



Goodway Nursery School

Inclusion and Special Educational Needs & Disability Policy

Date policy adopted:

Signed:

Chair of Governing Body

Our school values

- Respect** - respecting children's rights, treating each other with dignity and valuing each person's individual identity
- Security** - creating an environment where children feel safe, both emotionally and physically, building their resilience through secure attachments
- Relationships** - encouraging kindness and developing relationships where children and families are listened to and feel valued
- Inclusion** - creating an enabling environment where children and families feel a sense of belonging and ensuring equality of opportunity for everyone
- Learning** - reflecting on our practice together, co-constructing learning with children and extending their learning by providing experiences that provoke curiosity and exploration
- Empowerment** - encouraging children to become confident and independent, equipping them to participate in decision making, resolve conflict and make positive choices

We are a Unicef Rights Respecting School

This policy links to the UN Convention on the Rights of the child:

- Article 2 Non-discrimination** The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- Article 3 Best interests of the child** The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 8 Protection and preservation of identity** Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.
- Article 12 Respect for the views of the child** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- Article 13 Freedom of expression** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- Article 15 Freedom of association** Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- Article 19 Protection from violence, abuse and neglect** Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- Article 23 Children with a disability** A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families..
- Article 27 Adequate standard of living** Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.
- Article 28 Right to education** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- Article 29 Goals of education** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 30: Culture** Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.
- Article 31 Leisure, play and culture** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

We are committed to safeguarding and promoting the wellbeing of all children, and expect our staff and volunteers to share this commitment.

Aims

At Goodway Nursery School we believe that all children are entitled to have their individual needs appropriately supported in order to participate fully at our school. Fully valuing the child will require changes to the setting to accommodate and support children who have a wide variety of needs and this will involve all staff working in close partnership with parents and other professionals.

Our named SENDCO is Lucy Collins (Deputy Head Teacher & Sendco) who is responsible for co-ordinating the day-to-day provision of education for pupils with Special Educational Needs and Disabilities (SEND) and to work with all staff to agree, implement and review the SEND policy. Our Deputy SENDCO is Inez James. Our named Governor responsible for SEND is Claire Henebury. They ensure that the Goodway Nursery School Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (updated 2015), the Local Education Authority and other policies current within the school.

A disability is described in law (Equality Act 2010) as a "physical or mental impairment which has a long term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities". This can include long-term health conditions such as asthma, diabetes or epilepsy.

Rationale

We believe that all children are entitled to have their individual needs appropriately supported in order to fully participate in the life of our nursery school provision. All our keyworkers teach every child including those with SEND. As laid out in the SEND Code of Practice (updated 2015), "Early Years providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN". Staff work in partnership with parents and other professionals to ensure that:

Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage (EYFS).

We have a strong focus on outcomes for our pupils, not just hours of provision and support.

The role of the SENDCO is to:

- Liaise with parents/carers to offer support and advice and to ensure that their insights inform any decisions made about their child.
- Liaise with the assistant SENDCO and Lead practitioners regarding children with SEND.
- Liaise with other professionals and outside agencies to support the needs of our children.
- Advise and support other practitioners in the setting, based on research and evidence.
- Promote the Principles of TIASS within practice and curriculum;

We see behaviour as communication

We recognise that a sense of safety is the foundation of all learning and exploration

Relationships are prioritised in all that we do

We are curious about the experiences of families and what they means for them now

All emotions are recognised and we offer empathy to all

We regulate before using reasoning and make space for reparation

- Promote Nurture values as underpinning all SEND interactions.
- Lead and develop Enhanced Provision, alongside Deputy SENDCO and team.
- Coordinate appropriate training to support the professional development of staff.
- Ensure that the "graduated approach" with 4 stages of action (assess, plan, do and review) is adopted and maintained.
- Ensure that background information is collected, recorded and updated.
- Take the lead in further assessments of the child's strengths and weaknesses and to guide future planning to meet the child's needs.
- Ensure that appropriate records are kept for children requiring 'SEN Support' and that these records are updated and maintained.

- To liaise with SENAR to begin the process of an Education, Health and Care (EHC) Needs Assessment and plan, where necessary.
- To co-operate with Birmingham Local Authority to carry out “needs assessments” of SEND children in the development and review of their EHC Plans.
- Ensure that transition to another setting is planned and that children with SEND and their families are fully prepared.

Special Educational Needs & Disabilities (SEND) - Identification and Assessment

Children and young people with SEND may need extra help because of a range of needs. The 0-25 SEND Code of Practice (2015) sets out 4 areas of SEND:

- Communication and interaction
- Cognition & learning
- Social, emotional & mental health (SEMH) difficulties
- Sensory and/or physical needs

Some children may have SEND that covers more than one of these areas. At Goodway Nursery School we identify the needs of the pupil by considering the needs of the whole child not just the special educational needs of the child.

Systems of observation and assessment are routinely used. When these raise concerns we use a graduated approach to action and intervention.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place – Assess, Plan, Do Review – this is the graduated approach called SEN Support

Assess: The child's difficulties will be assessed so that the right support can be provided. Observations, development checklists and curriculum based assessments are used to gain additional information. The Wellcomm Speech and language assessment toolkit will be used to identify speech and language difficulties.

Plan: The staff, with parent involvement, agree the outcomes that the support is intended to achieve and how the child will benefit from the support.

Do: Goodway Nursery School will action the planned support. The child's Key person will remain responsible for working with the child in order to ensure progress but the SENDCO and any specialist staff involved will work closely to track progress and effectiveness of support.

Review: The support received will be reviewed in line with the time agreed in the plan to see if the intervention enabled the child to make progress and to consider alternative interventions/action.

At Goodway Nursery School a SEND support plan will be written for children who are identified as needing SEND support and this will include the desired outcomes for the child and how this will be achieved within the setting. This plan will be written, monitored and reviewed in consultation with parents/ carers at least once a term.

If a child continues to make little or no progress, despite support being provided that is matched to the child's area of need, we will consider involving specialists, including those from outside agencies

If a child has more complex needs it may be considered that they require an Education Health and Care Plan (EHCP). The local authority must conduct an assessment of education, health and care needs and prepare an EHCP. Goodway Nursery School staff will support and advise parents through this process as appropriate.

Progress Check at Age Two

The progress check at two is described in Section 2 of the Statutory Framework for the Early Years Foundation Stage (2012). This must reflect the child's strengths as well as identifying any areas

where the child's progress is slower than expected. If there are significant concerns (or identified SEND) practitioners should:

- Develop a plan which should identify the child's progress, strengths and needs at this age in order to promote positive outcomes in health and well-being, learning and development.
- Generate information which can be used to plan services and contribute to the reduction of inequalities in children's outcomes

Admission Arrangements

As a setting which is seeking to be inclusive and non-discriminatory, children with SEND will be welcomed and admitted according to the same policy as all other children. According to current legislation, all Early Years providers must "not discriminate against, harass or victimise disabled children, and they must make reasonable adjustments to prevent them being put at a disadvantage" (Equalities Act 2010). Therefore, a child cannot be refused a place on the grounds of special educational needs. When additional resources, whether human or physical are necessary to support individual needs, these will be provided or requested, as appropriate. This forms part of the flexible adopted approach through consultation with parents prior to admission, agreed settling in procedures and ensuring the setting is ready to successfully include the child.

Partnership with parents and carers

All staff acknowledge the importance of the role of parents and the contribution they make as their child's first educators. We are uniquely placed to build on informal opportunities for contact and to ensure regular formal communication to support the needs of the child.

Close and strong partnerships with parents will ensure that parents/ carers will:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
- Make their views known about how a child is educated.
- Have access to information, advice and support during assessment and related decision making processes about special educational provision (SEND Code of Practice 2015).

Facilities

As a setting we may need to provide certain adaptations and or specialist equipment to address individual needs. However, the Disability Discrimination Act 1995 and the Equalities Act 2010 places a legal obligation on all service providers to make reasonable adjustments.

To ensure full access for parents, carers, staff and children, regular audits may demonstrate our need to consider changes to:

- Toilets/changing facilities
- A number of different rooms with different functions
- An outside play area with play equipment
- A range of audio visual equipment
- Provision of food
- Regular outings/use of local services

Staffing

In our school the child's primary support will be from the key persons who will liaise with other staff including the SENDCO and Deputy SENDCO, if allocated. Provision for children with SEND is seen as a matter for everyone in the setting. All staff need sensitivity, knowledge and awareness of the specific and individual needs of children to give consistency and continuity of care.

Training

Staff require knowledge to include children successfully. Training will be arranged when needed which is targeted towards meeting the needs of children in the setting. Training, wherever possible, will be for the whole staff but will also be on an individual or small group basis with provision for feedback and sharing information and expertise. SEND meetings between the SENDCO and Deputy SENDCO ensures information and knowledge is exchanged regularly and a discussion of SEND is on staff meeting agendas, ensuring that all staff are up to date on individual needs.

Curriculum

Practitioners will provide relevant learning and development opportunities and set realistic and challenging expectations that meet the diverse needs of children. In order for all children to access the EYFS Curriculum, observation based planning will take place that acknowledges each child's learning requirements and style. For children with SEND, the focus should be on identifying and removing barriers to learning and supporting children with their challenges. This is achieved through high quality interactions where teaching and learning experiences are differentiated within our curriculum.

Children with SEND may be supported through one to one work, Early Years Support Plans, Education & Health Care Plans, visual resources, pre-tutoring with language used for planned activities, choice boards and visual timetables.

Children with identified communication and language needs may be referred to Speech and Language and will be supported through a language intervention group, symbols and Makaton.

Resources

Resources are used flexibly and some equipment is borrowed through support agencies where necessary. Additional equipment may be bought to meet individual needs, from the school budget.

Resources linked to individual targets can be sent home to provide continuity between home and school.

Learning Environment

Furniture and equipment is laid out and available space used to support learning, promote confidence and independence. Risk assessments are undertaken and checks are made on a regular basis.

The advice of outside agencies is sought in particular cases, to ensure the learning environment is suitable and adjustments are made accordingly.

The Local Offer

At Goodway Nursery School we may also access the 'Local Offer' to see what help is available. The Local Offer published by Birmingham Local Authority identifies education, health and social care services provided for children with SEND which can be found at

[Local Offer Birmingham | SEND Advice, support and Information](#)

The Local Offer (SEND Code of Practice 2015) reflects the changes to Section 19 of the Children and Families Act (2014) which makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to: The views, wishes and feelings of the child, and the child's Parents/Carers.

The 2015 Code of Practice has a clear focus on the child expressing their views. At Goodway Nursery School, we encourage children to make regular choices on a daily basis, to express their views and to be listened to. Parents and carers are fully included in decisions about their children. They are invited to regular meetings to discuss and review their child's progress or share concerns regarding their child.

Parents are informed, prior to induction, who the setting SENCO is and are invited in to discuss their child's transition into the setting. This meeting may also include any other professionals involved with the child.

We respect the confidentiality of the child and family. Records are stored and information is shared where necessary, with parental consent

We respect the confidentiality of the child and family at all times and consent is sought to share information.

Links with Support Services and external agencies

Successful partnership with other agencies is in the best interest of the child. At Goodway Nursery School we are committed to working with support services and external agencies to seek expertise and share information. Some of the professionals we work with include:

- Educational Psychologists
- Specialist Support Services, including the Language, Learning and Support Service, Communication and Autism team, Sensory support Team, Physical Disability support services.
- Speech and Language Therapists
- Physiotherapists
- Child Development Centre
- Practitioners from other settings
- Outreach services

Parents and carers will be fully consulted and consent obtained before children are referred.

Monitoring the Policy

This policy is embedded in the day to day practice within Goodway Nursery School and as such, is a working document which can change over time through staff discussion. The SENDCO will be responsible for leading the annual review of the policy, keeping up to date with current legislation/guidance.

Links to other policies and documents

- Accessibility Plan
- Child Protection Policy
- Information Sharing Policy
- Behaviour Policy
- Equal Opportunities policy
- Intimate Care Policy

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