Al Risalah Nursery



SEN Policy

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Reviewed September 2026 By Shazra Abbasi

Aim

At Al Risalah, we believe that all children, including those identified as having learning difficulties or disabilities have an equal right to a broad, varied, challenging, academic and social curriculum.

We aim to enable all our children to reach their full potential and be fully included in all aspects of nursery life.

The purpose of this policy is to:

- Provide equal opportunities for all children, eliminating prejudice and discrimination
- Ensure that every child makes progress in all areas of learning and development
- Make parents aware of the nature of special educational needs and disabilities (SEND) and ensure that they are fully involved with the SEND process
- Outline the 'graduated approach' and procedures for identifying, assessing and providing for all pupils with special educational needs and disabilities at Al Risalah
- Ensure that interventions are put in place at the earliest opportunity
- Identify the staff responsible for overseeing the provision
- Help staff recognise their role and responsibilities regarding the education of children with special educational needs and disabilities, as well as the importance of maintaining high expectations for all children
- Enable smooth transition to Reception
- Ensure that home and school work closely together so that the child is supported holistically

What do we mean by the term Special Educational Needs and Disabilities (SEND)?

The definition according to the Special Educational Needs and Disabilities (SEND) Code of Practice: 0 to 25 years (2014):

" A child or young person has SEND, 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 or a young person 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*
- *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age."*

The Special Educational Needs and Disabilities (SEND) Code of Practice (2014) also states:

" The benefits of identifying and responding to SEND early are widely recognised and we know that early intervention improves the long-term outcome for children. Children's difficulties can be categorised into four broad areas of need (some children may have needs in more than one of these areas and may not fit neatly into one category):

1. Communication and Interactional difficulties Some of the aspects of difficulty included in this area are speech, language and communication (SLCN) and Autistic Spectrum Disorder (ASD).

2. Cognition and Learning Some of the aspects of difficulty included in this area are Attention Deficit Hyperactivity Disorder (ADHD), Specific Learning Difficulty (SpLD) which include Dyslexia, Dyscalculia, Dyspraxia and Dysgraphia.

3. Social, Emotional and Mental health Some of the aspects of difficult included in this area are adjustment disorders and anxiety.

4. Sensory and/or Physical Disability Some of the aspects of difficulty included in this area are hearing impairment (HI) and visual impairment (VI)."

Under the Equality Act (2010) pupils with learning difficulties such as Dyslexia, Autistic Spectrum disorders (ASD) and Attention Deficit and Hyperactivity Disorder (ADHD) are considered disabled.

Admissions

Al Risalah is a non-selective nursery, we are open to applications from any prospective pupil and admission is based upon the appropriateness of the school, by agreement between the school and parents or carers.

The school must feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of their potential and in line with the general standards achieved by their peers. The school admissions policy applies to all prospective pupils regardless of disability.

Admission may be refused if the school feels it cannot appropriately cater for a child's needs.

Inclusion

Al Risalah is committed to inclusion. The nursery, through the curriculum has developed a culture that supports and includes all children and strengthens the nursery community.

Please see the schools Equality Policy for more information.

The Children and Families Act (2014) requires schools to use their best endeavours to meet the special educational needs of children and young people who they educate.

Staff have responsibility for ensuring that they do not treat any disabled person less favourably than a person who is not disabled. Staff must also ensure that consideration is given to the delivery of lessons, the materials available, provision of materials and any electronic software used to support the individual. It also states that if a reasonable adjustment, such as the use of an auxiliary aid would prevent a disabled person from being at a disadvantage in comparison to a person without a disability, then it is the school's duty to make this reasonable adjustment.

The SEND Code of Practice: 0 to 25 years (2014), states that:

" High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children."

This is the first step in responding to pupils who have, or may have, SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Identification, Monitoring and Support.

At Al Risalah it is the role of all teachers to be vigilant for children who display signs of SEND and take the appropriate action.

It is important that children's needs are identified, and support is put in place as soon as possible.

All teachers participate in ongoing training as part of INSET days and staff meetings on identifying and supporting children with SEND.

All children at Al Risalah are assessed regularly. This is through constant observations across all seven areas of learning.

If a child appears to be having difficulty with their learning the class teacher will discuss their concerns with the child's parents and start supporting the child using strategies based on the 'graduated response' described in the SEND Code of Practice: 0 to 25 years (2014).

The Graduated Response

Initial Concern

If a teacher is concerned by a child's level of attainment or behaviour, they should report to the manager at the earliest opportunity . This is a formal discussion to record the child's areas of strength and/or needs and to record any additional provision put in place to support the child at this early stage. The One Page Profile should be completed with the parents as soon as possible.

The teacher should discuss any concerns with the manager and broach these with parents sensitively. This Team around the Child (TAC) meeting should be recorded in the relevant form, which should enable the teacher to monitor the child's progress and evaluate the impact of any provision put in place. The Individual education plan should be completed with the parents.

3. All teachers need to understand that they are responsible and accountable for the progress and development of the pupils in their key group, including where pupils access support from other teaching or specialist staff.

If concerns are raised by a child's parents, the key worker should be their first port of call. The key worker will then discuss their concerns with the manager and decide whether the above action is necessary.

The manager will keep an up to date record of all children for which a concern has been raised, which will be available to all staff. In lessons the teacher will focus on this child's needs and differentiate their lessons appropriately.

If necessary, they may start an intervention programme such as NIPA with the parents written consent, provide additional support and/or set targets. The teacher, with support from the manager, will start to gather evidence in the form of observations and/or assessment data.

Supplementary funding may be applied for through SENIF with parents written consent.

The child's progress will be reviewed every 6 weeks. If the child's needs are being met and it is deemed that extra help is not necessary, the child's possibility of SEND will not be pursued, and the child will be continually monitored in the same way as the rest of the class.

School Support

Once a potential special educational need is identified, the school should take action to remove barriers to learning and put effective special educational provision in place.

This is SEND support which should take the form of a four-part cycle, this is known as the 'graduated approach':

1. Assess

The child's needs must be assessed so they can get the right support. This process should involve parents, teachers, the SEND Leader and potentially expects such as an educational psychologist or health professional.

In some cases, the manager, with permission from the parents, will apply for additional funding (SENDIF) from the local authority. This will cover any costs incurred by the nursery in order to ensure that every child in light of their needs has an opportunity to access the EYFS equally ambitious outcomes. This may be in the form of, for example, resources or staffing.

2. Plan

The school, with input from parents, will agree on how they intend the child to benefit from the support that is put in place and an Individual Educational Plan (IEP) put in place.

3. Do

The school will put the support in place. This is likely to involve the child's teacher, the manager and any support staff or specialist teaching staff who will work with the child or be involved with tracking their progress.

4. Review

A date for reviewing the child's support should be agreed at the time of making the plan. The parents and class teacher will decide together whether the support is having the desired impact and what, if any, changes should be made.

Where a child continues to make little or no progress, despite support that is matched to the child's area of need, the school should consider involving specialists, including those from outside agencies such as educational psychologists, speech and language therapists and occupational therapists. Some children who have had an assessment by a specialist may require further support from them and are also to be supported at this stage by the school.

Some children may have a formal assessment from an educational psychologist, which indicates that they have a specific learning difficulty, such as dyslexia. If these children are working within expectations for their age, making good progress and are having their needs met they do not necessarily need to be on School Support and will be moved onto an Individual Education Plan (IEP).

They will be assessed and supported by their teachers in the same way as the majority of the class and will be closely monitored by the manager, the key worker, with the support of any specialist teachers will work together to create an Individual Education Plan (IEP) for the child.

Each IEP will target the child's specific needs. It will comprise of no more than three targets, which are used to monitor and assess the child's progress. The key worker is responsible for ensuring that the IEPs are completed and shared with parents. Parents are asked to sign the bottom of their child's IEP to show that the school has informed them about their concerns.

IEPs will be reviewed and updated on a termly basis. During this time the needs of the child are met by the teachers through differentiation, continuing with any support or intervention programmes, and providing additional support where possible.

Education, Health and Care Plans

The minority of children who demonstrate significant cause for concern; for whom the strategies and programmes implemented have been continued for a reasonable amount of time without success, and where alternative strategies have been tried, may be considered as meeting the criteria for an Education, Health and Care Assessment (EHCA).

EHCA will only be used for children and young people with significant needs, whereas the majority of children with SEND will not need an EHCA. The class teacher and manager will work together to complete the application honestly, with the support of the child's parents or carers.

They will need to have had a private educational or clinical psychologist's report first. If the application is accepted by the Local Education Authority, they will carry out their own single full multi-disciplinary assessment.

Formal Assessments

If a teacher feels there is significant concern, or if intervention strategies do not impact on a child's attainment, then the teacher will seek the advice of the manager, and they may recommend that parents have an assessment of their child undertaken with an educational or clinical psychologist.

Al Risalah is well equipped and experienced at supporting children with ASD and some other SEND. The teachers recognise that all children are individuals and learn in a variety of ways and that there is not a 'one size fits all' approach to supporting children with SEND.

Teachers, with the support of the manager are responsible for the curriculum taught, types of classroom activities, classroom organisation, resources and auxiliary aids needed. Every member of staff must maintain high expectations and is directly responsible for meeting the needs of pupils with SEND.

Some children will need support and intervention for a short time and others will need support throughout their whole school life. As a setting we communicate well by sharing IEP's and summaries of educational psychologist's and clinical psychologist's reports and regularly hold staff meetings, to ensure that all teachers involved in a child's learning are aware of any additional needs they may have.

A small minority of children have arrived at Al Risalah and have needed additional adult support. If a child's class teacher and the SEND Leader believe that a child needs extra support in class, then additional funding from the local authority will be applied for.

The manager would support parents in applying for an EHCNA or any additional funding that may be available to help them cover this cost. The teachers have a duty of care to the children they teach

and will have honest discussions with parents if they feel that Al Risalah is not able to meet the needs of their child.

Strategies for supporting children with SEND At Al Risalah it is our intention to support all children with SEND through:

- Differentiation i.e. If a child has difficulties with writing, we should minimise the effect on this on other curriculum subjects.
- Additional adult support where possible in the classroom and outdoors
- Teaching assistant led support programmes i.e. social skills intervention, bucket time, talk boost
- Additional sessions with a specialist teacher i.e. Speech and language therapists, occupational therapists, if required.

Differentiation

Teachers differentiate their activities to meet the needs of the children in their class. Teachers have the freedom to group their children and organise their class to deliver the curriculum, using their professional knowledge in the way they feel will best meet the needs of all the children.

In some lessons children are grouped according to ability, whereas in other lessons mixed ability or grouping by social skills is more appropriate.

Additional Adult Support

The Manager and senior leadership team work together to allocate additional adult support considering the needs of each cohort.

Teaching assistants work alongside children in the classroom and may run small group support programmes to help raise the attainment of children.

Children without SEND may also be involved in small group sessions in order to boost areas of concern, if appropriate.

The manager, teacher and teaching assistants may also take small groups to support children with SEND, and those without SEND, who are not meeting their potential to ensure additional support for children.

Role of the SEND Leader

The SEND Leader is the person responsible for:

- Creating, implementing and monitoring the school's SEND policy
- Liaising with and advising fellow teachers
- Coordinating provision for SEND children
- Maintaining the school's SEND profile and overseeing records on all children with SEND
- Supporting class and teachers when liaising with parents
- Contributing to in-house training for staff

- Liaising with external agencies
- Tracking SEND children and analysing assessments conducted in class Partnership with parents

A fundamental principle in the Code of Practice is that a good partnership with parents is essential when working with any children with SEND.

We aim to strengthen this partnership through:

- Ensuring teaching staff are available for meetings with parents
- Parents are encouraged to feel that they can approach the school with any concerns they may have about their child's progress
- We recognise, encourage and value the participation of parents in supporting their children with their learning at home, including encouraging regular workshops.

Children with English as an additional language

Children for whom English is an additional language do not have SEND.