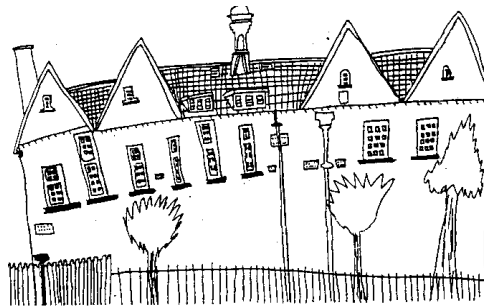


# **Letchmore Infants' And Nursery School**

## **Policy for Children with Special Educational Needs & Disabilities**



**September 2025**

**Review Date - September 2026**

## **Introduction**

It is the responsibility of teaching staff to make adaptations to the National Curriculum, planning, lessons, resources and environment to ensure *all* children can access *all* aspects of learning.

This policy is the responsibility of all teaching staff and was written in liaison with the SENCOs and Leadership Team. It was formed as a result of staff discussion and training, practice within the school and acknowledges that all staff must recognise, employ and monitor appropriate strategies to meet the needs of our children with special educational needs and disabilities (SEND). The policy seeks to inform and provide guidance for staff about the early identification of, and provision for, children with SEND, the monitoring process and the framework surrounding it.

This policy complies with the statutory requirements laid out in the SEN Code of Practice 0-25 years (2014) and has been written with reference to the following guidance and documents:

- The Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Code of Practice 0-25 years (2015)
- Statutory Guidance for supporting children at school with medical conditions
- The National Curriculum in England for Key stage 1 and 2 2014
- Safeguarding Policy
- Accessibility Plan

## **Intent**

At Letchmore Infants' and Nursery School, we believe that all children, regardless of need, or ability, should have access to a curriculum that is broad, balanced, relevant and individualised, which allows them to make progress. The school aims to provide meaningful opportunities and experiences for all children by setting achievable learning goals, responding to their diverse and individual learning needs and preparing them for the next stage in their education.

We aim to provide a stimulating and nurturing learning environment in which children are encouraged to develop their full potential, and where their achievements and successes are celebrated and rewarded. Through the teaching of a broad, balanced and engaging curriculum every child will be encouraged and supported to become a successful learner, a confident and responsible individual and to make a positive contribution to our school community and society.

Using a graduated approach, we aim, through rigorous monitoring and assessment of a child's progress through an Assess, Plan Do, Review (APDR) cycle, to ensure provision matches the nature of their needs. We will monitor the actions and strategies undertaken and the child's learning outcomes and progress.

## **Implementation**

We aim to:

- Raise the progress and attainment of all children
- Identify, early, the needs of vulnerable children and those with SEND
- Through curriculum and resource adaptations, support children to achieve their full potential
- Have high expectations for all children, accentuating positive achievements in learning, behaviour and attitudes
- Foster a mutual respect amongst all members of the school community where self-esteem and emotional well-being are highly valued and maintained
- Provide individualised learning experiences which are enjoyable, focused and challenging
- Deploy high quality teaching strategies which are appropriate for the age, gender, interest, experiences, learning preferences and identified needs of our children
- Recognise and value the expertise of outside agencies and external professionals, and call upon them when appropriate
- Offer educational equity to all children
- Upskill our support staff to have more awareness of the needs of all children, and of the diversity of needs which may arise within their class
- Extend and challenge children who display a gift or a talent in a particular area of the curriculum

The Special Educational Needs Co-ordinator (SENCO) for Early years is Mrs Michaela Benson (Head of Inclusion) and the SENCO for Key Stage One is Miss Paige Hewett (Nurture Teacher). Both SENCOs have achieved the National Award for SEND.

The key responsibilities of the SENCOs, as outlined in the Code of Practice, may include:

- Leading a dedicated team of Pastoral and Inclusion support staff to ensure quality targeted teaching, interventions and individualised provision are delivered in each year group
- Responsibility for monitoring the implementation of, and overseeing the day-to-day operation of the SEND policy
- Working alongside class teachers, teaching assistants (TAs) and learning support assistants (LSAs) to co-ordinate provision for children with SEND
- Liaising with the Designated Teacher for Looked After Children, where a looked after child has SEND
- Advising on the graduated approach to providing SEND support including the use of the APDR cycle
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Liaising with parents of children with SEND
- Liaising with Early Years providers, Advisory Teachers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies to co-ordinate care and provision for children with SEND
- Being a key point of contact for external agencies, especially the local authority, and its support services
- Liaising with potential next providers of education to ensure children and their parents are fully informed about next steps, and a smooth transition is planned
- Working with the Co-Headteachers and the Governing Board to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the records of all children with SEND are kept up to date
- Preparing an Inclusion report for the Governing Board to be discussed at termly meetings

All teaching staff are responsible for the day-to-day operation of the school's SEND policy. The SENCOs will liaise with staff, advise and co-ordinate appropriate training, co-ordinate records for children with SEND and oversee the liaison with external agencies who support them. The SENCOs are also responsible for allocating the available resources and interventions appropriately to meet the needs of all children in the school (see provision map [Letchmore Infants' and Nursery School - SEND](#) ).

Class teachers meet with support staff to discuss planning and the support they will provide for children within the class.

The class teacher is responsible for:

- Early identification of SEND and potential barriers to learning (through a graduated approach and rigorous assessment) and liaison with the SENCOs
- Adapting the environment, planning and resources to match the individual needs of children
- Monitoring the progress of all children with SEND
- Preparing, monitoring and reviewing APDRs and involving parents/carers in this process

### **Identification, Assessment and Procedures:**

The school has a graduated approach for identifying children with SEND and provision is adapted to suit their individual needs. As part of the review process, progress, provision and outcomes are monitored regularly and adjustments are made, where appropriate, to ensure that any gap between a child's attainment and progress, compared to their peers', is minimised.

The school has adopted the following statement from the SEND Code of Practice (2015) as the basis of the definition of SEND

**'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (pg 94).**

Class teachers, supported by the senior leadership team, will make regular assessments of children's progress. This should seek to identify any children making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly below that of their peers, starting from the same baseline
- Does not match or improve upon the child's previous rate of progress
- Does not minimise the attainment gap between the child and their peers
- Widens the attainment gap

The first response to such progress will be high quality teaching targeted to address any identified barriers to learning and tailored to suits a child's individual needs. Where progress continues to be less than expected, the class teacher, in liaison with parents, and a SENCO, will assess whether the child has SEND.

While informally gathering evidence (including the views of the child and their parents) additional targeted teaching will be put into place which will be tailored to the child's identified needs and designed to secure improved progress and outcomes. The child's response to such support can help to further identify any particular needs. For some children, SEND can be identified at an early age but for others, specific difficulties only become evident as they grow and develop.

All staff will be alert to identifying emerging difficulties and supported to respond early. However, we recognise that parents know their children best and it is therefore important that all staff listen and understand when parents express concerns about their child's development. Staff will also listen to, and address, any concerns raised by children themselves. Therefore, class teachers will liaise with parents/carers on a regular basis.

Persistent, disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or social and mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of tools such as the Early Help Assessment, may be considered appropriate in order to offer support to the child and /or family.

Similarly, slow progress and low attainment do not necessarily mean that a child has SEND. However, they may be an indicator of a range of learning difficulties

or disabilities. Equally, it will not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration, which may manifest itself as disengagement, emotional or behavioural difficulties.

Identifying and assessing SEND for children whose first language is not English requires particular care. We will, therefore, look carefully at all aspects of a child's performance in different areas of learning and development to establish whether delayed progress is due to their limited understanding of the English language, or if it arises from SEND. Difficulties related solely to limitations in English as an additional language are not SEND.

## **Provision**

Provision for all children in the school is set out in the provision map ([Letchmore Infants' and Nursery School - SEND](#)) which is reviewed termly, following Pupil Progress meetings, to ensure provision is targeted to specific areas of need.

The school employs a range of teaching strategies and interventions in addition to differentiated planning, teaching and resources to support children's learning. Provision for children with SEND may be given through support, either individually or within a small group and will be provided by the class teacher, class TAs, Inclusion TAs or the Nurture & Pastoral Support teams. We aim, wherever possible to provide this additional support in class but occasionally some interventions may take place outside of the classroom.

The school has a dedicated team of Inclusion TAs, trained to deliver a variety of interventions and support children's learning through targeted teaching. They work, alongside our SENCOs to implement any advice received from external professionals, such as the Speech and Language Therapist. The SENCOs and Pastoral Lead are trained in many interventions which focus upon supporting children's social, emotional and behavioral needs, mental health and wellbeing and emotional regulation. Our Pastoral Support Assistant is a fully qualified Emotional Literacy Support Assistant (ELSA) and is able to offer a range of bespoke interventions. Parents are fully informed of any interventions offered to their child and are asked to support the process at home.

## **Nurture Provision**

At Letchmore Infants' and Nursery school, we understand the importance of nurturing the individual needs of each child and offering a safe, predictable and consistent environment. As a school, we recognise that positive relationships are key to both learning and well-being. We work in partnership with families to support their child's needs, remove any barriers and encourage positive home and school relationships. We are passionate about continually updating and developing our nurture and inclusion provisions.

We have two dedicated nurture spaces; The Nest and Treetops:

- The Nest, is a dedicated Inclusion Hub for identified children with SEND where alongside a bespoke curriculum, provision is adapted to meet their individual needs
- Treetops is a Nurture Space where children experience Nurture breakfast and lunch, Pastoral interventions, and provides a space for them to calm and regulate. A dedicated Nurture Class runs two days per week and is led by our Nurture teacher and two assistants. Nurture classrooms are designed to address the social and emotional needs that can impact on identified children's learning and well-being. Children accessing Nurture Classroom provision, will be assessed using The Boxall Profile which will identify their individual and specific needs

## **Links with other agencies and voluntary organisations**

External support services play an important part in helping the school to identify, assess and arrange provision for children with SEND and the school has access to a wide range, including:

- An Educational Psychologist
- Speech and Language Therapists
- The School Nursing Team
- An advisory teacher from the SpLd base (Specific Learning Difficulties)
- Advisory teachers from the Early Years team

- Outreach support from local specialist provision schools
- The Communication and Autism Team
- The local Education Support Centre

Many external agencies have their own access requirements and the school uses the criteria set out by each external provider in order to request their support.

### **Assess Plan Do Review (APDR) Cycles**

A child who has SEND and external agency involvement will have an APDR. It sets out planned provision, short-term achievable targets and how the child's progress will be monitored. In the review process, the monitoring and impact of the provision will then inform targets and next steps. APDRs show a planned review date, which will usually be termly or when updated external advice is received. Parents and, where appropriate, children are involved in the review process. Usually, two or three targets will be set which will be age-appropriate, small, measurable and achievable and will be tracked and monitored over an agreed time span. The targets may relate to areas of communication, learning, behaviour, social skills or physical needs and will be set in liaison with the class teacher, SENCO and external professionals, and discussed and agreed with the parents and, where appropriate, the child.

### **Request for an Education Health and Care Plan (EHCP)**

If a child continues to present with significant additional needs or their needs present as complex, the school may request that the Local Authority assess the need for an EHCP.

- The school will use the Hertfordshire criteria to identify and prepare a request for those children who may need an EHCP. Children and parents will also be asked to submit their views and wishes. The local authority will then consider whether the child is eligible for assessment
- If an EHCP is written it may also have funding attached to further support the child
- The school have a duty to ensure that the educational provision outlined in an EHCP is provided
- EHCPs are reviewed annually in liaison with parents, the local authority and, where appropriate, the child
- If a child makes sufficient progress, an EHCP may be discontinued by the Local Authority

## **SEND Information Report**

The school's Special Educational Needs Information Report is designed to provide information to all stakeholders regarding how we support children with SEND, detailing what support is available in school and options available to support families who need additional help to care for their child. This document can be found on the school's website.

[Letchmore Infants' and Nursery School - SEND](#)

Further information on how the Local Authority meets the needs of Children with SEND can be found on the Local offer page.

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

## **Higher Needs Funding (HNF)**

The school makes every effort to ensure that children with SEND are educated alongside their peers with full access to a broad and balanced Curriculum. In order to provide this for children with more complex needs the school may be able to apply for additional funding (HNF). This is primarily to increase the adult / child ratio and to provide further individualised support.

## **Managing and Storing information**

The school holds a register of children with SEND. Information relating to individual children, such as external medical reports / Educational Psychologist's reports etc. are kept, securely, in a child's personal file.

Information may also be stored on CPOMS, our school record and information storing programme.

## **Child Participation**

The school will always strive to consider the views of children about their learning. We encourage participation from all children and views and opinions are sought and encouraged in lessons and activities such as Circle Time. Where appropriate, children with APDRs discuss and review their targets with the class teacher but consideration will be given to age, maturity and capability of a child when seeking their views.

Children with SEND often have a unique knowledge of their needs and circumstances and their own views about what sort of help they would like or need in order to make the most of their education. Where appropriate, they will contribute to their APDRs by outlining what they enjoy, their strengths and challenges and, if able, will be asked to explain how they would like to be supported and what their targets should be.

## **Partnership with Parents**

Parents are invited to be involved at all stages of their child's education with us. Upon entry to school, parents have the opportunity to meet with the class teacher and, where required a SENCO and Co-Headteacher, to discuss their child's strengths and needs in order that the school can gain their knowledge and expertise in relation to their child. Parents are invited to attend APDR review meetings with the class teacher. These meetings are organised in addition to the twice-yearly parent interviews. Parents may also make appointments with the class teacher, SENCO, or Co-Headteacher at any time during the year to discuss their child's progress, or any concerns. Parents are encouraged to inform the school of any circumstances that may affect their child's progress at school.

Parents/carers play an active role in their child's education and working in partnership is key to enabling children to achieve their full potential.

- Parents will be invited to contribute their opinions and ideas when planning for SEND support. Class teachers work closely with parents at all stages and should be the first port of call, however further discussions with a SENCO when planning provision may also be necessary
- If the school considers a referral to an outside agency is necessary, parents will be invited to discuss the referral and their permission will be gained. All parents are asked to fulfil the obligations of the school's Home School Agreement
- Parents who do not have English as a first language, do not have fluent English, or are disabled will be offered appropriate support
- Parents will be fully consulted throughout the statutory assessment process for EHCP and the school will make every effort to provide user friendly information and to respect the views of parents about their child's needs

## **Supporting Families**

The school recognises that parents of children with SEND and / or medical conditions may request or require additional support which can be accessed via a multi- agency approach. In these circumstances parents / carers may wish to initiate an Early Help Assessment, and regular Team Around the Family meetings can be held to provide an opportunity for all professionals involved to meet and discuss future actions to support the family.

## **Supporting All Children**

The school recognises that a number of factors can impact upon progress and attainment and may not relate specifically to SEND. Reasonable adjustments / individualised provision may be made for:

- Children with disabilities
- Children in receipt of Pupil Premium
- Children looked after
- Children with low attendance
- Children with medical conditions and / or a health care plan
- Children with English as an additional language
- Children with parents in the services
- Children who are being monitored by the local authority through Child Protection or Child in Need plans

Children with medical conditions will be supported to ensure they have full access to all aspects of their education including school trips and Physical Education. Some children with medical needs may be disabled; in this case the school will comply with its duties under the Equality act 2010.

## **Admissions, Inclusion and Accessibility**

We strive to enable every child, regardless of ability, ethnicity, religion or disability to develop their full potential, both educationally and socially, so that they are fulfilled and happy within our caring school. The school will admit children with SEND as well as providing for children not previously identified as having SEND, in liaison with the appropriate outside agencies. Children with SEND will be treated as fairly as all other applicants for admission on the basis of the school's published admissions criteria.

The school will take reasonable steps to ensure that children with a disability are not placed at a disadvantage compared to children who are not disabled, and will give consideration to physical access to the school and access to the curriculum. The school aims to ensure that all written communication is equally accessible to disabled and non-disabled children and their parents.

## **Transition**

Children with SEND are familiarised with their new environment in a relaxed and stress-free way. They visit their new class with familiar adults and will spend time getting to know the new environment with their new class teacher and support staff.

Parents/carers are invited to review their child's APDR with the new class teacher to discuss ongoing provision. Parents/carers of children leaving Year 2 and moving on to Almond Hill Junior School may be invited to attend a review meeting with the Almond Hill and Letchmore SENCOs to discuss future provision. Any child moving to a different provision will also be offered robust transitional support.

## **Staff Development**

The SENCOs support induction for all new members of staff. This induction will include access to all policies, including the SEND policy, writing and reviewing APDRs, liaison with parents and children and working with support staff. The SENCOs attend regular briefings and appropriate Local Authority training and feed back to staff, as appropriate. Class teachers and support staff will attend training specific to the needs of the children in their class.

## **Complaints**

Any concerns regarding the school's SEND provision should be referred to the class teacher, SENCO, or Co-Headteachers. A Governor with particular interest in SEND can be contacted via the school office.

(All links contained within this policy were correct as of September 2025)