Low Hill Nursery School

SEN Policy & Information Report

Policy Written: October 2026
Policy published: October 2026
Policy Review: October 2027

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1. Aims

Our SEN Policy and Information Report aims to set out how Low Hill Nursery School supports and makes provision for children with special educational needs (SEN), and to explain the roles and responsibilities of everyone involved in providing that support.

Rationale

Low Hill Nursery School is committed to providing an appropriate and high-quality education for all children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad, balanced and developmentally appropriate curriculum and to be fully included in the life of the school.

We strive for early identification of barriers to learning, development, communication, participation, and wellbeing. We recognise that children's needs can change over time and that successful inclusion depends on understanding the whole child, their strengths, communication, relationships, sensory and physical needs, lived experience and environment.

Our inclusive, trauma-informed ethos is based on belonging, high expectations, partnership with families, respectful relationships and removing barriers. We understand behaviour as communication and seek to identify underlying needs while maintaining clear and safe boundaries.

We provide a safe, trusting and non-judgemental environment for children and families. We value diversity and seek to prevent discrimination, harassment and exclusion.

Our curriculum and provision are designed to promote equitable access and ambitious, meaningful outcomes for all children, including:

- girls and boys
- children from different groups, cultures, belief systems and families
- children who need support to learn English as an additional language (EAL)
- children with different educational needs, including gifted and talented children
- children who are disabled
- children who are in care, previously in care, or who have a social worker

- children with medical needs

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years and the following legislation:

- Part 3 of the Children and Families Act 2014, including duties relating to SEN, EHC plans and the publication of an SEN information report.
- The Special Educational Needs and Disability Regulations 2014, including Schedule 1 requirements for the SEN information report.
- The Equality Act 2010, including duties not to discriminate and to make reasonable adjustments for disabled children.
- The Early Years Foundation Stage statutory framework for group and school-based providers, effective 1 September 2026.
- Relevant safeguarding, medical needs and accessibility requirements.

This report describes how Low Hill Nursery School implements its SEN arrangements in practice. It is reviewed at least annually and will be updated sooner where information changes.

3. Definitions

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

For children under compulsory school age, SEN includes a learning difficulty or disability that is likely to fall within that definition when they reach compulsory school age, or would do so if special educational provision were not made.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age.

SEN and disability overlap but are not the same. A child may have SEN, a disability under the Equality Act 2010, or both. A medical condition does not automatically mean that a child has SEN; where it results in a learning difficulty or disability requiring special educational provision, the child may also have SEN.

English as an additional language is not, by itself, a special educational need. Assessment considers a child's development and communication across languages and contexts.

4. Roles and Responsibilities

4.1 The SENCO

The SENCO is Emma Harris. The Deputy SENCO is Tara Smith.

- Work with the Headteacher and SEN Governor to determine the strategic development of SEN policy and provision.
- Have day-to-day responsibility for the operation of this policy and coordinate specific provision for children with SEN, including those with EHC plans.
- Provide professional guidance to colleagues and work with staff, parents/carers and external agencies to ensure children with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach and appropriate deployment of the school's delegated budget and other resources.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers to support transition and ensure relevant information is transferred appropriately.
- Work with the Headteacher and governing body to ensure Equality Act duties and reasonable adjustments are considered.
- Ensure records relating to children with SEN are appropriately maintained.

4.2 The SEN Governor

The SEN Governor is Jackie Money. The SEN Governor helps to raise awareness of SEN issues at governing board meetings, monitors the quality and effectiveness of SEN and disability provision and works with the Headteacher and SENCO on strategic development.

4.3 The Headteacher

The Headteacher works with the SENCO and SEN Governor to determine strategic development of SEN policy and provision and has overall responsibility for the provision and progress of children with SEN and/or disability.

4.4 Class Teachers and Practitioners

Every teacher and practitioner is responsible and accountable for the progress and development of the children in their care, including where children access support from teaching assistants or specialist staff.

- Plan and review support with the SENCO, child and parents/carers.
- Use assessment and knowledge of the child to set appropriate outcomes and adapt teaching.
- Work closely with teaching assistants and specialist/external agencies where appropriate.
- Implement agreed SEN support and review its impact.
- Ensure the child's needs, communication and reasonable adjustments are understood by relevant staff.
- Follow this policy and contribute to the graduated approach.

5. SEN Information Report

5.1 The Kinds of SEN for Which Provision Is Made

Low Hill Nursery School currently provides additional and/or different provision across the four broad areas of need described in the SEND Code of Practice:

- Communication and interaction - for example autism and speech, language and communication needs.
- Cognition and learning - for example developmental delay or specific/complex learning difficulties.
- Social, emotional and mental health needs.
- Sensory and/or physical needs - for example hearing, vision, physical or sensory-processing needs.

Children's needs do not always fit neatly into one category and may change over time. We consider the whole child and the interaction between development, communication, health, relationships, environment and learning.

5.2 Identifying Children with SEN and Assessing Their Needs

We believe in working together with parents/carers to build a relationship in which children feel safe and can thrive. Practitioners build on what children already know and can do, and monitor progress and development from each child's starting point.

Children are assessed through observation, interaction and the Early Years Foundation Stage curriculum. Assessment is proportionate and may draw on parental knowledge, previous records, professional advice and appropriate screening or assessment tools.

We consider whether a child:

- makes less than expected progress from their starting point;
- does not match or better a previous rate of progress;
- does not close, or widens, a developmental or attainment difference where that comparison is meaningful;
- has difficulties with communication, interaction, participation, sensory processing, physical development, emotional wellbeing or independence;
- requires provision additional to or different from that ordinarily available.

Slow progress and low attainment do not automatically mean that a child has SEN. Equally, broadly age-appropriate attainment does not rule out SEN. Some children have uneven profiles, compensate or mask difficulties, or experience significant barriers to communication, participation or wellbeing despite making expected academic or developmental progress.

Where SEN is suspected, the practitioner and SENCO consider all available information, including the child's strengths and views, parents' views, development and progress, communication, sensory and physical needs, medical information, emotional wellbeing, environment and relationships. Where necessary, external specialists are involved.

When a maintained nursery school makes special educational provision for a child, parents/carers are informed.

5.3 Consulting and Involving Children and Parents/Carers

We have early and ongoing discussions with parents/carers when identifying that a child may need targeted or special educational provision. We aim to ensure that everyone develops a shared understanding of strengths, needs, desired outcomes, support and review arrangements.

Children's participation is central to our approach. In early years, pupil voice is not limited to spoken answers. We use observation, choices, preferences, gesture, behaviour and communication, play, engagement, symbols, objects of reference, Makaton, AAC and other individual communication systems to understand what matters to the child and how they experience provision.

Parents/carers are involved in planning and reviewing SEN support and will be notified when it is decided that their child will receive SEN support.

5.4 Assessing and Reviewing Progress Towards Outcomes

We follow the graduated approach and the four-part cycle of assess, plan, do and review.

The practitioner works with the SENCO to analyse needs. This may include practitioner assessment and experience, previous progress and attainment or behaviour, other practitioners' assessments, the child's development in comparison with appropriate developmental information, parent views, the child's views and advice from external services.

Where appropriate, a child-centred support plan records strengths, needs, agreed outcomes, provision, responsible adults and a review date. Outcomes are ambitious, meaningful and appropriate to the child. Success may include progress in communication, interaction, engagement, independence, emotional regulation, physical development, wellbeing, participation and learning from the child's individual starting point.

The practitioner remains responsible for working with the child on a daily basis. The impact of support is reviewed regularly with the child and parents/carers in ways appropriate to the child's age and communication. Where progress is not as expected, support is reviewed and further specialist advice may be sought.

TAC meetings can be arranged where needed, involving parents/carers and agencies to support strong partnership and coordinated planning.

5.5 Supporting Children Moving Between Phases and Preparing for Transition

Low Hill Nursery School recognises the importance of well-planned transition into the school, between rooms or provisions where relevant, from other early years settings, and on to primary school or another placement.

Transition is individualised according to need. Arrangements may include liaison with parents/carers and previous/receiving settings, meetings with SENCOs and professionals, additional visits, photo books or visual supports, visits from receiving staff and transfer of relevant records.

For children with EHC plans, statutory transition and review arrangements are followed. Records are transferred securely and in accordance with data protection and safeguarding requirements.

5.6 Our Approach to Teaching Children with SEN

Teachers and practitioners are responsible and accountable for the progress and development of all children in their care. High-quality teaching, responsive interaction and an accessible environment are the first response to children with SEN.

We provide open-ended, inclusive learning opportunities and make reasonable adjustments so children can participate meaningfully. Provision may include:

- block play
- play therapy
- speech and language support
- PSED target groups with a Relax Kids and wellbeing coach
- TACPA
- sensory snacks
- sensory circuits

- workstations
- targeted language interventions and screening, including WellComm where appropriate

5.7 Adaptations to the Curriculum and Learning Environment

We make adaptations to meet children's needs, including:

- a multi-sensory, continuous-provision approach with open-ended universal starting points;
- differentiating curriculum, resources, environment, adult support and communication;
- adapting routines, group size, transitions, staffing and sensory demands where appropriate;
- using total communication approaches such as AAC, ALDs, PECS, visual timetables, objects of reference, Makaton and other communication systems appropriate to the child;
- environmental adaptations such as sensory tents, standing frames and other specialist resources where required;
- pre-teaching, repetition, visual supports and additional processing time;
- reasonable adjustments for disability, communication, medical, sensory and emotional needs.

5.8 Additional Support for Learning

There is a dedicated Inclusion Team who are available in addition to keyworkers/practitioners. Children may receive support individually, in small groups or through changes to universal provision, depending on need.

We work with a range of agencies and services, including:

- Health Visiting Team
- Social Care
- Special Needs Early Years
- Occupational Therapy
- Speech and Language Therapy
- Inspire
- Physiotherapy
- Educational Psychology
- Play Therapy
- Pastoral Support
- Sensory Inclusion
- Paediatricians - The Gem Centre
- Multiagency Safeguarding Hub
- Independent Advice and Support Service

5.9 Expertise and Training of Staff

The following information is retained from the current report for staff verification and updating where necessary.

In the last academic year, various staff have been trained in Autism Awareness; Attention Autism; places project; Trauma and Attachment; inclusive practice; safeguarding; Total Communication; Positive Behaviour; Adverse Childhood Experiences; SCERTS; sensory integration; and the school is currently taking part in an ELKLAN communication friendly schools' project. Staff have previously engaged with SkillsBridge training platform offering online CPD relating to SEND.

Other training staff have undertaken in previous years includes Makaton, PECS, WellComm, Respectful Restraint Training, Sensory Processing and modulation, Post Graduate Certificate in Therapeutic Play Skills, Cool Kids and Cool Characters: communication-friendly schools.

Several staff have studied to degree level. One practitioner is currently studying PGC in Psychology. The Headteacher has completed a postgraduate course in Leading Mental Health in Schools. The SENCO has completed the NASENCO and has completed the Postgraduate Autism Leaders Award. We purchase private sessions with a speech and language therapist to support staff and children. We have a resident play therapist in school two days a week. We have a link EP who supports in school through a traded Service Level Agreement. We access an occupational therapist privately according to needs in school.

5.10 Evaluating the Effectiveness of SEN Provision

We evaluate effectiveness through a combination of:

- reviewing children's individual progress towards agreed outcomes;

- reviewing the impact of interventions and support through team reflection, supervision and case studies;
- observing children in their independent play and participation;
- monitoring by the SENCO and leadership team;
- TAC and multi-agency review where appropriate;
- working with external agencies;
- holding annual reviews for children with EHC plans;
- seeking parent/carer and child views;
- Evaluating provision and reviewing whether reasonable adjustments and environmental changes are reducing barriers.

5.11 Inclusion, Participation and Accessibility

All extracurricular activities, school visits and nursery experiences are available to children with SEN and disabilities. No child is excluded from taking part because of SEN or disability. Reasonable adjustments, planning and additional support are considered so that children can participate safely and meaningfully.

Pupil Participation

Children are supported to express their views and preferences in ways that are accessible to them. Adults take children's communication seriously and consider their wishes and feelings when planning provision, while recognising their age, maturity and communication needs.

Admission of Disabled Children

Low Hill Nursery School's admission arrangements do not discriminate against disabled children. Applications and admissions are considered in accordance with the school's published Admissions Policy and applicable local-authority arrangements. The school will consider and plan reasonable adjustments and access arrangements so that disability does not create an unnecessary barrier to admission or participation.

Preventing Less Favourable Treatment and Making Reasonable Adjustments

The school will not discriminate against, harass or victimise disabled children. We anticipate and make reasonable adjustments to avoid substantial disadvantage. This may include changes to the environment, curriculum, communication, routines, equipment, staffing or access to activities and services.

Facilities and Physical Access

The school environment is accessible for wheelchairs and other walking aids. There is designated reserved parking and a dropped pavement to support wheelchair access from the car park. Individual access needs are considered and additional arrangements are made where reasonable and necessary.

Accessibility Plan

Low Hill Nursery School maintains and publishes an Accessibility Plan setting out how, over time, the school will increase disabled children's participation in the curriculum, improve the physical environment and improve access to information. This SEN Information Report should be read alongside the current Accessibility Plan.

5.12 Supporting Emotional and Social Development

Our philosophy is to provide a strong, supportive system for children and families and to work proactively to create an environment where children feel safe and secure.

Children are allocated a keyworker who develops a relationship with the child and family. Parents/carers are supported to share information and concerns. We can offer an Early Support Plan to provide individual support for families who may benefit.

Our behaviour approach is trauma-informed and based on connection, co-regulation, clear boundaries and understanding behaviour as communication. We consider whether behaviour may indicate SEND, communication, sensory, medical, emotional, environmental or safeguarding needs. Understanding behaviour does not mean excusing harm; staff protect children and teach safer, more effective ways to communicate and regulate.

Our Pastoral Support and DDSL is Jayne Beech. Our Pastoral Support dedicated to SEND is Tara Smith. Our Play Therapist is Katie Cork.

We offer Wellbeing Services to our children and their parents via the Wellbeing Services provision described in the current report, including Relax Kids, play therapy, trauma-informed approaches, block play and SCERTS. Staff names and service arrangements should be checked as part of the annual factual review.

Bullying, prejudice-related and discriminatory behaviour are addressed through the school's Anti-Bullying and Behaviour policies. Additional needs do not mean that another child should remain unsafe; support and reasonable adjustments are planned while maintaining the safety, dignity and inclusion of all children.

5.13 Working with Other Agencies

We have strong links with other agencies and work collaboratively to ensure the best outcomes for children and families. Support is coordinated with health, education, social care and other services where appropriate, with information shared lawfully and proportionately.

5.14 Complaints About SEN Provision and Disagreement Resolution

If a parent/carer has concerns about their child's SEN provision, they should first speak to the child's keyworker/teacher or the SENCO. If the issue is not resolved, the school's formal Complaints Policy may be used.

Different statutory routes apply to different SEND disputes. Decisions relating to EHC needs assessments or EHC plans may carry rights to disagreement resolution, mediation and/or appeal to the First-tier Tribunal (Special Educational Needs and Disability). Disability discrimination claims in relation to schools may also be made to the First-tier Tribunal (SEND) where applicable. Parents/carers will be signposted to the appropriate route and independent advice.

The school will cooperate with relevant dispute-resolution processes and will continue to support the child while concerns are being considered.

5.15 Support Services for Parents/Carers

Parents/carers may access information, advice and support through Wolverhampton Information, Advice and Support Service (WIASS) and other relevant local services. Current contact details should be checked at each annual review before publication.

The school also provides information through meetings, consultations and multi-agency processes such as TAC where appropriate.

5.16 Contact Details for Raising Concerns

The following names/roles are retained from the current report for checking before publication:

- Headteacher: Natalie Showell
- Designated Safeguarding Lead: Natalie Showell
- SENCO: Emma Harris
- Pastoral Support: Jayne Beech and Tara Smith
- Chair of Governors: Paige Garbett

5.17 The Local Authority Local Offer

Low Hill Nursery School contributes to and signposts families to the City of Wolverhampton Council Local Offer, which provides information about education, health, social care and support available for children and young people with SEND and their families.

The current Local Offer link should be checked at the point of publication and maintained as a working link on the school website.

6. Monitoring Arrangements

This SEN Policy and Information Report will be reviewed by Emma Harris every year. It will also be updated during the year if information changes. It will be approved through the school's agreed governance arrangements.

Updated: October 2026

Next review: October 2027

7. Links with Other Policies and Documents

- Behaviour Policy
- Anti-Bullying Policy
- Accessibility Plan
- Admissions Policy
- Equality Information and Objectives
- Medical Needs Policy
- Safeguarding / Child Protection Policy
- Intimate Care Policy
- Supporting Pupils with Medical Conditions arrangements
- Complaints Policy

Key National References

- Children and Families Act 2014, section 69.
- Special Educational Needs and Disability Regulations 2014, including Schedule 1.
- SEND Code of Practice: 0 to 25 years.
- Equality Act 2010.
- Early Years Foundation Stage statutory framework for group and school-based providers, effective 1 September 2026.
- Department for Education guidance on information maintained schools must publish online.