Bernards Heath Infant and Nursery School

Special Educational Needs and Disabilities (SEND) Policy

Review alongside Equality, Diversity and Inclusion Policy and Plan, SEND Information Report and Accessibility Plan

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Next Review Date:	March 2027
Committee:	FGB
Reviewed by:	Hannah Rimmer and Jenny Huxley

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1. **School Context**

Bernards Heath Infant and Nursery School is a maintained infant and nursery school located within St. Albans in the Hertfordshire Local Authority. The school provides education for children aged 3–7 years, including a nursery provision.

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Herts
AL1 4AP
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Please see the SEND Context Summary for further information.

2. **Who was involved in creating the policy and how?**

This policy has been co-produced with staff, governors and parents/carers. We always welcome any views or contributions regarding the content of this SEND Policy.

3. **Reference to statutory legislation**

This policy refers to Part 3 of the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disabilities Regulations 2014.

Full consideration has been given to the Code of Practice SEND 0-25years (January 2015).

Bernards Heath Infant and Nursery School SEND Policy adheres to statutory legislation and Hertfordshire Local Authority and wider school policies. We recommend reading our SEND Information Report ('School Local Offer') available on our website in conjunction with this policy and the Hertfordshire Ordinarily Available Provision document (Ordinarily available provision - Hertfordshire Grid for Learning). The School Local Offer gives you more information on what our school provides to support children with SEND.

4. **School aims and objectives**

Vision Statement

Inspiring individuals to develop a positive sense of self and the skills for lifelong learning

Ensuring equitable treatment and opportunities for all children is at the core of our school vision. This policy aims to promote equality and eradicate prejudice and discrimination on the basis of an individual, or groups', protected characteristics.

Mission Statement

Our school is a happy, safe learning environment that actively promotes curiosity, challenge and creativity. We are proud of our school and the strong relationships we have with our families.

We believe that our school should be an inclusive community that welcomes and celebrates differences and uniqueness. Full and meaningful partnerships with parents, carers and professionals, alongside the active involvement of our local community, are valued and at the heart of our home-school triangle.

Our children develop enquiring minds and the skills needed for lifelong learning through an active and engaging curriculum.

We create an inspiring environment for learning and growing which will encourage all children to achieve their full potential. We will do this through the provision of a broad, balanced and imaginative curriculum, high expectations, praise for effort and through committed, enthusiastic and effective teaching. The characteristics we want our children to aspire to are exemplified through our Learning Heroes.

We celebrate kindness, respect and individuality as we strive to be the best versions of ourselves.
We work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect. We promote the spiritual, moral, cultural, mental and physical development of children at Bernards Heath, and prepare them for the opportunities, responsibilities and experiences of later life.

At Bernards Heath Infant and Nursery School, we are a fully inclusive school where all children are supported to achieve, belong and thrive. We believe every child has an equal right to a broad and balanced curriculum, with high-quality teaching as the foundation of our SEND provision. Where needed, we provide additional and different support to meet individual needs, working closely with families and external professionals to ensure pupils make strong progress academically, socially and emotionally from their individual starting points, feel valued and develop a strong sense of belonging within our school community. When planning additional support we consider the four areas of need identified in the Code of Practice:

- **Communication and Interaction:** This includes difficulties in understanding or using spoken or written language.
- **Cognition and Learning:** This area covers learning difficulties, including specific learning difficulties like dyslexia.
- **Social, Mental and Emotional Health (SEMH):** This includes issues such as anxiety, depression, and other mental health conditions that affect a child's ability to engage in learning.
- **Sensory and/or Physical Needs:** This area addresses physical disabilities and sensory impairments that may affect a child's learning.

The purpose of identification is to work out what action we need to take, as not all children fit into only one category. In practice, individual children often have needs across several or all areas, and their needs may change over time.

5. Definition of SEN

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

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

- Have a significant greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

6. Equality and inclusion

Bernards Heath Infant and Nursery School is committed to promoting equality and inclusion, and we aim to ensure that all groups with protected characteristics under the Equality Act 2010 are mindfully and meaningfully included within our school, supporting every pupil, including those with SEND, to achieve, belong, and thrive.

Elimination of discrimination, advancement of equality of opportunity and fostering of good relations underpin the objectives in meeting the general duties in our Equalities Plan.

Please see Equality, Diversity and Inclusion (EDI) Policy: Policies - Bernards Heath Infant and Nursery School

7. Children and young people with medical conditions

Bernards Heath Infant and Nursery School is an inclusive community that supports and welcomes pupils with medical conditions, ensuring they receive appropriate care and support to manage their health needs safely, access the curriculum fully, and participate in all aspects of school life in line with their individual healthcare plans and statutory guidance.

Please see Supporting Children with Medical Conditions Policy: Policies - Bernards Heath Infant and Nursery School

8. Roles and responsibilities

Bernards Heath Infant and Nursery School clearly defines the roles and responsibilities of all staff, including the SENCO, class teachers, support staff, and governors, to ensure that pupils with SEND receive coordinated support, high-quality teaching, and effective monitoring of their progress:

- SEND Governor – Mrs Kerrie Barnes
- Headteacher – Mrs Hannah Rimmer
- Special Educational Needs Co-ordinator SENCo – Miss Jenny Huxley
- Assistant SENCo – Mrs Joanna Hansler
- Designated Teachers with Safeguarding Responsibility – Mrs Hannah Rimmer, Mrs Suzanne Steadman and Miss Helen Flanagan.
- Designated Teacher for Children Looked After (CLA) and Previously Looked After Children (PLAC) – Mrs Vicky Pinkham
- Responsible for Pupil Premium Grant Lead (PPG) – Mrs Vicky Pinkham
- Behaviour Leads – Mrs Hannah Rimmer and Miss Jenny Huxley

Bernards Heath Infant and Nursery School has a qualified teacher designated as SENCo (Special Educational Needs Co-ordinator). The SENCo works in partnership with the head teacher and the governing body, in determining the strategic development of SEND policy and provision in the school. The SENCo advises and supports colleagues, to ensure all staff understand their responsibilities and take an active part in the school's approach to identifying and meeting SEN, so that children with SEND receive appropriate support and high-quality teaching. The SENCo ensures that the views, wishes and feelings of children and their families play a central part in the Assess → Plan → Do → Review cycle of the graduated approach. The SENCo liaises with professionals and agencies beyond the school, strengthening the links between the school, families, and professionals from education, health and care.

9. Schools approach to identification

At Bernards Heath Infant and Nursery School, children's needs are central to all decisions made.We put into practice our 'home–school triangle', which includes early identification of SEND. It is vital to ensure children receive the right support as soon as possible. The earlier a need is recognised, the sooner reasonable adjustments and strategies can be put in place to help a child thrive both academically and socially.

The SEND Code of Practice (2015) makes clear that schools must identify and address SEND at the earliest possible stage. It emphasises a graduated approach, where the expectation is to Assess → Plan → Do → Review, whilst working in partnership with parents and listening to the child's views. The Code also states that high-quality teaching, differentiated for individual pupils, is the first step in responding to potential additional needs. At Bernards Heath, we call our graduated response an Additional Support Plan (ASP).

Progressive steps to follow are set out in the Early Identification Document (see appended).

10. SEN support

SEN support is where there are identified needs that require extra help to be given to children who need additional assistance to learn effectively. This is provided by the school, is funded by the school, and is usually for less complex needs.

Bernards Heath Infant and Nursery School provides SEN support for pupils who have additional learning needs, using the Assess → Plan → Do → Review cycle to identify needs, implement targeted interventions and classroom adaptations, monitor progress, and adjust support to ensure pupils can access the curriculum and achieve their potential.

For children working at PRE key stage standards assessment of pupils' small steps of progress is done by using CAPPS or IEALD documnets and creating personalised learning plans using priority targets. Ensuring that targets are tailored to individual needs and progress is closely monitored and celebrated.

Ordinarily Available Provision (OAP) sets out the strategies, approaches to teaching, and adaptations that are part of everyday inclusive provision for all children and young people, including those with SEND. High quality inclusive teaching is the first step in helping children to overcome any barriers to learning.

The Hertfordshire Local Offer provides further information about SEN support:

- Support at school for your child with SEND

11. Education, health and care plans (EHCP)

An EHCP is a legal document issued by the Local Authority (LA) that may include extra funding and is usually for more significant or long-term needs.

Bernards Heath Infant and Nursery School works closely with parents, carers, and the local authority to support pupils with Education, Health and Care Plans (EHCPs), ensuring that statutory requirements are met, individual targets are implemented, and progress is regularly reviewed to meet each child's specific needs.

The Hertfordshire Local Offer provides further information about requesting an assessment, the EHC assessment, EHCP reviews and more. Please speak to the SENCo if you would like to explore this in more detail:

- Education, health and care plans (EHCP) - Everything you need to know about the EHCP process, from requesting an assessment through to the EHCP review.
- Requesting an assessment - How to request an EHC needs assessment in Hertfordshire.
- The EHC assessment - Information about education health and care need assessments in Hertfordshire, including the 'this is me' forms and guidance for capturing the views and aspirations of children and young people.
- EHCP reviews - Find out about the different types of EHCP review, the review process itself and what happens after the review.
- Resolving issues relating to EHCPs - We know that getting the right help for your child is not always easy, and there are times when you might not agree with a decision about your child's support, or are disappointed with the way the support is being delivered.
- Who should I contact about my child's EHCP? - Details of the different SEND teams at the council, and who to contact if you have a query about your child or young person's EHCP.

12. Schools approach to teaching children and young people with SEND

We adopt a differentiated and inclusive approach to teaching pupils with SEND, ensuring quality first teaching, tailored scaffolding, adaptive resources, and targeted interventions are used to meet individual needs, remove barriers to learning, and enable all pupils to access the curriculum and make sustained progress.

13. Schools approach to involving parents/carers

We value parents and carers as key partners in their child's education and actively involves them in decision-making, planning, and reviewing SEND provision, fostering a strong home–school triangle to ensure consistent support, shared responsibility, and positive outcomes.

14. Schools approach to actively listening to children and young people's views

We value positive relationships with children and young people (CYP) and actively listen to them at every opportunity. Pupil voice is collated regularly for CYP on the SEND Register, and the 'This is Me' document is

completed as part of the Education, Health and Care (EHC) needs assessment request and review process, ensuring their views, preferences, and experiences are central to planning and decision-making.

15. **Recording keeping, monitoring and data management**
    We maintain accurate, confidential, and up-to-date records of all pupils with SEND (and emerging needs), regularly monitoring progress against agreed outcomes, and managing data in line with statutory guidance, including GDPR requirements, to ensure effective provision, accountability, and the lawful, secure handling of personal information.

16. **Working together with others, including health and social care and outside specialists**
    We work collaboratively with parents, carers, health and social care professionals, and external specialists to ensure a coordinated, multi-agency approach that effectively meets the needs of pupils with SEND and supports positive outcomes.

17. **Transition**
    Effective transition arrangements are in place for pupils with SEND at all key stages, working closely with families and receiving settings to share relevant information, plan appropriate support, and promote continuity of provision.

    The Herts Local Offer provides more information on transition: Transitions - school/college/work

18. **Children and young people in specific circumstances**
    We understand that some children and young people with SEND may face additional vulnerabilities due to specific circumstances and ensure that appropriate, personalised support is in place to promote inclusion, safeguard wellbeing, and secure equitable access to learning opportunities.

19. **Training and expertise of staff**
    Staff at Bernards Heath receive appropriate training to develop the knowledge, skills and expertise required to effectively support pupils with SEND and deliver high-quality inclusive practice.

20. **Safeguarding, including anti-bullying, e-safety**
    Keeping children safe is a priority. Robust child protection procedures are in place and a culture of safeguarding is promoted through recognising, responding and an awareness of it could happen here to protect pupils from harm both in school and online.

21. **Funding and resources**
    Bernards Heath Infant and Nursery School ensures that funding and resources allocated for SEND are used effectively and transparently to provide appropriate provision, targeted interventions and necessary support to meet the individual needs of pupils.

    The Hertfordshire Local Offer provides further information on funding: SEN funding in education

22. **SEND information report**
    The SEND Information Report is a document that every school in the United Kingdom must publish on its website. It explains how the school supports children with SEND. The purpose of this report is to help parents understand:

    - How the school identifies children with SEN
    - What support is available
    - How progress is monitored
    - How parents and pupils are involved
    - Who to contact for help

    It makes the school's SEN provision clear and transparent. Our SEND information report can be found on the school website: SEN (Special Educational Needs) - Bernards Heath Infant and Nursery School

23. Complaints process

Bernards Heath Infant and Nursery School has a transparent and accessible complaints process, enabling parents, carers, and pupils to raise concerns about SEND provision, with procedures in place to investigate, respond, and resolve issues fairly and promptly in line with statutory guidance.

Our Complaints Policy can be found on the school website under the Policies section: Policies - Bernards Heath Infant and Nursery School

SENDIAS is an impartial Special Educational Needs and Disability Information, Advice and Support Service. It is a service for children, young people with special educational needs and/or disability (SEND) aged 0 to 25 years and their parents on issues relating to SEND. They provide free, confidential and impartial information, advice and support through their helpline service, online resources, at events and workshops as well as through individual casework.

More information can be found here: SENDIASS. They can be contacted via: info@hertssendiass.org.uk or Telephone: 01992 555847

24. Links to other school policies

To ensure a consistent, whole-school approach to supporting pupils with SEND, this policy is aligned with and should be read alongside other school policies, including:

- Equality, Diversity and Inclusion Policy and Plan (February 2025)
- School Accessibility Plan - 2023-2026
- Child Protection Policy (Sept 2025)
- Therapeutic Thinking Policy (Behaviour)
- Expectations for ExcellenceSEND Information Report – February 2026
- Complaints Policy (October 2024)

25. Appendices

Appendix 1. Early Identification of Special Educational Needs and Disabilities

Early Concern/Emerging Needs

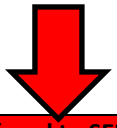
Parent(s)/ carer(s)/ teacher has a concern, and an initial discussion is held between the class teacher, parent(s)/ carer(s) and child (where appropriate). An '**Iceberg Analysis Tool'** is completed during the discussion and a '**Capturing the Conversation'** form should be completed by the class teacher to explore the early concerns. Next steps are recorded on this and shared with parent(s)/ carer(s) and child. The documents are to be scanned onto CPOMs (alerting the SENCo and any other relevant staff as needed) as soon as possible.

Quality FirstTeaching (QFT) Strategies and Reasonable Adjustments

Class teacher will use HQT strategies (including OAP) and reasonable adjustments in the first instance. This includes strategies to support the following areas:

- cognition and learning
- communication and interaction
- social, emotional and mental health (including behaviour and well-being)
- sensory and/or physical needs

The document, **Hertfordshire Ordinarily Available Provision (OAP**) should be used to support and identify useful strategies. These should be added to the class provision map as a working document.

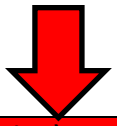


Referral to SENCo

Class teacher monitors the learning/ identified need(s) discussed for at least half a term. If differences/ need(s) persist, despite the reasonable adjustments and strategies used, the class teacher will make a 'Referral to SENCo' via email giving evidence of the strategies tried and identifying what they are pleased with and what they are still concerned about.

SENCo Advice and Monitoring

'Referral to SENCo will trigger: an observation; 'book look' at work examples; SENCo discussion with child, teacher and parent (if felt needed). A '**What's working? What's not working?**', '**4 + 1 Questions**' and/or Learner Profile – **Determining The Educational Need** form(s) completed with next steps discussed and identified. Further exploration using the '**Iceberg Analysis Tool'** may be needed. The child will then be monitored for a period of time by the class teacher following implementation of the advice given.



APDR (Assess, Plan, Do, Review) – ASP (Additional Support Plan)

If difficulties persist or limited progress is made, a formal meeting between the SENCo, teacher, and parent is organised to discuss next steps. Assessment tools are used to identify specific needs where needed. An ASP is created by the class teacher and shared to identify desired outcome, APDR targets to move forward. More targeted support may be put in place at this time and liaison with external agencies may begin.

Identification of SEND

After two cycles of targeted support with less than expected progress, parent(s)/ carer(s) and teacher will meet to discuss next steps. Referral and further liaison with external agencies may be made by the SENCo and class teacher. The child may only be formally identified with SEND following contact with external agencies. New APDR plans will be created, shared with parent(s)/ carer(s) and reviewed in an ongoing cycle as this is a working document.