



SEND Information Report

October 2026

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SENDS Governor: Helen Anwyl

Helen Anwyl (SENDS Governor) was the Manager of SENISS before she retired. She is able to support our setting with her vast experience of working with SENDs children across Liverpool to ensure all our SENDs children access the appropriate support.

Website: www.ellergreennurseryschool.co.uk

Local Offer Contribution: (Nursery School):

[Liverpool Family Information & SEND Directory | Ellergreen Nursery School](#)

Local Offer Contribution: (Childcare Centre):

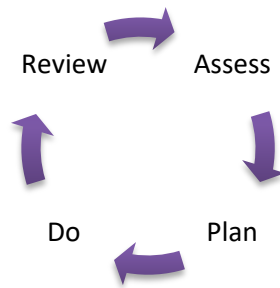
[Liverpool Family Information & SEND Directory | Ellergreen Childcare Centre](#)

Our Approach as a School:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

In October 2023, we were awarded Inclusion Quality Mark's Centre of Excellence Status, demonstrating our commitment and ability to providing the best possible education to all of our children and families, including those with SEND. In Oct 2024 and November 2025, we maintained the Centre of Excellent Status after our IQM assessment review day. We will be assessed for Flagship Status this academic year.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All staff are responsible for every child in their care, including those with special educational needs.

We have developed a Graduated Approach, based on the Liverpool SENDs Graduated Approach. We apply the ASSESS-PLAN-DO-REVIEW cycle as set out in the Code of Practice 2014 at each stage of this approach. The cycle is applied through the Waves model. Each wave refers to teaching and learning, assessment, planning and review.

- Wave 1 refers to whole class quality first teaching with differentiation.
- Wave 2 refers to some children who need some extra support.
- Wave 3 refers to children who have been identified as having a special educational need.

Wave 1:

Assess: All children are continually observed and assessed through both independent play and structured learning activities. During the first six weeks, a baseline assessment is made, identifying each child's individual level of development across all areas of the EYFS. All children are screened using the WellComm language screening tool to identify any potential communication and language delays. This is repeated termly to measure and monitor progress. Any areas of concern for individual children are discussed with parents / carers at parents' meetings and are recorded on an Initial Concerns Form to be monitored more closely. Termly informal assessment supports staff in identifying any areas where children are not making the expected levels of progress. All staff are involved in the assessment of all children in their class and class teams work collaboratively to ensure assessment is accurate.

Plan: Continuous assessment allows staff to identify areas of development for individual children and whole class. The Class Teacher is responsible for planning adaptations to the environment, learning activities and the daily routine to ensure high quality teaching and an inclusive learning environment which is effective for all children, meeting their current levels of development.

Do: Class teachers are responsible for ensuring all staff in their class have the information they need to implement plans effectively and will deploy staff in their class accordingly. Staff may be deployed to support children in independent play or target specific learning objectives through structured activities. The class teacher ensures that all staff are aware of any intended learning outcomes of activities and that adaptive teaching methods are adopted to meet the developmental needs of individual children.

Review: Class teams meet regularly to discuss the progress of individual children and review any areas of concern that have been previously raised. Adaptations to the learning environment, daily routine and curriculum are continually reviewed by observing and monitoring children's

responses. Children's individual progress is reviewed with parents / carers on a termly basis through parent / carer meetings.

Wave 2

Assess: Where a child has been identified as needing some additional support, further information is sought from parents / carers to gain a holistic picture of the child. The Class Teacher uses assessment information from both home and school to plan focussed interventions to meet the identified need. The SENCO, alongside the Class Teacher, monitors the progress of these children closely to ascertain whether the child could possibly have a special educational need and ensure any support put in place is appropriate.

Plan: The Class Teacher, with support from the SENCO, plans targeted intervention to support the child in the identified areas. This may include planned group activities, planned additional support during independent play, providing the child with support aids such as additional visual aids or fidget toys, or planned adaptations to the child's daily routine, such as providing sensory breaks. A Progress Plan or Individual Behaviour Plan may be written by the Class Teacher at this stage if appropriate. These are overseen by the SENCO and agreed with parents / carers.

Do: All staff working with children are responsible for the daily implementation of any planned intervention. The Class Teacher is responsible for the deployment of staff in their class and for ensuring all staff have the information they need to support individual children with targeted intervention. The SENCO oversees any targeted intervention and supports staff to access training and development to ensure quality of provision.

Review: The effectiveness of interventions is reviewed through closely monitoring the progress of children in their targeted areas. Progress is discussed at SENCO / Teacher meetings, twice every half term and provision is reviewed and revised if felt necessary. If little or no progress is made, parents / carers will be invited in to discuss next steps with the Class Teacher and SENCO. If a child is on a Progress Plan, Class Teachers meet parents / carers on a termly basis to review specific targets and agree new targets if needed. These targets are overseen and monitored by the SENCO.

Wave 3

Assess: When a child is identified as having a special educational need, the SENCO works alongside the Class Teacher and parents / carers to ensure their needs are accurately assessed. With agreement from parents / carers, the SENCO may liaise with external agencies, including health visitors, SENISS, Educational Psychologists, Speech and Language Therapists, Physio or Occupational Therapists to ensure the child's needs are accurately and fully assessed. The SENCO ensures that parents / carers and all staff working with the child are fully informed of any assessment information from external agencies. If a child joins our school during the school term having been to another setting, we will link with the previous setting to gain their assessment records. Where it is felt that a child has a significant or complex level of need and is likely to need a high level of support throughout their education, with the agreement of parents / carers, an Education, Health and Care Needs Assessment is requested from the Local Authority.

Plan: Once a child's needs have been accurately assessed, the Class Teacher is supported by the SENCO to plan appropriate provision to support the individual development needs of the child. If other agencies are involved with the child, we may seek further advice from them. Parents / Carers will be invited to meet with the Class Teacher and SENCO to discuss next steps. At this point, an individual support plan is agreed, detailing specific targets and the provision that will be put in place to meet them. If a child already has an Education, Health and Care Plan, the outcomes and provision detailed in the child's EHCP will be used to inform their individual support plan. The Class Teacher, SENCO and Parents / Carers will also agree a plan for working with other agencies,

including making referrals to health professionals, gaining support from support agencies (such as SENISS or the Educational Psychologist), or accessing family or parent / carer support.

Do: Every member of staff working with the child is responsible for the implementation of their support plan and for working as a team to help the child to meet their targets. The SENCO identifies and addresses any training needs of staff to ensure they have the correct skills to do this. Any child who requires full time or periods of 1:1 support will usually be supported by different members of the class team throughout the week to ensure they do not become reliant on one member of staff. The Class Teacher is responsible for daily deployment of staff in their class, ensuring that all planned provision is implemented.

Review: The progress of children with SENDs is monitored closely by both the Class Teacher and the SENCO. The SENCO meets with each Class team twice every half term to discuss the progress of children with SENDs and review how things are going. All children on individual support plans have their plans reviewed with parents / carers termly. These review meetings may be with the Class Teacher, or with the Class Teacher and SENCO, depending on the family's individual circumstances. Where a child has been identified as having complex needs, the SENCO leads termly meeting with parents / carers, class teachers and any other relevant professionals to review the progress and provision in place for the child and ensure a co-ordinated approach. Children who have an Education, Health and Care Plan have their plan reviewed annually. For those children with Education, Health and Care Plans who are transitioning to Primary School, key transfer review meetings take place in the October before they transition to ensure a suitable school placement is sought.

Please refer to **Ellergreen Nursery School Graduated Approach** document.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Ellergreen Nursery School and Childcare Centre have gained Communication Friendly Setting status, recognising that promoting communication is central to all that we do.

All of our children are screened on entry using the Wellcomm language screening toolkit. This helps us to identify any children who may need additional support with their communication and language skills or who could potentially need referrals to Speech and Language therapy. This screening is repeated on a termly basis to monitor the progress of individual children and ensure any intervention targets the correct areas.

Currently, we commission additional speech and language support through Language Box. Language Box support staff with accurately assessing individual children's specific communication and language needs and work alongside staff in class to implement and model appropriate support. The additional support and training received from Language Box has allowed us to successfully implement a range of Communication and Interaction interventions during recent years, including Bucket Therapy, Intensive Interaction, Colourful Semantics and Phonological Awareness and Gestalt Language Processing. Language Box support us in developing an environment which supports a total communication approach, supporting us to be as inclusive as possible for all children, no matter what stage of communication they are working at.

We work closely with Community Speech and Language therapists to ensure individual children under this service have the opportunity to work towards their targets whilst in school.

2. Cognition and learning

Children's development is closely tracked across the EYFS and children are continually assessed against age-related expectations. When staff identify cognition and learning needs, further advice and assessment is sought from external agencies such as SENISS, the Educational Psychologist and Developmental Paediatrics.

Staff plan bespoke activities for children with cognition and learning difficulties based on the advice of external agencies and using the child's interests and current levels of development as a starting point. Additional resources are supplied where needed to support the engagement of children with cognition and learning difficulties. Children who are presenting with severe learning difficulties have a bespoke timetable and curriculum with an enhanced level of additional adult support to ensure they get the most out of their time in school.

Over the past academic year, we have commissioned further support through the Education Psychology service, who have supported us with staff training and assessment and advice for specific children presenting with difficulties in cognitive function. In addition to this, we work closely with SENISS to provide staff training on identified areas of need and undertake assessment of individual children to ensure the correct support is in place for them.

3. Social, emotional and mental health

As part of our ongoing observation, assessment and planning cycle, staff monitor children's well-being. If staff identify any concerns around the wellbeing of a particular child these are shared immediately with the SENCO and / or Safeguarding Team and will be monitored closely.

We adopt a positive behaviour policy, designed to support the emotional development, mental health and well-being of all children. A whole-school approach to exploring emotions is adopted using the Zones of Regulation framework. Children are encouraged to talk about their feelings on a daily basis through regular emotional check-ins and interactive displays. Calming areas are developed in each classroom and staff implement the use of 'calming kits' to support children to self-regulate. The characters of Winnie the Pooh are used to support children's understanding of the different zones and the emotions they may feel in each zone. All staff carry Zones of Regulation visual aids to continually refer to with children as and when opportunities arise. All children are taught how to use the Zones of Regulation to express their emotions and develop a metaphorical 'toolkit' that can support them to self-regulate. Information on how to use the Zones of Regulation to support emotional development is shared with all parents / carers to ensure a consistent approach between home and school. This includes sharing information at parent information events, as well as through our website, Family app, newsletters and Instagram accounts. To develop this further, parents are invited to attend more in-depth workshops to understand and implement the Zones of Regulation approach further with their child. This consists of three one hour sessions. During the last academic year, 32 parents / carers accessed this course. During the 2026-7 academic year, we will continue to offer this termly.

At our setting, we recognise that behaviour is a form of communication and seek to find the function and purpose of all behaviours. Where a child is identified as having social, emotional and mental health needs, and is therefore presenting with disruptive or harmful behaviour, individual behaviour plans are written, focussing predominantly on proactive strategies that should be put in place to support the child in their emotional regulation and development. We recognise the importance of a consistent approach in supporting the emotional development of these children, therefore during the 2023-4 academic year, all members of staff attended training on Emotion Coaching and Zones of Regulation. Last academic year, all staff have attended refresher training on implementing our Positive Behaviour Support Policy as well as training on Demand Avoidance and Therapeutic Classroom Practices. All staff renewed their Team Teach certification in October / November 2025. In order to support the emotional needs of children who have been identified as needing additional support, we have commissioned Beautiful New Beginnings for the 2026-7 academic year to run weekly targeted therapeutic interventions with identified children on a 1:1 or 1:2 basis. There are currently 6 children accessing this intervention.

4. Sensory and/or physical needs

Ellergreen Nursery School and Childcare Centre is single storey and is wheel chair accessible. We have nappy changing facilities and our toilet areas are wheel chair accessible. We are committed to improving accessibility for children with disabilities through our Accessibility Plan 2023-2026.

Staff are supported to work with individuals with physical or sensory needs on a case-by-case basis. This includes key members of staff being trained to support specific children's gross and fine motor development through the Physiotherapy and Occupational Therapy teams. Staff are also trained to use specific equipment such as walkers and standing frames where needed. Advice from the Sensory Team is sought where a child has a visual or hearing impairment.

We have an increasing number of children who present with sensory processing difficulties. We have developed additional breakout spaces to support the sensory processing needs of all children. These have been designed with advice from Children's Occupational Therapy and include equipment to provide safe, age-appropriate proprioceptive, vestibular, tactile and visual input, as well as providing a less stimulating space than the busy classroom environment. All staff have engaged in Sensory Integration training through the Occupational Therapy Team. This supports them to provide appropriate sensory input for children both within and outside of the classroom. During the 2026/7 academic year, we have commissioned additional Occupational Therapy support through our local Primary SENDs Partnership to provide further training and bespoke advice for specific children who's sensory processing needs are acting as a significant barrier to their learning. Parents / Carers of children with sensory processing difficulties are signposted and encouraged to attend the Advanced Solutions Sensory Processing Parent course as a first step in seeking OT support for their child.

As of October 2026, we have 31 children receiving some form of SEN Support in the Nursery School and 5 children receiving SEN support in the Childcare Centre. 7 of these children have Education, Health and Care Plans.

We have internal processes for monitoring quality of provision and assessment of need. This is overseen by the Leadership Team through monitoring of class planning and individual support plans, informal learning walks and formal observations. In addition to this, all staff have an inclusion focussed objective as part of their Performance Management.

Resourced Provision at Ellergreen Nursery School:

Since April 2022, we have had 18 part-time (15 hours per week) local-authority resourced places for Early Years children who are presenting with complex needs that have a significant impact on their communication and interaction. Placement for these places is arranged through the Local Authority Early Notification Team and decided at a monthly placement panel.

The resourced places at Ellergreen Nursery School are integrated into the mainstream provision, spread between the three classes. The children accessing these places receive a high level of additional adult support and a bespoke curriculum tailored to their individual needs. The SENCO supports staff to implement this highly bespoke provision with support from external agencies and other professionals involved with each child. The quality of provision is overseen by the Local Authority.

As of October 2026, we have 8 children accessing these places, with three of them accessing a double place due to their 30 hour per week entitlement for working parents.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

- Gathering information from parents about their child's interests, strengths, areas for development and things that are important to them.
- Parents are asked to express their views about the school through questionnaires given out at different stages of the year and through completing the Parent view questionnaire.
- Parents are expected to attend Parent meetings at regular intervals throughout the year so that they are well informed of their child's progress and areas they can support them with. As soon as a concern is raised about a child's progress, parents/carers are informed and involved in deciding outcomes and how best to support their child. Parents are involved in setting and reviewing the targets set in their child's individual support plans.
- Some parents/carers have been invited to 1:1 support sessions with their child led by our staff or external agencies working with the child.
- Parents are encouraged to contribute to their child's assessment records and learning journey through our Family app.
- We encourage parents to accompany their child on any educational visits.
- We are always keen for parents to become Parent Governors.
- Information is shared through our newsletters, social media, Family and the school website for parents to support their child's learning.
- Parents / carers are able to speak to staff at any time to discuss any concerns or ask any questions they may have. They can contact class teachers or other key members of staff working with their child by phone, email, Family or face to face when collecting their child.
- Review meetings for children with identified SENDs always take into consideration the individual voice of the child (through the way they present in school) and the views of the parents / carer.
- Where a child has identified SENDs, parents / carers are supported by the SENCO to access training opportunities and support services to help them in understanding and supporting their child's needs at home.
- Providing opportunities in school for parents / carers of children with SENDs to network with each other and receive advice / support on specific areas of SEND. During the past academic year this included:
 - Coffee morning / afternoons with LIVPAC (Parent & Carer's Association) for general SENDs support and advice
 - A welcome coffee morning for the parents of children accessing Resourced Provision, providing information of support services available to them

- A parent workshop hosted by Language Box on supporting children with communication and language difficulties
- Coffee morning / afternoons with the ASD Training Team allowing parents to access advice around social communication difficulties
- 3 rounds of the Zones of Regulation 3-part workshops in the Nursery School to support parent / carer's understanding of emotional development and 2 Zones of Regulation parent workshops in our Childcare Centre.
- A 'transition to school' workshop with Beautiful New Beginnings, focussing on supporting children's emotional wellbeing through the period of transition

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff.

In September 2020 the SENCO role in the Nursery School was developed as a 3 day a week non-class based post on the Leadership Team. In September 2025, the role of Assistant SENCO was created.

We have lots of different SENDs expertise in our school which is consistently developed.

The Nursery School SENCO has completed the National SENCO Award masters-level qualification and attends relevant Special Educational Needs training and SENCO briefings throughout the year. The Assistant SENCO is a qualified teacher, has completed the Early Years SENCO Award and attends all appropriate training to develop her knowledge and skills.

The Head Teacher is a qualified SENCO and has previously worked as a SENCO for Early Years.

Staff support

Whenever a child starts in our School or Childcare Centre who has an identified special need the SENCO will ensure the staff are adequately trained to meet the needs of the child. For example, we have had allergy training and medical training to meet the needs of children with specific medical needs such as Asthma, Cystic Fibrosis and Cerebral Palsy.

Staff have a robust training programme in place to ensure they are kept up to date with best practices in supporting the wide range of SEND needs we see in our children. In the past academic year, all members of staff completed training on Sensory Processing, a Total Communication Approach, Sign-a-long, Positive Behaviour Support and Positive Handling, Demand Avoidance, Neuro-inclusive play development, The Curiosity Programme and Therapeutic Classroom Strategies. After attending training, staff are supported to implement the training through coaching and monitoring from the Leadership Team and other relevant agencies. New staff joining the team and long-term agency staff are given basic SENDs training by the SENCO and are then given time to work alongside more experienced members of staff to develop their knowledge and skills. Staff knowledge is refreshed and developed further through refresher sessions on different strategies and approaches throughout the year, supporting staff in becoming more familiar and confident using specific SENDs strategies.

During the past academic year, staff received bespoke outreach support from Language Box and Beautiful New Beginnings to further develop their knowledge and understanding of a range of SENDs needs.

Individual staff members also received bespoke support from Physiotherapy, Occupational Therapy and Speech and Language Therapy to develop their practice with specific children.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

All staff support all children in their class to ensure that all staff develop the same level of knowledge and understanding of the child and to avoid the child becoming reliant on one member of staff. In rare circumstances, we may be advised by external agencies that a child needs a dedicated 1:1 member of staff. If this is the case, we ensure that at least two members of staff are trained to support the child to avoid problems arising if a staff member is absent.

A lot of thought goes into the deployment of staff into their class teams to ensure that the full range of necessary skills, qualifications and qualities are apparent in each class. Class Teachers are responsible for the daily deployment of staff within their rooms, ensuring that staff members have opportunities to learn from each other and develop their skills by putting training into practice, whilst also ensuring that all children are accessing quality provision.

School External Partnerships

Ellergreen Nursery School is a member of the Alt Valley 2 Primary SENDs Support Partnership. The Partnership meets each term to plan training and share good practice. Currently, we access additional specialist support through Language Box, Beautiful New Beginnings and Liverpool OT Services through the partnership.

As part of our commitment to being an IQM Centre of Excellence, a representative from the Leadership Team attends Cluster Group meetings with other IQM Centres of Excellence, sharing good practice and making connections with other settings.

Due to having LA Resourced Provision places, we also regularly attend the Enhanced and Resourced Provision forum which provides further training opportunities for staff and opportunities to share best practice with other settings.

The SENCOs from both sites are active participants in the Neuro-inclusive Champions Network, sharing good neuro-inclusive practice across the city.

In the past academic year we have had 2 children accessing part-time placements at Mab Lane Language Resourced Base, for children with specific speech and language difficulties. We work closely with the teaching staff at Mab Lane to ensure that both settings are completing activities to support the children in meeting their individual speech and language targets. Class teachers attend termly review meetings for these children at Mab Lane and a quality assurance visit is completed by our SENCO.

School can also make a direct referral to:

- Speech and Language Therapy Service
- Developmental Paediatrics
- Health Visitor
- Children's Centres
- Children's Services
- CAMHS
- Occupational Therapy

- Physiotherapy
- Educational Psychology

Transition Plans

This year, we supported 36 children with SENDs to transition to 18 different Primary Schools, including 5 specialist provisions.

Our approach involved:

- Contacting the individual school SENCOs to discuss individual children and the support they currently receive.
- Inviting the teachers and SENCOs from the schools to visit our school to meet individual children in a setting where the children are comfortable and to speak to the Class Teacher / SENCO about the provision in place for them.
- Supporting children to prepare for the change through structured activities and adaptations to the learning environment which promote understanding of what is going to happen and what to expect in their new school.
- Inviting teachers / SENCOs to attend SENDs review meetings to discuss transition and support arrangements with parents.
- Home learning tasks based around preparation for school and familiarisation with their new settings.
- Sharing key resources, such as visual aids, with the child's new school where it is felt this will be important to them.
- Supporting parents to apply for school transport where a child is attending a specialist setting.
- Hosting a parent workshop with Beautiful New Beginnings on supporting the emotional wellbeing of children during times of transition.
- Ensuring all end of year assessment information, reports and SENDs documentation is shared with the new school by the start of the Autumn term.

In the Summer term of 2026, we supported five families of children with EHCPs to appeal against their primary placement to ensure the right provision was offered for their Primary education.

Complaints

Please see **Complaints Procedure 2026**.

What has worked well this year and our challenges

We are constantly striving to improve our provision for all children. Whilst we recognise that our school is continually developing, here are some things we feel worked well in the last academic year:

- The continual development and refreshment of staff knowledge and confidence of adopting different SENDs strategies.
- Further development of our Total Communication Approach as part of our provision available to all.
- Supporting parents / carers through a wide range of courses, workshops and information events.

- Early identification of children with complex needs, ensuring timely assessment and support was put in place and ensuring these children have Education, Health and Care Plans in place before their transition to Primary School.
- The development of play interventions and neuro-inclusive play approaches to support all children to make progress in their play skills.
- Further development of our partnership with Beautiful New Beginnings to incorporate therapeutic approaches into every day activities and to share these with parents / carers.
- Retaining IQM Centre of Excellence status in recognition of our commitment to inclusion.

Our challenges as a setting in the past academic year included:

- High numbers of children presenting with SEMH needs needing high levels of additional support and breaks from the classroom.
- Securing bespoke advice from NHS Speech and Language Therapy Service for children with complex communication needs.
- Supporting families with wider social needs, ensuring they are accessing the correct support to enable them to meet the basic needs of their children.

Further development

Our strategic plans for developing and enhancing SEND provision in our school this academic year include:

- Curriculum development of a whole-school 'belonging' curriculum that is inclusive and accessible to all.
- Strengthen transition arrangements to enable us to get to know children, families and their individual circumstances more quickly.
- Play a key role in a local area transition project to support effective transition to Reception for all children, including those with SENDs.
- Further development of assessment systems to ensure the effectiveness of all interventions is tracked and small steps of progress made by children with SENDs are recognised.
- Achieve IQM Flagship status.
- Continue to develop links with other settings and networks, including the other Early Years Enhanced Provisions, the IQM Centre of Excellence / Flagship Cluster Group, Neuro-inclusive Champions Network and Resourced Provision Forum to further develop knowledge and share good practice.

We will monitor the success of our provision through planned lesson observations, informal learning walks, the evaluation of pupil progress data and parental and professional feedback.

Relevant school policies underpinning this SEN Information Report include:

- Accessibility Plan 2023-2026

- Anti-Bullying Policy
- Positive Behaviour Support Policy
- Admissions Policy
- Complaints Policy 2026
- Dropping off and Collection Policy
- Educational Visit Policy
- Equality of Opportunities Policy
- External Visitors Policy
- Fire Safety Policy
- Food and Drink Policy
- Formula Milk Preparation Policy
- Health and Safety Policy
- Healthy Routine Procedures
- Illnesses and Injuries Policy
- Learning and Development Policy
- Medication Policy
- Mental Health & Wellbeing Policy
- Missing Child Policy
- Open Door Policy
- Outdoor Play Policy
- Dealing with Racial Harassment Policy
- Safeguarding Policy
- Special Educational Needs Policy
- Transition Policy
- Welcoming and Settling in Policy
- Partnership with Parents and Carers

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2014

Date presented to/approved by Governing Body: 18th November 2026