



ROTHESAY NURSERY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

September 2026

The governing body of Rothesay Nursery School adopted this policy in September 2026. It will be approved annually by the governing body.

1. INTRODUCTION

Rothesay Nursery School is an inclusive nursery, and we are committed to providing high quality education for all children, regardless of need or disability.

This policy is in line with the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2014), the Equality Act 2010 and Part 3 of the Children and Families Act 2014. This policy should be read in conjunction with our SEND Information Report which can be found on our website: www.rothesaynursery.co.uk, which is also linked to the Luton Local Authority Local Offer.

2. AIMS AND OBJECTIVES

Rothesay Nursery School aims to provide an inclusive and supportive environment for all children (including those with SEND) and to give them meaningful access to our curriculum and assess using a Holistic SEND Profile. We aim to:

- Ensure that all pupils, whatever their SEND, receive appropriate educational provision, through a broad and balanced curriculum; that is relevant and differentiated, and demonstrates coherence and progression in learning.
- Ensure that a child with SEND gets the support they need.
- Identify the special educational needs of children as early as possible, ensuring these are assessed, planned and provided for and reviewed every three weeks.
- Reduce barriers to learning and progress to enable every child to experience success.
- Enable children with SEND to engage in activities (differentiated for their needs), alongside pupils who do not have SEND. To ensure an inclusive school that makes reasonable adjustments for those with a disability.
- Identify the roles and responsibilities of all staff in providing for children's SEND.
- Work in partnership with parents/carers ensuring they are fully involved in the planning for their child.
- To keep parents/carers fully informed of their child's education.
- Work in partnership with outside agencies ensuring a multi-professional approach to meeting the needs of all vulnerable learners.

3. ROLES AND RESPONSIBILITIES

Governors

The Governing Body, in conjunction with the Headteacher and Special Educational Needs Co-ordinator (SENCO), is responsible for determining the policy and provision for pupils with SEND.

The Governing Body has appointed a SEND Governor

The Headteacher

The Headteacher is responsible for ensuring that there is a qualified teacher who is designated as SENCO.

The Headteacher, in conjunction with the Governing Body and SENCO, is responsible for determining the policy and provision for pupils with SEND.

The Headteacher works closely with the SENCO to ensure the implementation of this policy.

The Special Educational Needs Co-ordinator (SENCO)

Elizabeth Leer is the SENCO for Rothesay Nursery School and is supported by the SEND team; Early Years Educator, Clare Greatbatch; Early Years Worker Kystal Gillas and the Family Worker also works closely with the SEND team.

The SENCO is responsible for ensuring all practitioners in the nursery understand their responsibilities to children with SEND and the nursery's approach to identifying and meeting their needs.

The SENCO and SEND team advise and support colleagues.

The SENCO will ensure parents are closely involved and that their knowledge of their child informs any action taken by the nursery.

The SENCO and team are responsible for liaising with professionals outside the nursery.

Class Teachers/Room Leads

The classroom leaders are responsible for ensuring that the needs of the children within their class are met; and that all children reach their full potential. They support and help plan for the key workers and staff to meet individual needs.

Key Workers

Key workers are responsible for providing appropriate targets for children who need additional educational support. They ensure that each child works on their personalised individual targets daily (Appendix 1). They continually assess how the children are progressing and adjust targets accordingly. They can draw on the SENCO and SEND team for advice on assessment and strategies to support the child's personalised individual plans.

Plans are assessed or reviewed every three weeks, or sooner, if the plan is not meeting the needs of the child.

Each plan must reflect:

- The child's attainment and progress.
- External advice.

- Parental Targets.
- Targets are Specific, Measurable, Achievable, Realistic and within a Time Frame.

Key workers support children who show signs of needing additional help by adapting existing practice. If this is not successful they will highlight their concerns to the SENCO. Early identification of additional needs is important. Any delay can give rise to a child's anxiety and subsequently to loss of self-esteem, frustration in learning and possible behaviour difficulties. Early action is critical to future progress and improved outcomes for each child. Thus supporting them for their next educational steps and for adult life.

Early Years Practitioners

Early Years Practitioners and Learning Support Assistants are responsible for including and supporting pupils with SEND in the nursery environment, in line with this policy. They must be aware of the children with additional educational needs or a disability and must differentiate learning activities to include these children. They ensure all children experience quality education.

4. SEND INFORMATION AND ASSESSMENT

Information about a child's learning and development is collected before they start and during their time at Rothesay Nursery School. This aids early identification of a child's potential needs or difficulties. Sources of information can include:

- Parents/carers.
- Pre-schools and playgroups on setting/transition visits.
- Special Educational Needs Service.
- Health Service professionals.

All children are baselined within two weeks of starting nursery to gain a clear picture of their strengths, interests, and needs. **Birth to Five Matters (2026)** guidance, is used as a starting point to assess each child's development and identify any areas where additional support may be required.

Some children may need their learning delivered in smaller steps and they will be assessed against the Luton Holistic Profile, when appropriate, to ensure that children are able to meaningful steps of progress.

5. WORKING WITH PARENTS

If a child is identified as requiring additional support, this support is tailored to meet their individual needs and circumstances. Parents and carers are consulted at every stage of the process, and all documentation is shared with them. Where an individual plan is required, parents and carers are encouraged to contribute to the planning process and help set a target for their child.

The SEND team provides informal meetings for parents and carers, offering opportunities to ask questions, discuss concerns, and access further advice and support.

We will support parents and carers by attending meetings relating to their child whenever possible, and we can also accompany them on visits to prospective schools to help them make informed decisions about their child's future education.

Where a child requires additional support to meet their needs, an application for a resourced place will be made to establish the support provided with Luton Local Authority. If it is anticipated that the child will require ongoing support in their next educational setting, an Education, Health and Care Plan (EHCP) or other support may be requested. We will work closely with parents and carers throughout the process and discuss each stage with them to ensure they are fully informed and involved in decision-making about their child.

6. OUR PROVISION

As a Resourced Nursery, we offer specialist provision and support to meet the needs of children with SEND. Our provision includes:

- A SENCO who has the National Award for SEN Coordination.
- Early Years Holistic SEN Assessment for children requiring differentiated education.
- A differentiated adapted curriculum.
- Individual plans with targets shared with the parents
- Dragonfly Class a classroom which some children may access with an adapted curriculum.
- Attention/language groups differentiated for children's needs.
- Use of visual timetables, 'Now' and 'Next' and visual symbols.
- Sign language to support understanding.
- Picture/Object Exchange to support communication or objects of reference if initially required.
- Choice boards Activity Boards and Communication Books
- Bespoke resources such as fascination boxes focussed on a child's interest or family picture books.
- Start and finish tasks
- Intensive Interaction.
- Identiplay a play-based intervention
- Sensory play such as, bubbles, shaving foam, food, paint, water and sand.
- Sensory based therapies
- Resources to support sensory needs such as peanut balls, trampolines and spinning chairs.
- Speech and Language Therapy Magic Words
- Sensory rooms
- Areas of the school accessible by ramps.
- Music room.
- Soft play room.
- SEND bathroom and shower.
- Clean room.
- Library with appropriate reading material including board and sensory books.

Rothesay Nursery School – Individual Plan (IP)

Name

Class :

Key Worker:

Date:

Plan Number:

Planned Target What do we want your child to be able to do?	Where have we got the target from? (Assess)	What will we DO to help your child meet this target? (Provision/Intervention) (Resources/Activities)	How will we know when your child has met this target?	Week Beginning:	Mon	Tues	Wed	Thurs	Fri
• • • • • •									

Parent Review	
----------------------	--

