SEN Information Report 2026 – 2027

Arlesdene Nursery School and Pre-school is a Maintained Nursery School situated in Cheshunt, Hertfordshire. As a school, we pride ourselves on supporting all children and their families as they start their educational journey. We have adapted our provision to ensure that we can meet all children's needs and as a result, we have a high proportion of children with Special Educational Needs and/or Disabilities. This year 32% of children in our school have SEND which is higher than the average in Cheshunt and the National average.

We recognise that children with SEND may need more support; this SEN information report should answer any questions you may have. This report has been designed with children at the heart and through close working with parents and Governors.

1a) How does Arlesdene Nursery School and Pre-school know if children need extra help
1b) What should I do if I think my child may have special educational needs?

All Children:

* have a home visit before starting Arlesdene, this may identify any additional need
* are given a Key Person and are treated as individuals
* are observed and their progress is recorded in a personal 'Learning Story', this enables us to identify children who may benefit from extra support as early as possible. "Early action is critical to the future progress & improved outcomes, essential in helping children prepare for adult life" **(SEND Code of Practice 2015)**
* have their progress monitored by the Senior Leadership Team termly
* are included on the school's Provision Map which specifies specific support then offered to children

Some Children:

* may need additional assessments to identify gaps in learning such as the Early Years Development Journal and Wellcomm which supports Speech & Language Development
* have additional professionals that identify and support individual needs, such as Health Visitors, Speech & Language Therapists and/or Occupational Health Therapists

A Few Children:

* may be referred to the Family Centre for additional support
* may be referred to Herts Integrated Services for Learning (ISL) which includes the Communication Autism Team, Early Years SEND Team, Educational Psychologists, and Sensory/Physical Needs Team.

If you have a concern about your child's development/progress please speak to your child's Key Person and/or Charlotte Minoli the SENCo and/or Claire Cobain the Headteacher/SENCo.

2) How will Arlesdene Nursery School and Pre-school staff support my child?

The SEND Code of Practice (2015) states a "graduated approach with 4 stages of action: Assess, Plan, Do, Review" is the best way to work with parents to meet a child's needs.

All Children:

* start their 'Learning Story' with information from home
* are provided with High-Quality Teaching
* have access to experienced staff who are Early Years trained
* have a Key Person who will build a solid relationship with your child, ensuring individual needs/interests are planned for
* have access to a Sensory room
* are taught strategies to support communication e.g. Makaton & visual routines

Some Children:

* are assessed using the Early Years Development Journal
* may have an 'Individual Learning Plan`. This will be in partnership with you, setting & reviewing targets and giving you ideas to support your child at home.
* may need a different approach to learning
* may be signposted to the Family Centre for support

A Few Children:

* will be referred to Herts Integrated Services for Learning (ISL), which includes the Communication Autism team, Early Years SEND Team, Speech & Language Therapists & Educational Psychologist.
* will have an Education and Health Care Plan
* will require an adult to work 1-1 to support learning
* will receive additional funding, such as High Needs Funding
* will have access to a Nurture group 'Little Acorns' where individual needs will be assessed using the Boxall Profile.
* will have their information shared in a confidential manner

3) How will I know how my child is doing?

All Children:

* are welcomed into the setting with parents/carers, informal information may be shared at the end of each session with your child's Key Person
* are able to access the school's curriculum and are assessed against the school's curriculum goals

Some Children:

* will have at least two focus weeks and learning stories that contains observations and photographs of their progress. At the end of their focus week progress is shared with parents and relevant next steps are discussed
* may have an 'Individual Learning Plan', which includes an 'All about me' page and will have regular meetings to review progress and discuss next steps
* have a 2-year development report
* may have a home/school book for communication between home/school
* may have support through regular Team Around the Family meetings (TAF)

A Few Children:

* will have regular meetings and contact from the SENCo to ensure they are receiving the best support
* will have visits and reports from outside professionals

4) How will Arlesdene's approach to teaching and learning be matched to my child's needs?

All Children:

* can access the school's curriculum as this has been designed with pre-milestones, milestones and end goals
* have experienced staff supporting learning through playful experiences
* can learn in a purposeful organised environment that promotes independence and problem solving
* follow routines and take part in small group activities that are differentiated to match needs
* follow a visual timetable
* have access to high quality, stimulating resources inside and outside
* have their achievements celebrated and their work displayed
* are taught basic Makaton signing
* have access to quiet areas

Some Children:

- may have an 'Individual Learning Plan', which includes an 'All about me' page and will have regular meetings to review progress and discuss next steps
- have more flexibility within the daily routine
- may have additional small group sessions or individual targeted work e.g. speech and language, bucket time
- may be included on the SEND register
- have specific resources to match their interest and learning style
- may have a busy box

A Few Children:

- will transfer into our Rainbow room, which is a smaller, calmer environment with a higher adult to child ratio
- will have an application made for an Education and Health Care Plan assessment.
- will be working with outside professionals and have 1-1 support
- will have specific aids provided or recommended by outside agencies

5) What support will there be for my child's overall wellbeing?

All Children:

- have access to a qualified teacher who leads a team of qualified and experienced staff
- have access to the school's Mental Health Lead
- have a Key Person so that strong relationships can be established as soon as they start Arlesdene
- are included in the school's Managing and Supporting Children's Behaviour Policy
- learn in a setting that is welcoming and friendly, that promotes inclusion for all and a positive `can do` atmosphere
- are valued for their strengths and any achievements, which are all celebrated
- work with practitioners who provide positive role models and are consistent in their approach
- have safe quiet areas to retreat to inside and outside, if they are tired or just need time alone
- are encouraged to have regular attendance

* have access to snack, milk or water
* have their medical and dietary needs catered for
* have access to planned activities promoting Personal, Social and Emotional development
* have their levels of Well Being and Involvement monitored. If concerns are noted, we will liaise with parents to agree next steps.

Some Children:

* have personal Health Care Plans, these detail specific needs, how staff will recognise any relevant symptoms, manage medication and provide personal care
* can have a sleep during their session if needed
* will have an intimate care plan
* will be supported at snack time

A Few Children:

* have access to inclusion, targeted, high needs or Disability Access Funding which can then go towards providing 1-1 support.
* have access to a Nurture group 'Little Acorns' where individual needs will be assessed using the Boxall Profile.

6) What training and/or experience do the staff, supporting children with SEND, have?
7) What specialist services and expertise are available at or accessed by Arlesdene Nursery School and Pre-school ?

Arlesdene Nursery School and Pre-school was the first Early Years setting in the country to have gained an Inclusion Award from the National Autistic Society

All Children:

* have access to the Headteacher/ SENCo who gained the National SENCo Award in 2017 and has a wealth of experience of supporting children with SEND and access to the school's second SENCo who is undertaking the National Professional Qualification (NPQ) for SENCo's
* have access to the Deputy Headteacher who has a wealth of Early Years training including My Baby's Brain
* are taught by staff who hold appropriate Early Years qualifications and have experience working with young children
* work with staff who use simple signing Makaton

* are screened for speech and language using Wellcomm
* have access to staff who are paediatric first aid trained
* have access to staff who regularly access training to ensure knowledge is varied and up to date

Some Children:

* have specialist services involved with them who may come to observe them in the setting to ensure provision is matched to their needs
* will have their needs discussed at Team Around the Family meetings (TAF) to ensure all professionals are engaged

A Few Children:

* have access to daily 'bucket time'
* may have direct support from the school's private Speech and Language Therapist
* may have regular visits from specialist services, Health Visitors, Herts Integrated Services for Learning (ISL), which includes the Communication Autism team, Early Years SEND Team, Speech & Language Therapists, Educational Psychologist, Occupational Therapists and Physiotherapists. Professionals will support practitioners to meet individual needs by observing children within the setting, suggesting ways to support individual needs, planning next steps with practitioners and parents
* are Children Looked After (CLA) and have a social worker and an Individual Personalised Education Plan (PEEP). The dedicated Teacher for CLA children is Claire Cobain
* may have support from Children's Services through Child Protection (CP) or Child in Need (CIN) plans and have a social worker and a team to support their needs
* may have support from specialist services such as the Intensive Family Support Team (IFST) or Outreach Workers from the Family Centre
* will be working with outside professionals who guide and support staff and advising on `What next`
* will be supported in a Nurture group weekly, in which their personal, social and emotional well-being will be monitored and supported

8) How will you help me to support my child's learning?

All Parents/Carers:

- are offered a home visit. This first contact is important to share important information relating to your child's needs
- have regular access to your child's 'learning stories', which contains observations, photographs and next steps of your child's progress and development
- have informal daily contact with your child's Key Person and their email address so that they can contact them directly
- are encouraged to contribute to your child's 'focus weeks' and 'learning stories'
- can let your Key Person know about your child's interests and these ideas can be planned for in the setting
- have the opportunity for regular parent meetings with your child's Key Person to discuss progress and targets
- receive regular newsletters and information about what is happening in class and how this can be extended at home, including the 'core books' being used
- have the opportunity to borrow home learning packs

Some Parents/carers:

- may have informal discussions with your child's Key Person/Support Staff/Class Teacher or SENCo
- may have strategies to practice at home from outside agencies e.g. Speech and Language Therapist
- will have regular Team around the Family meetings (TAF) to ensure all professionals are engaged
- may be signposted to different services to ensure your child receives the right support

A Few Parents/Carers:

- will be involved in setting and reviewing targets for 'Individual Learning Plans'
- will have regular support from external professionals
- will be involved in applications for an Education & Health Care Plan Needs Assessment (EHCNA)
- will be involved in completing `All about me' pages to support transition

9) How does the school enable constructive partnership working with families?

All parents/carers

* are invited to complete survey's during the school year about what the school is doing well and what could be better
* have regular access to the Headteacher to discuss any issues that arise

A few parents/carers

* are invited to take part in working parties with the school
* are SEND parent governors and contribute to policies and practice

10) How will my child be included in activities outside the classroom, including school trips?

All children

* have access to extra-curricular activities at the school, such as the farm, ducklings, caterpillars/butterflies, Father Christmas etc
* will have their parents/carers invited in monthly for story time sessions
* are the heart of our policies and these can be accessed through the school's website

Some children

* will take part in performances
* will take part in local trips within the local community

A few children

* will take part in performances in their classroom to minimise disruption
* will have their parents invited in for coffee meetings

11) How accessible is the school environment?

All Children:

* are taught and cared for in a purpose built building on one level, with wide entrances
* have level access to a garden area
* have the space to move freely around as the building and gardens are spacious
* can access resources easily as they are at children's level
* can access a quiet space if needed

Some Children:

* have access to nappy changing facilities
* have a visual timetable to help them understand the daily routine
* have regular access to the Sensory room

A Few Children:

* may need adaptations to existing resources/environment to ensure they can access them
* have 'now and next' boards to understand transitions
* understand instructions through the use of real objects
* will have a Personal Emergency Evacuation Plan (PEEP) to ensure that they are safely supported during an evacuation

12) Who can I contact for further information?

* if you wish to discuss your child's educational needs or have concerns regarding your child please speak to your child's Key Person initially or contact the office to speak to:
    - Mrs. Claire Cobain – Headteacher/SENCo
    - Mrs. Lynda Lodge – Deputy Head
    - Mrs Charlotte Minoli – SENCo
* if you wish to make a complaint please refer to our complaints policy on the school's website
* if you need impartial SEND advice contact SENDIASS https://www.hertssendiass.org.uk/home.aspx
* if you want to see what is available in Hertfordshire for children with SEND access HAND (Hertfordshire Additional Database) https://www.hertfordshire.gov.uk/microsites/local-offer/courses-and-activities-in-hertfordshire/hertfordshire-additional-needs-database.aspx

13) How will the school prepare and support my child to join the school, or transfer to a new school or the next stage of education and life?

All Children:

* will be included in the Transition Level of Need Tool (TLNT), which shares key information to their next school
* will have a Key Person given to them before they join
* will have been offered a home visit prior to starting
* will have had 'settling in' sessions when parent/carers can stay
* can use the book about Nursery/Pre-school to talk about at home

Some Children;

* will have a flexible 'settling in' period to meet their needs
* will have additional transition visits to the setting or to their next setting
* will have visits from the SENCo of previous or next setting
* may have a completed a `My Transition Passport` from past setting or for next setting

A Few Children:

* will have personalised 'settling in' and transition arrangements which involve outside agencies

In addition we:

* have introductory parent meetings
* contact previous settings and liaise with staff and if necessary visit those settings
* invite all next settings to visit children at Arlesdene Nursery and Pre-school
* pass on assessments and records to next settings

14) How are the school's resources allocated and matched to children's special educational needs?
15) How are decisions made about the range of support my child will receive?

All Children:

* are observed and assessed continuously to ensure they are making good progress linked to the School's '8 Curriculum Goals'
* have differentiated small group activities and high quality interactions with staff during child initiated learning
* have access to staff who regularly attend staff meetings to ensure all staff working with your child know how to meet their needs and support them
* have access to the SENCo
* have access to all resources within the school

Some Children:

- will have at least two focus weeks and 'learning stories' that contain observations and photographs of their progress. At the end of their focus week progress is shared with parents and relevant next steps are discussed, if extra support is needed this will be discussed with parents and their specific needs identified through discussions with you, their Key Person and SENCo so that support can be put into place to meet their needs
- have short term targets on a 'Individual Learning Plan' which identifies any extra support they need; these plans will be reviewed with parents to ensure children's needs are being met
- may need specific additional resources linked to their individual interests or development level
- will have access to inclusion funding which can be used to meet their individual needs
- will be entitled to Early Years Pupil Premium (EYPP), meetings will be held with parents to determine what extra resources or provision can support children's learning and development

A Few Children:

- will transfer into our Rainbow room, which is a smaller, calmer environment with a higher adult to child ratio, this will be discussed with you before your child is allocated a space
- will need reviews of their EHCP's, which will always be carried out with parents to ensure children are receiving the correct support
- will have access to inclusion, targeted or Local High Needs Funding or High Needs Funding (linked to their EHCP), this is used to fund support in Rainbow room
- will have access to Disability Access Funding (DAF) which can be used for specific resources
- have outside professionals involved who may advise on their specific needs

In addition

There is also a named SEN Governor, who meets regularly with the SENCo to discuss provision of support and impact of the provision

16) Where can I find out about the local authority's Local Offer of services and provision for children and young people with SEND?

* There is a notice board outside of our Rainbow classroom, courses are displayed regularly and how to access the local offer

https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx

Last updated September 2025