



Arlesdene

Nursery School and Pre-school

Special Educational Needs & Disability (SEND) Policy

Version	1.3
Based on Model	n/a
Review body	Governing Body
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Version	Date	Notes
1.1	May 2023	Previous policy reviewed
1.2	March 2025	- Policy reviewed & new format adopted - Definitions section added and updated references to SEND code
1.3	Sept 2026	Policy Review

Arlesdene Nursery School and Pre-school is committed to:

- Safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.
- Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formulation and review of this policy and will be adhered to in its implementation and application across the whole school community.
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British values, including extremist views, will be actively challenged.

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1. Framework

The Early Years Foundation Stage (EYFS) framework, states that “providers must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND)”. As a maintained school, Arlesdene Nursery School and Pre-school is required to take into account the Special Educational Needs Code of Practice.

The Teachers’ Standards expect all teachers to have “a clear understanding of the needs of all pupils, including those with special educational needs and/or those with disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them”.

2. Definitions

The SEND Code of Practice (2015) considers that “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”.

The definition for a child of compulsory school age having a learning difficulty or learning disability is that they have:

- a significantly greater difficulty in learning than the majority of others of the same age; or
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

In the early years, a child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age, or would do so if special educational provision was not made for them.

“Special educational provision” for this purpose is educational provision that is additional to or different from that made generally for other children of the same age by mainstream schools, maintained nursery schools, or by relevant early years providers.

3. Aims

We aim to promote achievement and success for all. We believe that this is important so that children become confident learners who actively engage with the learning opportunities in our rich and stimulating environment.

We understand that children develop at different rates and have unique and individual learning styles. Through observation and monitoring we aim to provide learning opportunities using first hand practical experiences that match children’s developing needs.

We celebrate and record children’s strengths and encourage a positive self-image.

Parents/carers play a vital role in supporting their child’s education; we actively encourage communication and partnership when working with all parents to support children’s next steps.

4. Policy

Arlesdene Nursery and Pre-school will:

- Identify the needs of children with SEND as early as possible
- Discuss with parents if children’s progress gives cause for concern and together agree how children can be best supported (Para 1.13, EYFS Framework 2023)
- Use the Assess, Plan, Do, Review cycle in guidance with SEND code of Practice (2015)

- Work with parents to support children by developing Individual Learning Plans that will be reviewed regularly to ensure need is matched to provision and adapted as necessary
- Provide a school environment where children feel safe and valued
- Have a whole school approach to the support of SEND
- Have a named Special Needs Co-ordinator (SENCO)
- Work in partnership with other agencies to meet individual needs and develop provision on site
- In line with the Equality Act (2010), aim to make *reasonable adjustments* to provision, promote inclusive practice and remove barriers to learning
- Publish on the school's website information about the school's policy for pupils with SEND (our 'local offer')
- Monitor and review our policy, practice and provision and adjust accordingly

5. Procedures

- We have two designated members of staff who are the Special Educational Needs Co-ordinators. **Claire Cobain Tel: 01992 626879 head@arlesdene.herts.sch.uk** has been awarded the National Award for SEN (SENCo) and Charlotte Minoli is currently undertaking the NPQ for SENCO's **senco@arlesdene.herts.sch.uk**
- Provision for children with Special Educational Needs and Disabilities is the responsibility of **all** staff, and **all** children have a named Key Person.
- Our admissions practice ensures equality of access and opportunity.
- We provide a broad and balanced curriculum, differentiated to be inclusive and meet all children's needs.
- We use the Graduated Approach for identifying children who may need SEND support, through Assessment, Plan, Do and Review.
- Where a child is identified as needing SEND support, with parents' agreement an Individual Learning Plan will be written to support next steps.
- Parents are informed at all stages of the process and are encouraged to share their knowledge of their child's needs.
- The child's details are placed on the school's SEND register, outlining needs, individual targets and links with outside agencies.
- Parents, and where possible the child, will be fully involved in developing and reviewing the Individual Learning Plan.
- We have systems for assessment, planning, provision and reviewing provision for children with SEND.
- We provide relevant training for staff as appropriate.
- We have systems in place for working with other agencies through, Early Support Team Around the Family meetings (TAF), Families First Assessments and the Education Health Care Plan (EHCP) process.
- We ensure effectiveness of our Special Educational Needs provision by collecting information from a range of sources e.g. Individual Learning Plan reviews, staff and management meetings, parental and external agency views, inspections and complaints. This information is collated, evaluated and reviewed annually

- We provide a complaints procedure
- This policy is monitored and reviewed annually

6. Roles and Responsibilities

All staff are responsible for helping to meet an individual's Special Educational Needs and Disabilities by following school procedures for assessment and adapting provision accordingly.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for children with SEND.

6.1. Headteacher

The Headteacher has responsibility for:

- The management of all aspects of the school's work, including provision for SEND
- Keeping the governing body informed about SEND issues
- Ensuring the implementation of this policy and the effects of inclusion policies are monitored and reported to governors

6.2. Governing body

The governing body will ensure that:

- Appropriate provision is made for children with SEND
- Parents are notified if the school makes a decision to provide special educational needs provision for their child
- Children with SEND are included in all school activities as far as practical and compatible with their needs
- Arrangements are in place to support pupils at school with medical conditions and will ensure that the school consults health and social care professionals and parents to make sure that the needs of children with medical conditions are effectively supported
- It is kept fully informed of SEND issues, so governors can play a part in school self-review
- The quality of SEND provision is regularly monitored
- Governors are involved in the development and monitoring of this policy

6.3. SENCo

The Special Educational Needs Co-ordinator (SENCo) is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action to be taken by the setting
- Liaising with professionals or agencies beyond the setting, coordinating meetings and provide a link between agency, staff and parents
- Monitor assessments and observations to ensure robustness
- Liaising with all staff to coordinate provision for SEND

- Maintaining the schools SEND register and records
- Contributing to the in-service training of staff
- Liaising with SENCO's in receiving schools/settings to provide smooth transitions
- Applying for additional funding which is used to support children's individual SEND
- Applying for an Education Health Care Plan if appropriate so that children's individual needs are supported

6.4. Key person

Key persons are responsible for:

- Including all children in the group by providing a differentiated approach
- Ensuring their individual needs are met through the Individual Learning Plan and informing the SENCo when targets need reviewing
- Ensuring robust assessment through Learning Journal observations & Early Years Development Journal
- Making themselves aware of the procedure for identifying SEND – Assess, Plan, Do, Review
- Giving feedback to parents during parent meetings

7. Rainbow Group Provision

Arlesdene Nursery School and Pre-school understands and respects that all children have differing needs. Our Rainbow group provisions strive to accommodate all children through our inclusive curriculum. We provide a caring and nurturing environment to ensure all children have a sense of belonging and are given the opportunity to be the best they can be. Our Rainbow groups are a calm and welcoming provision which reduces distressed behaviour for our neuro diverse children.

We currently have 2 Rainbow groups which are situated in smaller rooms. These rooms are calmer, quieter, with less distractions and resources which are tailored to the needs of the children.

Children are given time to play freely and follow their interests.

Play and language is modelled at all opportunities as well as turn taking and how to make interactions with other children.

Rainbow groups do not provide 1:1 support, instead we work on a ratio of four adults to eight children.

Each child has their own individual table, with their picture and a now and next board and table time is featured regularly in the daily timetable.

Attention Autism: Bucket time happens daily, this is short, structured sessions, which helps children develop joint shared attention. Our staff have been trained by Gina Davies.

Speech & Language Therapist: We are extremely fortunate to have our own speech and language therapist who works with staff and children in our Rainbow groups.

Sensory Room: We have a sensory area in each classroom.

Snack: We understand children have limited diets, so snack can be of parents' choice. Some children are motivated by food and staff can use a picture exchange system to help children communicate

7.1. What curriculum will my child follow?

Staff are aware that children will make small steps of progress and this is celebrated in all children. Our curriculum goals are inclusive and achievable, with our pre-milestones linked to the Early Years Development Journal, our main assessment tool

7.2. How will I know how my child is progressing?

If your child is pre-verbal, or they are unable to tell you what has happened in their day, we will ensure that you are updated regularly using;

- Regular contact either face to face, by phone calls or emails
- Communication books
- Learning Journals
- Individual Learning Plans
- TAF meetings, an opportunity to bring all professionals together