

SPECIAL EDUCATIONAL NEEDS & DISABILITY

Policy 2025-2026



Approved by: Full Governing Body

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1. KEY CONTACTS

- Headteacher & SENCO: Farzana Chowdhury – admin@wentworth.hackney.sch.uk | 020 8985 3491
- Special Educational Needs Learning Support Co-Ordinator (LSC): Donna Davis
- SEND Link Governor / Chair: Sally Lindsay German

2. AIMS

Wentworth Nursery School will:

- Meet our statutory duties for children with SEND and disabilities (and ensure alignment with any new statutory changes emerging from anticipated SEND reform).
- Identify needs early and act swiftly.
- Provide high-quality, inclusive teaching and targeted support so children can access all aspects of nursery life.
- Co-produce plans with families and (where appropriate) the child's voice.
- Remove barriers to participation and promote equality, well-being and progress.
- Monitor, evaluate and improve provision continuously.

Terminology: "Parents" includes carers. "School" includes the Children's Centre.

3. VISION & ETHOS

- Every child is valued, safe, and capable of growth.
- Inclusive practice is everyone's responsibility.
- We set ambitious but realistic outcomes and celebrate progress.
- We work collaboratively with families and external partners.
- We use person-centred, strengths-based approaches.
- We ensure that human rights under the Human Rights Act remain central to SEND support (in light of recent advocacy and legal developments).

4. LEGISLATION & GUIDANCE

Wentworth Nursery School uses the following guidance and legislations:

- Children and Families Act 2014 (Part 3)
- SEND Regulations 2014 (and subsequent amendments)
- SEND Code of Practice: 0–25 years (last updated September 2024)
- Equality Act 2010 & Public Sector Equality Duty
- Early Years Foundation Stage (EYFS) statutory framework
- School Admissions Code
- Upcoming or proposed reforms following the forthcoming SEND White Paper (anticipated Autumn 2025) — we will review and revise this policy as required
- Local authority (Hackney Education) policies and Local Offer

5. DEFINITIONS

Special Educational Needs (SEN): A learning difficulty or disability requiring provision additional to, or different from, that normally available.

Disability: A physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities. We make reasonable adjustments to avoid disadvantage.

We recognise the four broad areas of need (often overlapping, and may change over time): x

- Communication & Interaction (e.g. SLCN, autism/social communication)
- Cognition & Learning (e.g. developmental delay; specific, moderate, severe, profound)
- Social, Emotional & Mental Health (e.g. anxiety, ADHD, attachment/trauma)
- Sensory and/or Physical (e.g. vision/hearing impairment, physical disability)

We also emphasise that needs may evolve during early years, and children may cross categories; provision must remain flexible.

6. ROLES & RESPONSIBILITIES

Governing Body

- Ensures statutory compliance, adequate resourcing and regular review.
- Monitors quality and impact of SEND provision and accessibility duties.
- Publishes the SEN information report on the website.

Headteacher

- Overall responsibility for SEND; ensures SENCO has sufficient time/resources.
- Oversees the notional SEND budget and any additional funding.
- Monitors outcomes, patterns of need, training requirements, and ensures readiness to adapt to future SEND system changes.

SENCO (Headteacher)

- Leads day-to-day SEND coordination and policy implementation.
- Maintains the SEND register and support plans; oversees reviews.
- Advises staff, leads training/coaching, quality-assures provision.
- Liaises with parents, external professionals, and subsequent settings/schools.
- Prepares statutory advice for EHC assessments/reviews.
- Keeps abreast of national SEND developments and supports school readiness for future reforms.

Learning Support Co-Ordinator (LSC)

- Coordinates LSAs and specialist groups (communication / attention).
- Supports keyworkers to implement strategies and track impact.
- Feeds back observations to refine support.

Teachers / Keyworkers

- Deliver high-quality, inclusive provision and targeted strategies.
- Track progress, record impact and contribute to reviews.
- Communicate regularly with parents and involve children's views.

Support Staff / LSAs

- Deliver agreed interventions; record outcomes; share observations.
- Work under the guidance of teachers, SENCO and LSC.

Parents/Carers

- Share insights and concerns early; co-produce plans and reviews.
- Support agreed strategies at home where feasible.

Children

- Share their views/preferences in age-appropriate ways; help shape goals.

7. IDENTIFYING NEED & EARLY RESPONSE

On entry: We review prior information, talk with families/previous settings and complete baseline observations.

Continuous monitoring: Practitioners track progress (learning, communication, physical/sensory, social-emotional). Concerns trigger:

1. Early discussion with SENCO and parents.
2. First-response adjustments (classroom strategies, environment tweaks).
3. Short review window to gauge response to adjustments.
4. Specialist input (e.g. SaLT, EP, OT) where in-house expertise is exceeded.

We emphasise that slow progress or EAL alone does not constitute SEN. We consider potential short-term factors (health, hearing/vision, attendance, wellbeing, adverse experiences).

We will consider universal “graduated support” for all children and ensure that adjustments occur prior to formal recognition, anticipating that future reforms may emphasise earlier, universal support

8. GRADUATED APPROACH (ASSESS–PLAN–DO–REVIEW)

Assess

- Conduct holistic analysis of strengths/needs, including parent/child views and relevant reports.
- Use baseline and ongoing assessments to monitor any widening gaps.

Plan

- Co-produce SMART outcomes; clear strategies; who does what; review date.
- Brief all relevant staff; store information securely; share on a need-to-know basis.

Do

- Deliver inclusive practice + targeted / group / 1:1 interventions.
- SENCO / LSC provide modelling, coaching, troubleshooting.

Review

- Evaluate progress toward outcomes using observations, evidence and family views.
- Adjust goals/strategies; increase intensity or seek further assessment if needed.

Recording

- Children receiving additional/different provision are placed on the SEND register (Code “K” in census).
- Provision is mapped; impact tracked termly (minimum) and after any change.

We will align tracking with new national standards for “ordinarily available provision”, should they emerge from the forthcoming reforms

9. EDUCATION, HEALTH AND CARE (EHC) PLANS

When to request an assessment

- Where, despite quality first teaching and graduated support, needs remain complex, persistent or severe and cannot be met from nursery resources.

Process

- SENCO gathers evidence; works with parents to submit to the LA.
- If issued, the EHCP specifies needs, outcomes and provision (census code "E").
- SENCO coordinates implementation, annual reviews and intermediate reviews as needed.
- For transitions, we plan early, share information, and liaise closely with receiving schools.

Parents' Rights

- Access to mediation and First-tier Tribunal if they disagree with LA decisions.

As reforms are anticipated, proposals may affect parental rights or restructure EHC processes. We commit to retaining robust support for parents during any transition.

10. WORKING WITH PARENTS, CARERS & THE CHILD

- **Co-production:** Parents are partners at each stage; we use clear, jargon-free communication.
- **Child's voice:** Use developmentally appropriate tools (visuals, "All About Me", "What Helps Me").
- **Regular contact:** Minimum termly reviews, plus ongoing updates about strategies and progress.
- **Support & signposting:** We connect families with the Hackney Local Offer, SENDIASS, health and community services.

We will strengthen use of human rights-based communication, ensuring families understand their rights under SEND law and the Human Rights Act.

11. TRAINING & STAFF EXPERTISE

- Annual training plan based on cohort needs and staff audit.
- Induction for all staff on inclusive practice and SEND awareness.
- Ongoing CPD via SENCO/LSC coaching and external courses (e.g. Hackney Education, SaLT/EP).
- SENCO has protected time to fulfil role; LSC coordinates intervention fidelity and data.

Current capacity (summary):

- SENCO: 1 day/week dedicated leadership time for SEND
- LSC: Donna Davis (NVQ Level 3)
- LSAs: trained to deliver agreed interventions

We will ensure staff are briefed on forthcoming national expectations and potential changes from SEND reform, e.g. new standards for "ordinarily available provision."

12. EXTERNAL PROFESSIONALS & MULTI-AGENCY WORKING

We collaborate with the following external professionals:

- Speech & Language Therapy, Educational Psychology
- Occupational Therapy / Physiotherapy, Paediatrics, Health Visiting
- CAMHS, School Nursing, Social Care / Family Support
- Specialist teachers / services and the Local Authority (Hackney Education)
- Children's Centre Services

The SENCO is the single point of contact; we integrate professional advice into support plans and reviews.

We commit to proactive, joint planning and information sharing (with appropriate consent).

13. ADMISSIONS, TRANSITIONS & ACCESSIBILITY

Admissions

- We welcome children with SEND; their needs do not affect admission.
- If SEND is known pre-admission, we plan a supported transition (setting/home visit, multi-agency meeting, parent priorities).

Accessibility

- We maintain an Accessibility Plan (covering environment, curriculum, information).
- We make reasonable adjustments (visual supports, quiet spaces, assistive tools).
- Monitor participation to ensure children with SEND engage fully in indoor/outdoor play, visits and routines.

Transitions

- Internal moves and onward transfer (to Reception/primary) are planned early.
- We share records with consent and prepare transition summaries (e.g. "What Helps Me to Learn").

We will review the accessibility plan in light of any new national accessibility expectations arising from SEND reforms.

14. SUPPORTING HEALTH, WELL-BEING & SAFEGUARDING

- We follow statutory guidance on supporting pupils with medical conditions; health plans are coordinated with SEND plans.
- Safeguarding and KCSIE (Keeping Children Safe in Education) are fully implemented; staff are trained on vulnerabilities specific to children with SEND.
- We promote emotional regulation, social skills and mental health supports within daily practice and through targeted interventions.

We will emphasise additional vigilance to safeguarding in light of evolving digital risks (e.g. under the Online Safety Act) and ensure staff understand how such legislation may interact with the vulnerabilities of children with SEND

15. COMPLAINTS & DISPUTE RESOLUTION

- Raise concerns informally with the SENCO first; we aim to resolve swiftly.
- If unresolved, escalate to Headteacher and follow the Complaints Policy.
- For statutory disagreements (e.g. EHC decisions), parents can access mediation and the First-tier Tribunal.
- We provide clear information about local dispute resolution routes (Hackney).

We will monitor any future changes in parental appeal rights proposed by SEND reform, and revise this section accordingly.

16. MONITORING, EVALUATION & REPORTING

We evaluate effectiveness by:

- Progress towards outcomes and evidence of intervention impact
- Movement on/off the SEND register and trends in needs profiles
- Staff confidence and consistency in inclusive practice
- Feedback from children, parents and external professionals
- Compliance checks (policy, information report, accessibility duties)

Reporting:

- Termly internal monitoring; summary to governors at least annually
- Updated SEN Information Report on the website each academic year (or sooner if changes occur)

We will align our evaluation metrics with anticipated national benchmarks or performance measures introduced under future reforms.

17. LINKED POLICIES & DOCUMENTS

- [SEND Summative Report](#)
- [Hackney Local Offer](#)
- [Accessibility Plan](#)
- [Equality Objectives / Policy](#)
- [Safeguarding Policy](#)
- [Medical Policy](#)
- [Behaviour, Belonging & Well-being Policy](#)
- [Complaints Policy](#)

18. APPROVAL & REVIEW

This policy will be reviewed by the Full Governing Body at least every two years (or earlier if statutory requirements change).

Next scheduled review: October 2026