positive achievements of all children.

Strong Close NSCC is also a designated Children's Centre plus and is specially resourced for children with additional needs.

If you would like any further information about what we are able to offer at Strong Close Nursery School and Children's Centre then please do not hesitate to contact us directly.

Specialist Provision/ Assessment places at Strong Close Nursery School and Children Centre

We offer a small number of assessment places for children, under 5, who have severe and/or complex learning needs and /or disabilities. These needs have been identified by health or education professionals and a place is requested through the Early Years Inclusion Panel. There are 16 part-time places for children with additional needs aged between 3 and 4 years. There are 4 part-time places for children aged 2-3 years with additional needs.

Staffing

Children who attend Strong Close on these supported places have access to an inclusive mainstream setting with additional support from specialist staff who have extensive experience of and training in working with children with additional needs. There is an equivalent of 4 full-time specialist staff working particularly with the children, although all staff work with all children.

What does an assessment place offer?

- Full access to all of the opportunities available our inclusive nursery
- Additional support from a specialist teacher and early years practitioners
- Assessment and monitoring of individual needs.
- An individual risk assessment and specialist care plan to keep children safe and healthy
- Individual Play Plans (IPP) with short-term targets and strategies appropriate to the needs of the child. These are reviewed at least once a term with the parents
- Specialist teaching
- Access to the necessary specialist equipment
- Supported transition
- Support from other agencies (Educational Psychologist, Speech and language Therapy etc)
- All children are on an assessment place and during their time at Nursery an Education Health and Care Plan (EHC Plan) assessment will be initiated.

We see parents as being valuable and equal partners in their children's learning. We communicate with parents via a home school diary and/or are available to talk whenever needed. Parents are invited into nursery to review their child's progress at least once a term and to any further meetings about their child.

We provide a wide range of flexible approaches to support each child's development depending on their individual needs, for example;

- **Staff working alongside the child in the setting** ... helping to support their social interactions and accessing all areas of learning.
- **Sometimes 1-1 support in a quiet space** ... to work on particular areas of learning with minimal distractions.
- **Small group activities** helping to develop understanding of turn taking, waiting and sharing.
- **Individual work on Physical Development** ... developing independence
- **Access to the Sensory Room** this can be used to support all aspects of learning and sensory development to either relax or stimulate the individual, as appropriate.
- **Access to the Multi-purpose Room** ... supporting social interaction and physical development in particular.

- **Access to a large and varied outside provision**
- **Opportunities to learn from/with mainstream peers**

“Children with special educational needs who have a specially resourced place at the school make good, and sometimes outstanding, progress. This is because their allocated staff show immense dedication, patience and attention in helping them to make small and very significant steps in their learning.” OFSTED report March 2014

GLOSSARY OF TERMS	
IEP	Individual Education Plan
IPP	Individual Play Plan
EHC	Education, Health and Care
NSCC	Nursery School and Children’s Centre
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder
SENCO	Special Educational Needs Coordinator
SEN Special Educational Needs Code of Practice	The legal document that sets out the requirements for SEN

These are the questions that are answered in the main part of the document.

1. Who are the best people to talk to in this setting about my child’s difficulties, SEN, Disabilities?
2. What help can my child get in the setting?
3. How do you identify if my child has Special Educational Learning Needs (SEND)?
How will you support my child with identified SEND starting at Nursery School?
4. How can I let the school know I am concerned about my child’s progress in the Nursery school and Children’s Centre?
Or need to make a complaint?
5. How will the Nursery School and Children Centre let me know if they have any concerns about my child’s learning in Nursery School and Children Centre?
6. Who are the other people providing services to children with SEND in this Nursery School?
7. How will you measure progress of my child and communicate it to me?
8. How will we support your child when leaving this Nursery School or moving to another room?
9. How will my child be included in trips and visits?

1. Who are the best people to talk to in this setting about my child's difficulties, SEN, Disabilities?

The Teacher is responsible for:

- Ensuring that there are the highest possible expectations for your child and all pupils in their class.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary.
- Writing Individual Education Plans/Individual Play Plans (IEP/IPP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child'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 your child in nursery are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned activities and resources.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

- Learn from parents about what the child does at home
- Observe children as they act and interact in their play, everyday activities and planned activities,
- Observe what children can do' to help identify where the child may be in their own developmental pathway (assessment).
- Consider ways to support the child to strengthen and deepen their current learning and development
- Develop many other approaches in response to the children with whom they work.
- Where appropriate, use the development statements to identify possible areas in which to challenge and extend the child's current learning and development
- Ensure that the schools SEN policy is followed in the room and for all the pupils they teach.
- Share your child's progress and assessment

Meet your child's individual learning needs, and make whatever specific adjustments and support are needed to enable them to be included and make progress possibly through the following:

- Working with the class teacher to write the individual educational plans IEP/IPP's.
- Sharing and reviewing these with parents termly
- Working with outside agencies such as Speech and Language service and Educational psychologists. Work with and be supported by the following people:

- The teacher
- The SENCO

- Other agencies

SENCO – Rachel Goulcher

The SENCO is responsible for:

- The implementation and evaluation of the SEND Policy and overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify children with SEN
- Carrying out detailed assessments and observations of children with specific learning problems
- Supporting class teachers and practitioners in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the child and advising on appropriate resources and materials for use with children with SEN and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of children with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process and are fully aware of the Inclusion Policy practices
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the School/Centre's SEN register and records on SIMs Data Base and on E-start
- Assisting in the monitoring and evaluation of progress of children with SEN through the use of existing School/Centre assessment information.
- Contributing to the in-service training of staff
- Managing learning support staff/teaching assistants
- Ensuring that midday supervisors are given any necessary information relating to the supervision of children at lunchtime and supporting them in relation to behaviour management and other issues for particular children
- Liaising with the SENCOs in receiving school to help provide a smooth transition from one School to the other
- Taking part in LEA SEN moderation.

- The management of all aspects of the Nursery/Centre's work, including provision for children with SEN
- Keeping the governing body informed about SEN issues
- Working closely with the SEN personnel within the Nursery/Centre.
- Ensuring that the implementation of this policy and the effects of the inclusion policy on the School/Centre as a whole are monitored and reported to governors.

Governing body: SEN Named Governors – Jill Gilhome (Chair) and Philip Cavalier-Lumley

The governing body must ensure that:

- The necessary provision is made for any child with SEN
- All staff are aware of the need to identify and provide for children with SEN
- Children with SEN join in Nursery /Centre activities alongside other children, as far as is reasonably practical and compatible with their needs and the efficient education of other children

- They have regard to the requirements of the SEND Code of Practice (2015)
- Parents are notified if the Nursery /Centre decides to make special educational provision for their child
- They are fully informed about SEN issues, so that they can play a major part in Nursery /Centre self-review
- They set up appropriate staffing and funding arrangements, and oversee the Nursery /Centre's work for children with SEN
- They, and the Nursery /Centre as a whole, are involved in the development and monitoring of this policy
- SEN provision is an integral part of the School/Centre development plan
- The quality of SEN provision is regularly monitored.

Airedale & Wharfedale Children's Centre Cluster - Family Support Team, Community Engagement Workers, Early Years

Practitioners Has facilities and activities designed especially for parents expecting a baby, or with a child under 5 years old or under 8 if the family have a child with additional needs who live within the Cluster Reach

The Team will

- Provide a supportive environment for all parent to be and parents and their young families
- Make home visits to any family within the reach area before a baby is born
- Provide support to young children and their whole families as soon as there is a need, helping to prevent any problems developing.
- If parents express a concern or if the Team member are concerned about the child's development the Team will work with them
- Speak to the SENCO re further support and input.
- Signpost to local services for more information, support and advice.
- Support is offered in the home or at the centre and there is also a programme of weekly activities and services.

Where children attending the setting live outside the Cluster Reach area the Team will signpost and/or handhold families to engage with their local Centre.

2. What help can my child get in the setting?

What are the different types of support available for children with SEN and /or Disabilities in this school?

In the Nursery Class the teacher will ensure

- All have the highest possible expectations for your child and all pupils in their class.
- That teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching will be put in place so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Specific strategies are put in place (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers.

- He/ She will plan group sessions for your child with targets to help your child to make more progress.
- A teacher or early years practitioner will run these small group sessions using the teacher's plans, or a recommended programme of activities

- These groups may be run in the classroom or in a different area

Staff specialisms

Staff have specialism in the following areas;

- Creating a multisensory programme for your child in the sensory room.
- Use of Makaton sign language for developing communication and language
- Creating a deaf friendly environment
- Creating an environment to meet the needs of children with visual impairments
- Using autism friendly approaches

- Nurturing sessions in the setting
- Parenting support classes
- HUGS, a mutual support group for carers who have children with additional needs.
- Nutrition and health support
- Activities for Dads and male carers
- Sensory room

Specific courses run by outside agencies such as:

- A Portage Group
- Sign language (Makaton)
- Early Language Support
- Early Bird
- Cygnets

For further support for all the family go to Bradford Families Information Service

<http://fis.bradford.gov.uk/fis> **Outside Agencies Support** (e.g. Speech and Language therapy)

If your child has been identified as needing more specialist input instead of or in addition to class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
- Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional expertise. .

Children whose learning needs are severe, complex and lifelong

May require specific individual support which is usually provided via an Education, Health and Care Plan (EHCP).

Education, Health and Care (EHC) Needs Assessment,

Nursery (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, on the Bradford Schools On Line -

<https://bso.bradford.gov.uk/Schools/Home>

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an Education, Health and Care (EHC) Needs 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.

After the reports have all been sent in the Local Authority will decide if your child needs to have an Education Health Care Plan. An Education Health Care Plan is a legally binding document which includes, amongst other things;

- The views, interests and aspirations of the child and his or her parents
- The child or young person's special educational needs, health needs and/ or social care needs which are related to their SEN.
- The outcomes sought for the child or the young person.
- Identify the arrangements for the setting of shorter term targets by the early years provider or school

If the authority does not think your child needs an Education, Health and Care (EHC) Needs Assessment or an Education, Health and Care Plan (EHC Plan), the school will continue to support the child using a graduated approach.

Range 1-3 provision

Strong Close Nursery School and Children Centre follows the guidance for SEND issued by Bradford local authority – See at the end of this document and through the link; <https://bso.bradford.gov.uk/Schools/Home>

3. How do you identify if my child has Special Educational Learning Needs (SEND)? How will you support my child with identified SEND starting at Nursery School?

Identification and Assessment of SEND.

Identification is made by staff through:

- Observations
- Information received through other agencies e.g. Speech and language therapist
- Concerns expressed by parents.

Strong Close NSCC follows the stages set out in the revised SEN Code of Practice. This identifies the stage the child is at, and clarifies who is responsible for the additional provision that is needed to support the child's progress. Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

Parents are consulted at every level of the intervention. Action should be taken to put effective support in place – this is known as the graduated approach

- The staff need to gather information through observations and a record of achievement to identify any concerns
- The concerns are raised at a planning/staff meeting
- Parents/carers are consulted and any concerns discussed.
- An Individual Education Programme/Individual Play Plan (IEP/IPP) is written by the class teacher with support from the SENCO and put into place. Provision for extra support is made within the resources of the nursery
- The staff team remain responsible for working with the child on a daily basis
- Any interventions must be reviewed termly

Review

At the review it may be decided that

- The child may be considered to no longer have any special educational needs.
- Intervention may need to continue at this stage
- The planned action has not helped the child to progress
- Help from external agencies as well as further intervention is required.

External agency involvement

Outside agencies and professionals who can provide specialist assessment, give advice on new IEP/IPP targets and on use of additional strategies and resources. The trigger for seeking help from outside agencies could be that, despite receiving individualised programme and /or support the child:

- Continues to make little or no progress in specific areas over a long period (this needs to be long enough to ensure that the strategies deployed have been given an opportunity to have an effect). This may differ from child to child.

- Continues working at a level which is substantially and regularly below that expected of children of a similar age.
- Has emotional and/or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management plan.
- Has sensory, physical or medical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.
- Has ongoing communication or intervention difficulties that impede the development of social relationships and causes substantial barriers to learning.

4. How can I let the school know I am concerned about my child's progress in the Nursery school and Children's Centre? Or need to make a complaint?

Concerns about progress

- If you have concerns about your child's progress you should speak to your child's Class Teacher/Key Person 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 the SENCO or Head teacher..

Making a formal complaint

Please refer to Strong Close NSCC's complaint procedure

5. How will the Nursery School and Children Centre let me know if they have any concerns about my child's learning in Nursery School and Children Centre?

- Teachers, Key Person and/ or SENCO will arrange a meeting to discuss any concerns.
- Parent consultations are held, where parents are invited to meet with staff to talk about their child and to discuss any concerns.
- Review meetings are held, to discuss children's progress at home and at Nursery School, Individual Education Plans/Individual Play Plans and any future developments.

6. Who are the other people providing services to children with SEND in this Nursery School?

Services provided by Bradford Authority supporting children with:

- Visual impairment
- Hearing impairment
- Physical and Medical team
- Multi-Sensory
- Autism Outreach Service
- Pre 5/ Early Years Service
- Educational Psychology Service

- Physiotherapy
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Health Visitor
- Child Development Centre
- Community Paediatrician
- Professional training for staff to provide medical interventions

Other services include;

- Parent Partnership Service (Barnardo's) to support families through the SEN processes and procedures)
- Social Care
-

7. How will you measure progress of my child and communicate it to me?

Your child's progress is continually monitored by his/her class teacher through on-going observations and records of achievement, and also through the following;

- EYFS Development Matters – ages and stages of learning and My Learning Picture
- The Early Support Developmental Journal may also be used
- Individual Education Plans/Individual Play Plans (IEP/IPP)

All information is shared with parents through:

- Parental consultations
- IEP/IPP reviews
- Team Around the child meetings

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

- Day to day discussions and dialogues
- Phone calls home
- Home/ school diaries
- Additional meetings as required

The progress of children with an EHC Plan (at Bradford's Range 4 to 7) is formally reviewed at an Annual Review with all adults involved with the child's education.

How will you communicate the progress made with me?

Arrangements can be made at any time with your Teacher / Key Person to discuss any concerns

The SENCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.

The Class teacher and or SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

IEP/IPP's will be reviewed with your involvement each term utilising supportive ideas for home.

If your child is undergoing any further assessments you will also be supported by the SENCO to ensure that you fully understand the process.

8. How will we support your child when joining Nursery or moving to another room?
How will we support your child when leaving this Nursery School or moving to another room?

We recognise that 'moving on' can be difficult for a child with SEND. We also recognise the anxieties for the families and take steps to ensure that any transition is as smooth as possible.

Joining Nursery

When your child is joining the Nursery

- You are offered a home-visit where information is gathered about your child interests, strengths and health needs. This is also a time to raise any concerns you have so they can be discussed
- You are invited to visit Nursery as many times as you want before your child starts Nursery
- A settling in period will be provided to meet the needs of the child

Moving to another room

When your child is moving rooms in Nursery

- You will meet the new key person
- Information about your child will be shared with their new key person
- The new key person will visit your child in the current room.
- Your child will visit and play in their new room.

Moving on to another school

When your child is moving to another school:

- We will contact the new school's SENCO and arrange a meeting between, Parents, SENCO, CC+ Teacher .
- A Transition plan will be drawn up.
- Any special arrangements and support will be put in place for you and your child.
- We will make sure that all records about your child are passed on as soon as possible to the receiving school

9. How will my child be included in trips and visits?

Trips and visits;

We actively try to ensure that all our trips and visits are adapted for children's specific needs, where reasonable adjustments are possible. Risk assessments are carried out and procedures are put in place to enable all children to participate, where possible.

10. How is the Nursery School and Children Centre accessible to children with SEND?

DDA compliant

- The ground floor of the school is accessible to children with physical disability
- We have a hygiene suite with a hoist and a variety of wheelchairs
- Lifts are provided for access to different floors
- Hearing loops are installed in key areas.
- We ensure that equipment used is accessible to all children regardless of their needs
- We provide consistency across classrooms – a common approach to enable children to settle easily whichever classroom they are in

Quick Flowchart Guide to Bradford's Range Provision

PUPIL NOT MAKING EXPECTED LEVEL OF PROGRESS

GRADUATED RESPONSE

TEACHER OBSERVATION AND ASSESSMENT HAS IDENTIFIED SPECIFIC AREA OF CONCERN /OR GENERAL CONCERN

PROGRESS AND PROVISION DISCUSSED AT PUPIL PROGRESS MEETING NEXT STEPS AND ACTION AGREED ACTION TO BE COMPLETED WITHIN 6WEEKS OR BEFORE NEXT PUPIL PROGRESS MEETING. CONCERNS LOGGED ON PUPIL PROGRESS MONITORING RECORDS.

RANGE 1 (Previously School Action)

BASELINE ASSESSMENT

USE GUIDANCE DOCUMENTS IN SEN FILE TO HELP WITH IDENTIFICATION OF NEED .

COMPLETE LEARNING DIFFICULTIES BASELINE ASSESSMENT OR CHECKLIST FOR DYSLEXIA/DYSPRAXIA/ASC/ SLCN/SEBD REFER TO SENCO R1 referral Form /pupil progress meeting

MEETING WITH SENCO TO LOOK AT PLANNING, PROVISION , RESOURCES AND NEXT STEPS, AGREE TARGETS FOR IEP USING PSCALES, B SQUARED ETC. CONTACT PARENTS TO DISCUSS TARGETS AND INFORM OF PROCESS.

SET REVIEW DATE

RANGE 2 (Previously School Action or School Action +)

PUPIL PROGRESS MEETING AND /OR REVIEW PUPIL IF AFTER TWO REVIEW CYCLES NO SIGNIFICANT PROGRESS HAS BEEN MADE THEN ADDITIONAL AND DIFFERENT PROVISION IS INCREASED THROUGH;- MORE SPECIFIC ASSESSMENT /OBSERVATIONS BY SENCO

EXTERNAL ADVICE REFERRAL FROM EXTERNAL AGENCIES e.g. EDUCATIONAL PSYCHOLOGIST, LEARNING AND COGNITION TEAM HUB CENTRES FOR BEHAVIOUR AUTISM COMMUNICATION. IF APPROPRIATE

REVIEW MEETING ARRANGED WITH EXTERNAL AGENCIES

. PROGRESS MONITORED ON CASPA GRAPH/ CLASSTRACK

PARENTS INVOLVED

RANGE 3 (Previously School Action+)

SENCO /CT TAKE ADVICE FROM ASSESSMENTS MADE BY EXTERNAL AGENCIES INDIVIDUAL AND SMALL GROUP INTERVENTIONS IDENTIFIED CLEAR ENTRY AND EXIT CRITERIA ESTABLISHED FOR INTERVENTIONS

MAIN PROVISION BY CLASS TEACHER SUPPORT ADVICE FROM SENCO /EXTERNAL AGENCIES ADDITIONAL ADULT HELP DIRECTED BY CLASSTEACHER /ADDITIONAL TRAINING TASKS/PRESENTATION SPECIALISED AND SPECIFIC TO MEET THE NEEDS OF THE PUPIL

PUPIL PROGRESS AND MULTI AGENCY MEETINGS TO DISCUSS PROVISION

EHCP REFERRAL INCREASED PARENTAL INVOLVEMENT

RANGE 4 (Statement / Education Health and Care Plan)

Modified class curriculum. Identified Key Worker. Increased support on a 1-1 smallgroup basis. External Agencies used for assessment and advice.

Specialist training for additional adults. specialised equipment , i pad, overlays , braille,adapted learning environment.

Individual targets and therapy programmes monotored and assessed. targets are short term and specific. pscales, pivats , b squared. Parents involved in reviews and regular feedback.

RANGE 5 (Statement / Education Health and Care Plan)

EHCP targets. Identified Key workers receive additional training and support .

Monitoring and assessment of provision to ensure pupil inclusion . Advice and guidance from educational andnon educational professionals to ensure provision matches needs. Regular meetings with parents .