Goodway Nursery School

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Inclusion and Special Educational Needs & Disability Policy

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.

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Introduction: Relevant Legislation

This policy is written in accordance with the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, which provides statutory guidance for early years providers and schools in England.

SEND_Code_of_Practice_January_2015.pdf (updated in 2024)

The policy also reflects the requirements of the Children and Families Act 2014, Equality Act 2010, including the duty to make reasonable adjustments for disabled children, Children Act 1989 and Children Act 2004, Special Educational Needs and Disability Regulations 2014 and other relevant statutory guidance and Birmingham City Council requirements.

Ethos

At Goodway Nursery School, we are committed to inclusive practice because we believe that all children are entitled to have their individual needs appropriately supported in order to participate fully in nursery life.

We believe that inclusion is fundamental to children's rights and to their educational, social, emotional and physical development.

Our inclusive ethos is informed by the United Nations Convention on the Rights of the Child (UNCRC), particularly:

- **Article 23** – children with disabilities have the right to special care and support so that they can live full and independent lives and participate actively in their communities.
- **Article 29** – education should develop every child's personality, talents and abilities to the full.

We recognise that every child is an individual and that children develop at different rates and in different ways. We therefore seek to remove barriers to participation and learning and provide appropriate support at the earliest opportunity.

Our Aims

We value each child as an individual and want every child to feel safe, welcome, included, valued and respected. Therefore, we strive to:

- Develop each individual child physically, intellectually, emotionally, socially and creatively, including their ability to communicate and develop an aesthetic awareness.
- Provide a foundation for success in later learning through access to a broad and balanced curriculum.
- Ensure that every child is able to participate meaningfully in nursery life.
- Recognise and celebrate children's individual strengths, interests, identities and achievements.
- Avoid stereotyped views of children with SEND or disabilities.

- Maintain high expectations for all children.
- Promote positive representations of disability and SEND through our curriculum, resources, books, displays and daily interactions.
- Recognise and respond to the individual needs of children and their families.
- Work in partnership with parents/carers and relevant professionals.
- Identify needs as early as possible and provide appropriate support.
- Make reasonable adjustments where required to enable disabled children to access learning, play, communication, routines, facilities and the wider life of the nursery.
- Ensure that SEND provision is part of the everyday work of the setting and is the responsibility of all staff.
- Support children's independence, communication, confidence and participation.
- Listen to children and, where developmentally appropriate, seek their views, wishes and feelings when planning support.

This document will be viewed in conjunction with details of our general aim for the nursery.

See accessibility plan on the school website.

Definition of Special Educational Needs

The SEND Code of Practice states that a child has special educational needs 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

For children under compulsory school age, a child is considered to have a learning difficulty or disability if they are likely to fall within the definition above when they reach compulsory school age, or would do so if special educational provision were not made for them.

The SEND Code of Practice identifies four broad areas of need:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**

- **Sensory and/or physical needs**

Children may have needs in one or more areas, and their needs may change over time. We recognise that children should not be defined solely by a category of need. Our approach begins with understanding the individual child, their strengths, interests, communication, development and barriers to learning and participation.

At Goodway, practitioners work in consultation with parents/carers, the SENCO and relevant professionals to develop a comprehensive understanding of each child's needs and to plan appropriate support.

We recognise the importance of early identification and early intervention. We work collaboratively as a staff team and aim to build positive partnerships with parents/carers and outside agencies to meet each child's needs.

SENCO and Responsibilities

The named Special Educational Needs Coordinator (SENCO) at Goodway Nursery School is:

Anna Woodward – Assistant Headteacher and SENCO

Anna holds the **National Award for Special Educational Needs Coordination (NASENCO)**. The SENCO leads and coordinates the setting's SEND provision in partnership with the Headteacher, governing body, educators, family support staff, key persons and relevant external professionals.

The SENCO:

- Liaises with parents/carers.
- Liaises with other professionals and agencies and makes referrals where appropriate.
- Acts as a key point of contact with external agencies, particularly the local authority and its support services.
- Advises and supports practitioners in the setting.
- Advises on the graduated approach to providing SEND support.
- Ensures relevant background information is collected, recorded and kept up to date.
- Leads further assessment of children's strengths and areas of need where appropriate.
- Supports practitioners to develop appropriate provision and interventions.
- Leads on monitoring and reviewing actions taken to support children.
- Ensures children's SEND support is appropriately recorded and reviewed.
- Ensures that appropriate transition arrangements are planned.
- Works with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010, including reasonable adjustments and accessibility.
- Contributes to Early Help and CASS referrals where appropriate.
- Leads and coordinates SEN Support Plans, SEN Support Provision Plans (SSPPs) and Education, Health and Care Plans (EHCPs).
- Works collaboratively with parents/carers and relevant professionals.

- Supports staff development and training in SEND and inclusive practice.

All educators and staff work together to implement, monitor and review this SEND and Inclusive Education Policy.

Areas of Specialist Support

At Goodway we work with a range of services according to children's individual needs. These may include:

- Educational Psychology (EP).
- Communication and Autism Team (CAT).
- Language Learning and Strategic Support (LaSS).
- Occupational Therapy (OT).
- Early Support Service, including sensory, physical and hearing impairment support.
- SENAR.
- Physical Support Team (PST).
- Speech and Language Therapy.
- Family Support Services.
- Children's health services and other relevant professionals.

Referrals are made in accordance with local authority and professional procedures and, where appropriate, in partnership with parents/carers.

Partnership with Parents and Carers

We recognise parents/carers as important partners in identifying, understanding and supporting their child's SEND. Parents and carers know their children best and their knowledge, experience and views are highly valued.

We aim to develop open, respectful and positive relationships with families from the point of admission and throughout the child's time at Goodway.

We provide regular opportunities for communication and information sharing through:

- informal daily communication;
- meetings with the key person;
- meetings with the SENCO;
- SEN Support Plan reviews;
- EHCP reviews where appropriate;
- transition meetings;
- written information and reports;
- communication with relevant professionals.

Where developmentally appropriate, the views, wishes and feelings of the child will also be sought and reflected in planning and review.

Parents/carers will be informed about decisions relating to their child's education and SEND provision unless sharing information would conflict with safeguarding or child protection requirements.

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Where safeguarding or child protection concerns arise, staff will follow the setting's Safeguarding and Child Protection Policy and current statutory guidance.

Parents/carers will be provided with information about relevant independent advice and support services, including Birmingham's SEND Information, Advice and Support Service (SENDIASS) and other appropriate services.

The complaints, compliments and comments procedures are explained to parents/carers on admission.

Identification and Assessment

We recognise that early identification of SEND is important in enabling children to receive appropriate support. Practitioners develop an understanding of each child through:

- information from parents/carers;
- information from previous settings or professionals;
- observations;
- children's interests and communication;
- ongoing assessment;
- developmental information;
- the child's participation in learning and play;
- consideration of the child's strengths and areas of difficulty.

Assessment is an ongoing process and is used to identify what children know, understand and can do, what they are interested in and what may be preventing them from making progress or participating fully.

The setting may use appropriate assessment or screening tools, such as WellComm, where these are considered appropriate. Such tools are used alongside professional judgement and other information and are not used in isolation to determine whether a child has SEND.

We take a holistic approach and consider communication, learning, social and emotional development, physical and sensory needs and the child's wider circumstances.

Where concerns arise, the SENCO and practitioners will work with parents/carers to agree appropriate next steps.

The Graduated Approach

The SEND Code of Practice requires settings to adopt a graduated approach to supporting children with SEND.

Goodway Nursery School follows the Assess, Plan, Do, Review approach to identify and support children with SEND.

Assess

We gather information from the child, parents/carers, key person, practitioners, previous settings and relevant professionals. This may include observations, the child's 'All About

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Me' information, baseline and ongoing EYFS assessments, WellComm and other appropriate assessments.

Plan

Where additional support is needed, the key person, SENCO and parents/carers agree appropriate outcomes, strategies and provision. This may include SEN Support, a SEN Support Plan, SEN Support Provision Plan (SSPP), Early Support Plan, Individual Healthcare Plan or provision identified within an EHCP.

Do

Agreed strategies and support are put into place by practitioners, with guidance from the SENCO and relevant professionals. Practitioners observe and record the impact of the support through learning journeys, observations and other appropriate evidence.

Review

The effectiveness of support is reviewed regularly with parents/carers and relevant professionals. SEN Support Plans and Early Support Plans are normally reviewed at least termly, or more frequently where required. EHCP provision is reviewed in line with statutory requirements and local authority procedures.

Where concerns arise, the SENCO works with the key person and parents/carers to identify appropriate next steps. Support is provided according to the individual child's needs and does not depend on a fixed period of monitoring.

Strategies and Inclusive Practice

Through the graduated approach, we use a wide range of strategies to support communication, learning, participation and regulation. Strategies may include:

- Visual timetables.
- Now/Next and First/Then boards.
- Picture cards and visual communication systems.
- Photographs of routines, objects, people and environments.
- Communication boards in learning areas.
- Makaton signs.
- PECS where appropriate.
- Augmentative and Alternative Communication (AAC) approaches where recommended.
- Differentiated support.
- One-to-one support where required.
- Small-group work.
- Language groups linked to individual targets.
- Music, singing and signing.
- Attention Autism/Attention Birmingham approaches where appropriate.
- Sensory regulation strategies.
- Sensory Circuits where appropriate.
- Movement breaks.
- Environmental adaptations.
- Adapted resources.
- Additional processing time.

- Reduced or adapted language.
- Structured play and interaction support.
- Transition support.
- Social stories and visual preparation.
- Curiosity Approach principles.

Strategies are selected according to the individual needs of the child and are reviewed to determine their effectiveness.

Many of these strategies are used as part of our whole-setting inclusive approach and benefit all children.

Reasonable Adjustments and Accessibility

Goodway Nursery School recognises its duties under the Equality Act 2010.

We are committed to ensuring that disabled children, parents/carers and staff are not disadvantaged and that reasonable adjustments are made where required.

Reasonable adjustments may include adaptations to:

- the physical environment;
- communication systems;
- routines and transitions;
- teaching and learning approaches;
- sensory provision;
- resources and equipment;
- staffing and adult support;
- information provided to children and families;
- assessment and recording arrangements.

The setting will consider individual needs and make reasonable adjustments to enable children to access learning, play, communication, social experiences, routines, facilities and the wider life of the nursery.

Regular accessibility and environmental checks take place to identify barriers and consider appropriate adaptations.

Specialist equipment may be obtained through support agencies, borrowed where available or purchased where necessary.

Appropriate funding will be considered and allocated in accordance with available resources and relevant local authority arrangements.

Staffing and Staff Responsibilities

All practitioners have a responsibility for the inclusion, education, care and safeguarding of children with SEND.

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Our key person-based staffing model supports continuity and consistency for children. Each child's primary support is coordinated through their key person, who works closely with the SENCO and other staff.

All staff are expected to:

- understand the individual needs of children in their care;
- implement agreed strategies consistently;
- contribute to observations and assessments;
- contribute to SEN Support Plans and reviews;
- communicate appropriately with parents/carers;
- share relevant information with the SENCO;
- attend relevant training;
- contribute to transition planning;
- promote children's independence and participation;
- follow safeguarding, equality and information-sharing procedures.

Staffing arrangements and adult-to-child ratios comply with the current EYFS statutory framework.

Where a child's SEND requires additional adult support, the setting will consider appropriate staffing, resources and specialist support in consultation with parents/carers and relevant professionals.

Children's needs are assessed and, where additional support is required, the setting will seek supplementary funding or other appropriate resources where available to support provision, including one-to-one support where necessary.

Facilities

Goodway Nursery School recognises its legal responsibilities as a maintained nursery school and its duties under the Equality Act 2010.

We understand that the setting must consider reasonable adjustments and accessibility in order to support disabled children and ensure that they can access education and nursery life.

We may need to provide adaptations or specialist equipment to address individual needs.

Regular audits and environmental checks take place to consider accessibility and identify barriers to participation.

Furniture, equipment, learning areas and resources will be arranged to support learning, confidence, independence and safe participation.

Where specialist equipment or environmental adaptations are required, the setting will seek appropriate advice and funding.

Admission Arrangements

Goodway Nursery School is committed to being an inclusive and non-discriminatory setting.

Children are welcomed and admitted in accordance with the school's admission arrangements irrespective of disability or previously identified SEND.

We are committed to including children in all aspects of nursery school life and in the local community, regardless of their individual needs.

A home visit may be offered prior to a child starting nursery as part of the assessment and induction process.

Information can be translated or provided in an accessible format where necessary.

Parents/carers and children are encouraged to visit the setting prior to admission.

Where additional resources, whether human or physical, are necessary to support an individual child's needs, these will be provided or requested as appropriate.

The setting will work in partnership with parents/carers prior to admission to understand the child's:

- strengths;
- interests;
- communication;
- developmental needs;
- sensory needs;
- medical needs;
- mobility or physical needs;
- routines;
- previous support;
- successful strategies.

Settling-in arrangements will be flexible and individualised.

Where necessary, accessibility arrangements will be considered before admission and advice will be sought from relevant professionals.

Where a Care Plan or other individual plan is required, this will be developed before or as soon as practicable after admission so that individual needs are understood and appropriate staff are informed.

Training and Continuing Professional Development

We recognise that practitioners require knowledge, skills and understanding to successfully include children with SEND.

Goodway has an ongoing programme of continuing professional development (CPD) relating to SEND, inclusion, communication, autism, sensory needs and other areas identified through the needs of the children attending the setting.

Training is targeted according to:

- the needs of children currently attending;
- identified staff development needs;
- changes in legislation and statutory guidance;
- advice from external professionals;
- whole-setting priorities;
- individual professional development plans

Training may be provided for the whole staff team, individuals or small groups.

Practitioners are encouraged to share knowledge and skills gained through training with colleagues through staff meetings, professional discussions and training sessions.

Our SENCO holds the National Award for Special Educational Needs Coordination (NASENCO).

All educators have accessed Makaton Level 1 and Level 2 training. Some educators have also accessed Picture Exchange Communication System (PECS) Phase 1 and Phase 2 training.

The Communication and Autism Team (CAT) provided Good Autism Practice training.

Our CAT worker also provides in-house training for parents/carers and staff each year, depending on the needs of the cohort.

During 2025–2026, the setting worked with the Occupational Therapy team to understand and implement Sensory Circuits, with stations and resources developed across the setting.

Training will continue to be reviewed annually.

Medical Needs

Goodway Nursery School recognises that some children with SEND may also have medical conditions that require additional support.

As a maintained nursery school, the setting follows the statutory requirements relating to supporting children with medical conditions.

Where a child requires an individual healthcare plan or other appropriate care plan, this will be developed in partnership with parents/carers and relevant health professionals.

Plans may include information about:

- the child's medical condition;
- medication;
- symptoms and signs;
- emergency procedures;
- required adjustments;
- staff responsibilities;
- training requirements;
- communication arrangements.

Staff will receive appropriate information and training where necessary to support the child safely.

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Medical needs will be managed in accordance with the school's Medical Needs/Supporting Children with Medical Conditions Policy and relevant statutory guidance.

The current Department for Education guidance is: *supporting pupils with medical conditions and allergy* Supporting children and young people with medical conditions and allergy updated March 2026

Arrangements will be reviewed regularly and whenever the child's medical needs change.

Children are involved in planning where appropriate through their interests, choices, communication and responses.

Learning Environment and Specialist Resources

Resources and specialist equipment are used flexibly to meet individual needs. Equipment may be provided through support agencies, families or purchased by the school where appropriate. Communication resources may include Makaton, PECS, visual timetables, communication boards, photographs, symbols and other appropriate communication systems. Goodway is recognised as a Makaton-friendly setting.

The learning environment is planned and adapted to support children's participation, communication, learning, confidence and independence. Educators consider individual needs and targets when planning activities, resources and play opportunities.

We continue to develop our learning environments and specialist provision to meet the needs of children with additional, complex and significant needs. Accessibility, safety and potential risks are regularly reviewed, and advice from relevant professionals is sought where required.

Entitlement and Participation

At Goodway we believe that every child has the right to high-quality early years provision irrespective of disability, SEND, gender, ethnicity, social background or family circumstances.

We aim to provide full access and participation for all children.

Where a child's individual needs require adjustments to their attendance, timetable, transition arrangements or provision, these will be considered on an individual basis in consultation with the child, where appropriate, parents/carers and relevant professionals.

Any adjustment will be based on the child's individual circumstances and needs and will be kept under regular review.

We will not make assumptions about what a child can achieve because of their disability or SEND.

We are actively involved in developing our inclusive education strategies and practice through:

- regular staff discussion;
- professional development;
- partnership with specialist services;
- local authority initiatives;
- action research where appropriate;
- collaboration with local schools and specialist provision.
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We have strong links with local schools and receiving settings.

The SENCO will contact the SENCO or relevant staff of receiving schools prior to transition. Where appropriate, the SENCO and a relevant member of staff from the receiving school will be invited to the child's final review or transition meeting.

SEND and Safeguarding

Safeguarding is everyone's responsibility.

In accordance with Keeping Children Safe in Education 2026, we recognise that children with SEND can face additional safeguarding challenges.

These may include:

- assumptions that indicators of abuse, neglect or trauma relate to a child's disability or additional need rather than a safeguarding concern
- communication barriers that make it harder for children to disclose abuse
- increased vulnerability through dependence upon adults for care and support, including intimate care
- social isolation or bullying
- difficulties recognising unsafe situations, including online risks

All staff will maintain professional curiosity, remain alert to changes in presentation, behaviour or emotional wellbeing, and ensure safeguarding concerns are acted upon promptly.

The SENDCO and Designated Safeguarding Lead (DSL) will work closely together when concerns arise regarding children with SEND.

All safeguarding concerns will be managed in accordance with current statutory guidance, including **Working Together to Safeguard Children 2026** and **Keeping Children Safe in Education 2026**, where applicable.

Working Together 2026 reinforces expectations around inclusive and anti-discriminatory cultures and states that safeguarding applies to all children.

Keeping Children Safe in Education 2026 came into force on 1 September 2026 and applies to schools and colleges.

Staff will not allow SEND to be used as an explanation for behaviour where a safeguarding concern may exist.

Where a safeguarding concern is identified, the appropriate safeguarding procedures will take precedence.

Information Sharing and Confidentiality

We recognise the importance of sharing relevant information to ensure that children receive appropriate education, health, development and safeguarding support.

Information relating to a child's SEND will be managed in accordance with:

- UK GDPR;
- the Data Protection Act 2018;
- current statutory information-sharing guidance;
- safeguarding requirements;
- the school's information-sharing procedures.

Information will be shared appropriately with parents/carers and relevant professionals where this is necessary and lawful.

Information will be shared on a need-to-know basis and in accordance with safeguarding and data protection requirements.

The current statutory guidance on information sharing was updated in September 2026 and applies to education and early years settings. The statutory information-sharing duty under section 16LA of the Children Act 2004 comes into force on 30 September 2026.

Staff will receive appropriate guidance on information sharing and confidentiality.

Other related documents and useful websites are:

Goodway SEND Information Report – see school website

Goodway Behaviour Policy – see school website

SENDIASS Birmingham SENDIASS | Birmingham City Council **– Parent support and advice**

https://www.localofferbirmingham.co.uk/

https://birmingham.connecttosupport.org/s4s/WhereILive/Council?pageId=3859&lockLA=True

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Department for Education and Department of Health and Social Care
GOV.UK – SEND Code of Practice: 0 to 25 years