SEND Policy

Based on Model Policy	**n/a**
Review Body	**Headteacher, Assistant Headteacher, SENCO, SEND Governor**
Date Issued	**April 2026**
Review Frequency	**Annually**

Version	Date	Notes
1	September 2019	
2	July 2021	Rewrite to comply/reflect local changes
3	September 2022	No changes
4	April 2024	No changes
5	April 2025	No changes
5	April 2026	Rewrite to reflect local changes

Ludwick Nursery School is committed to:

Safeguarding and promoting the welfare of children and young people and expects all staff, visitors 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.

Nurturing children, growing the community

SEND POLICY

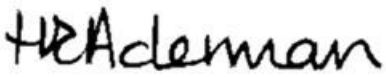
Ludwick Nursery School
Holwell Road, Welwyn Garden City, Hertfordshire. AL7 3RP.

Policy Review

This policy will be reviewed in full annually.

The policy was last reviewed and agreed by the Governing Body in April 2024.

It is due for review in May 2027.

Signature: 

Date: May 2026

Head Teacher

Signature: S Poole

Chair of Governors

1. Introduction

At Ludwick Nursery School, we are committed to delivering a rich, engaging early years curriculum tailored to the unique needs and interests of every child. Our curriculum takes into account the varying strengths of individual children and is tailored to each child's developmental needs, enabling all children to thrive and reach their full potential.

This policy has been formulated in regard to the 2014: SEN Code of Practice 0-25 Years; the Equality Act 2010 and the Children and Families Act 2014.

In addition to our SEND policy, please see our School SEN information report which explains how our SEN policy is implemented and how support for pupils with SEND operates in our setting. This information is updated at least annually and can be found in the Policies section on our school website: www.ludwick.herts.sch.uk

Our Special Educational Needs and Disabilities Coordinators (SENDCos) are: Claire Turner and Angela Goonetilleke

The SEND Governor is: Jane Biddulph

2. Aims and objectives

Through our SEND policy and SEND information report we aim to:

- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- enable all children to have full access to all elements of the curriculum
- value and encourage the contribution of all pupils
- work in close partnership with parents
- communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the SEND Policy
- work closely with external support agencies, where appropriate, to support the need of individual pupils
- ensure that all staff have access to training and advice to support an inclusive curriculum and environment

3. Definition of Special Educational Needs (SEND)

A special educational need is defined in accordance with the 2014 SEN Code of Practice: 0 to 25 Years "A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

The 2014 SEN Code of Practice: 0 to 25 Years further defines SEN as follows:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the following definition when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014):

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has 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 or mainstream post-16 institutions.

Children and young people who have SEN may have a disability. The Equality Act 2010 defines disability as: '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

SEND (Special Educational Needs and Disabilities) is a broader term that refers to an additional or special educational need or a need arising from a disability that requires additional educational support to that which is ordinarily available in school.

4. Roles and Responsibilities

4.1 The SENCo:

- Oversees the day-to-day operation of the school's SEND policy
- Coordinates provision for children with SEND
- Liaises with the relevant Designated Teacher where a looked after pupil has SEND
- Advises on the graduated approach to providing SEND support
- Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaises with parents of pupils with SEND or potential SEND needs
- Liaises with early years providers, other settings, educational psychologists, health and social care professionals and independent or voluntary bodies
- s a key point of contact with external agencies, especially the local authority and its support services
- Liaises with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Works with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensures that the school keeps records of all pupils with SEND up to date.
- Keeps up to date with current practice and research, through attending SENCO meetings, local briefings run by Hertfordshire Council.

4.1 The SEND Governor

- helps to raise awareness of SEND issues at Full Governing Body meetings
- monitors the quality and effectiveness of SEND and disability provision within the school and updates the Governing Body
- works with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.2 The Headteacher

- works with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- has overall responsibility for the provision and progress of learners with SEND and/or a disability

5. Local Offer

Local authorities (Hertfordshire) must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

The Local Offer has two key purposes:

- to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents

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

6. Identification of SEND

6.1 Graduated Approach

At Ludwick, we offer a 'graduated approach' in line with the SEND code of practice (2014). This approach recognises that there is a continuum of need, matched by a continuum of support.

The graduated approach covers the identification, assessment and review of pupils who

may have special educational needs. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

At Ludwick, there is a strong focus on high quality inclusive 'ordinarily available provision', for all children.

There is a cycle that supports this graduated approach, consisting of four stages: assess, plan, do and review.

Assess: The class teacher, SENCo and the child's parents/carers work collaboratively to develop a holistic overview of a child's strengths and needs, before identifying a child as needing SEND support.

Plan: Parents will be notified wherever it is decided that a pupil is to be provided with SEND support. Any interventions are carefully planned, and agreed targets are SMART (specific, measurable, achievable and time-limited) with the aim for the child to make accelerated progress. We discuss at this point whether we feel a child should be placed on the SEND register.

Do: The class teacher / key worker remains responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching, the child's main teacher retains responsibility for that pupil's learning. The person who carries out the intervention is required to record the sessions, in order to track progress.

Review: The effectiveness of the support is reviewed with parents/carers, in line with the agreed date, using information gathered throughout the process. This information is used to feed into the next cycle of the graduated approach.

6.2 SEND Register

Children are placed on the SEND register if their needs require provision that is above and beyond the ordinarily available provision. The child will receive a pupil passport and have an individual support plan, with specific targets to meet. They will also take part in planned targeted interventions, depending on need. These are reviewed termly or earlier, if needed. This will be in a meeting format and will include input from the child, their parents, the class teacher and/or the SENCo. This will ensure the child's needs are being met in the most effective way and they are achieving their targets.

When a child is placed on the SEND register, they will be given a broad category of need, outlined below (6.3).

The SEND register is updated termly to consider new information.

If it is felt that a child is making progress that is sustainable and their needs can be met through ordinarily available provision, they may be removed from the SEND register.

We will continue to monitor the child's progress throughout their time with us and they may, in future, be placed back on the register if necessary.

Children with additional medical needs may require an 'Individual Health Care Plan' (ICHP) (see policy: **Supporting Children with Medical Conditions**).

6.3 Four Categories of SEN – Broad Areas of Need

Children on the SEN register are categorised according to their specific type of need. At Ludwick we are aware that children do not always fit neatly into one category and we note additional needs outside of the primary category in our reporting. The categories are defined in the SEND Code of Practice as:

1. **Communication and Interaction**, including:
    - SLCN (Speech, Language and Communication Needs)
    - ASD (Autistic Spectrum Disorder)
2. **Cognition and Learning**; when children learn in smaller steps at an individual pace, after appropriate adaptation. They include:
    - MLD (Moderate Learning Difficulties, also known as LD or Learning Difficulties)
    - SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)
    - PMLD (Profound and Multiple Learning Difficulties – where children are likely tohave severe and complex learning difficulties as well as a physical disability or sensory impairment)
3. **Social, Emotional and Mental Health Difficulties**. They include:
    - A wide range of difficulties that manifest themselves in many ways that can be communicated through internalising or externalising behaviours and, as a result, impact on a child's well-being and/or involvement, e.g. becoming isolated, withdrawn, displaying behaviour that challenges. They may reflect underlying mental health conditions such as anxiety.
    - Attachment Disorder
4. **Sensory and/or Physical Needs**, including:
    - Vision Impairment
    - Hearing Impairment
    - Multi-Sensory Impairment
    - Physical Disability

6.4 Educational, Health and Care Plan (EHC Plan)

If a child is formally identified as having SEN or SEND by an external agency, with the agreement or parents/carers, they are placed on the SEND register. If they are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age a decision may be made to request formal assessment for an EHC Plan. On gathering all relevant advice about a pupil's progress, the Hertfordshire County SEN team may issue an EHC Plan, outlining outcomes to be met and additional provision to be provided. For pupils with an EHC Plan, an annual review (every six months for children under the age of 5 years old) is held to assess progress towards objectives/outcomes outlined in the EHCP.

Once an EHCP has been drafted, the local authority will determine if funding is required and if so, what level of funding will be awarded to the school in order to deliver the provision outlined in the plan.

7. Transition

Our aim is that all children, both joining us and moving on to another setting, experience a positive and smooth transition. We work in collaboration with parents/carers and wider settings (including childminders, where relevant) to support children to experience a smooth, positive transition.

8. Evaluating the effectiveness of SEND provision

We evaluate the effectives of provision for children with SEND by:

- reviewing the impact of interventions at least termly
- reviewing the impact of individual learning plans and children's progress against targets within these, at least termly
- holding reviews for children with EHC plans, every six months
- using parent surveys
- using pupil voice
- regular monitoring by SENDCos and wider leadership team, e.g. learning walks, observations
- discussing and reflecting on practice with external professionals
- maintaining CPD logs and ensuring training addresses any identified needs and carefully reflects the needs of the current and upcoming cohorts
- completing the Hertfordshire SEND Benchmarking Tool
- completing the setting readiness section of the Valuing SEND Tool used throughout Hertfordshire schools
- sharing key data and information with the link SEND governor, through 'SEND in a nutshell'

9. Complaints about SEND provision

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. The complaints policy can be found on our school website.

10. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher and SENDCos annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

11. Links with other policies and documents

This policy links to our policies on:

- SEND Information report (our school's local offer)
- Accessibility plan
- Equality objectives
- Behaviour for learning
- Supporting children with medical conditions
- British values