



**Inglewood
Nursery & Infant School**

SEND and Inclusion Policy 2025-2026

Review date: October 2025
Next Review: October 2026

1. Information about Inclusion and SEND Provision

Principles and objectives:

- This policy is a statement of the arrangements for inclusion and SEND at Inglewood Nursery and Infant School. It has been written to make the arrangements for inclusion explicit and to ensure continuity of practice across the school. This policy follows the arrangements as stated in the **Special Educational Needs and Disability Code of Practice: 0-25 years (2014)**
- Inglewood Nursery and Infant School's motto is that 'Everyone Matters' and this policy is a practical example of how we have embedded our motto into all that we do.
- We are committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs and/or a disability (SEND), have a common entitlement to both a broad and balanced academic and social curriculum, which is accessible to them, and also to be fully included in all aspects of school life.
- We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.
- We are committed to inclusion. Part of our school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.
- This does not mean that we treat all learners in the same way, but rather that we respond to learners in ways which take account of their varied life experiences and needs. We strive for equity above equality.
- We believe that educational inclusion is about equity in opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background. We pay particular attention to the provision for, and the achievement of, different groups of learners:
 - girls and boys
 - minority ethnic and faith groups, travelers, asylum seekers and refugees
 - learners who need support to learn English a second language, whom we celebrate as multi-lingual learners (MLL)
 - learners with special educational needs
 - learners with a disability
 - those who are our most able
 - those who are looked after or post-looked after by the local authority
 - others such as those who have a significant medical need; those who are young carers; those who are in families under stress
 - any learners who are at risk of disaffection and exclusion
- This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, cognition and learning difficulties, social, emotional or mental health needs or communication and interaction difficulties, or may relate to factors in their environment, including the learning environment they experience in school.

- We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, sensory needs, neurodivergence, age and maturity. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to the best of their ability.
- The SENDCo (Special Educational Disability and Needs Co-ordinator) and Inclusion Manager is Miss Deborah Boekestein, with Mrs Fiona Fletcher currently working alongside her to train in, and transition to the role from April 2026. Miss Catherine Mitchell is currently the Early Years SENDCo, working alongside the SENDCo to support SEND in the Early Years.
- We see the inclusion of children identified as having special educational needs as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.
- We pay regard to the definition of special educational needs as stated in the SEND Code of Practice (2014)

Section 20 (1) of the Act:

‘A child or young person has special educational needs if he or she has a **learning difficulty** or **disability** which calls for special educational provision to be made for him or her.’

Section 20 (2) of the Act:

‘A child of compulsory school age or a young person has a learning difficulty **or** disability if he or she -

- a) has a significantly greater difficulty in learning than the **majority of others of the same age**, or
- b) has a disability which prevents or hinders him or her from making use of facilities **of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions.**’

Section 20 (3) of the Act

- c) ‘A child under compulsory school age has learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age’

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Also, in the widest sense, special needs includes children of ALL academic abilities including the most able who may need enhanced provision and those with emotional and physical needs which may affect their education entitlement.

- We work closely with all parents/carers to gain the full picture of pupils’ previous experiences, interests and preferences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- Parent/carer involvement and support is vital to the success of the education of the pupils and especially those with SEND.

- **All** practitioners within school are teachers of pupils with SEND and adapt learning according to the needs of the pupils in their care. We use a graduated response on a spectrum from teacher action to additional support and/or intervention by outside agencies.
- Teachers and Early Years practitioners plan with inclusion in mind, anticipating diverse needs rather than reacting to problems later.
- All staff ensure that physical and emotional spaces within our school are safe and welcoming for our pupils.
- High quality teaching, adapted for individual pupils, is our first step in responding to pupils who may have SEND. Each teacher is responsible and accountable for the development and progress of the pupils in their class by:
 - Providing support for children who need help with communication, language and literacy
 - Planning to develop children’s understanding through the use of all available senses and experiences
 - Planning for children’s full participation in learning, and in physical and practical activities
 - Helping children to manage their own behaviour and to take part in learning effectively and safely
 - Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning
- Monitoring the progress of all pupils is an ongoing process, timetabled into the academic year, which enables early identification of any pupils who may require additional or different provision to be made.
- We believe in equity within equal opportunities and endeavour to meet the physical, emotional and intellectual needs of all our pupils. Senior staff work with teachers to ensure that they are able to identify and provide for those pupils with special educational needs, allowing them to join in all activities together with pupils who do not have special educational needs.
- This policy should therefore be read alongside our policy for equal opportunities.
- Pupils with SEND are fully integrated into the life of the school and into the curriculum which recognises the strengths of every individual, as well as any areas for development, and ensures that all contribute to the social and cultural activities of the school.
- Parents are encouraged to discuss any issues and concerns with the class teacher initially. If necessary, the matter may be passed on to the SENDCo or a member of the senior Management Team.

Management of SEND within the school:

- All pupils will receive a broad and balanced curriculum, relevant to their needs. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in **The National Curriculum in England (2014)**:

‘Teachers should set high expectations for every pupil. They should plan stretching work for children whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.’

- All our children are understood and supported to succeed.
- Early identification assessment and intervention are recognised as the key to meeting the needs of the individual pupils, so that potential barriers to learning and assessment for individuals and groups of pupils can be overcome.
- All staff will ensure that the teaching and learning opportunities they provide respond to pupils' diverse learning needs
- Parents will always be kept informed of any additional or different provision being given, and will be invited to contribute to and attend any review meetings about their child.
- Pupils who make progress at different rates will be given carefully adapted learning opportunities to help them progress. Their progress will be monitored frequently and this monitoring will involve the parents / carers and pupils working in partnership with the school.
- We aim to recognise strengths as well as weaknesses and try to involve all pupils in the activities of the school.

Co-ordination of SEND provision:

The SENDCo is responsible for:

- overseeing the day-to-day operation of the SEND and Inclusion policy
- co-ordinating provision for pupils with SEND
- ensuring there is liaison with parents and other professionals in respect of pupils with SEND,
- managing learning support assistants
- advising and supporting other practitioners in the school,
- contributing to the ongoing professional development of the staff,
- ensuring that appropriate Individual Learning Plans (IEPs) are in place based on the Assess, Plan, Do, Review cycle, and that relevant background information about pupils with SEND is collected, recorded and updated
- liaising with external agencies including the LA's educational psychology services, health and social services and voluntary bodies
- All teaching staff are responsible for pupils with SEND in their classroom and they will be supported with additional support from external specialist practitioners or other staff within school.
- The SENDCo instigates and co-ordinates the formulation of our policy. The draft is evaluated and amended based on comments received from all the relevant parties involved.
- Multi-disciplinary / inter-agency co-operation is in place to ensure our provision meets the needs of the pupils with SEND. We link with other schools, special schools, voluntary organisations, health and social service departments, and the Local Authority.

The role of the governing body:

The governor with responsibility for SEND is Sarah Park.

- The governing body should:
 - Ensure that provision is made for pupils who have SEND
 - Ensure that the needs of pupils with SEND are made known to all who are likely to teach them.
 - Ensure that teachers are aware of the importance of identifying, and providing for, those pupils with SEND.
 - Consult the LA and the governing bodies of other schools, when necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole.
 - Ensure that school produces a 'SEND Information Report' setting out in one place information about provision available for children and young people in their school who have SEND.
 - Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the pupil receiving the provision their learning needs call for, and the efficient education of the pupils with whom they are educated and the efficient use of resources.
 - Report to parents on the implementation of the school's policy for pupils with SEND.
 - Have regard to the Code of Practice when carrying out its duties to pupils with SEND.
 - Ensure that parents are notified of the decision of any extra provision being made for their pupils.
- Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
- The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND and Inclusion policy will be issued annually and be made available to parents via the school website.
- SEND provision is an integral part of the School Improvement Plan.

Admissions:

- Provision for pupils with SEND is a matter for the school as a whole.
- We welcome all pupils to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All pupils with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed.
- Pupils with Education, Health and Care Plans (EHCPs) are admitted into school and fully integrated into their year group phase, where it does not impact on their own well-being or the daily learning of other pupils. Where additional support is necessary to meet their needs, access to a specialist learning and regulation areas is timetabled.

Specialisms:

- The school has experience in supporting pupils with a variety of needs
- Nurture staff work with identified groups of children to support their social, emotional and behavioural development
- There are currently two members of staff trained to implement the Cumbria Reading Intervention Programme and two members of staff trained in Mathematics Recovery
- Time to Talk is a speech and language programme used to support children primarily in the Early Years
- Two members of staff are trained in the 'Happy to be Me' programme which aims to raise pupil's confidence levels
- Two members of staff are trained in the Drawing and Talking approach which aims to allow children to lead their own exploration of their personal challenges
- One member of staff is trained as the school mental health lead
- There are designated STAs working across school who focus on Speech, Language and Communication - this includes speech production, analytic (sentence parts) and gestalt (whole phrases carrying meaning for the child) approaches
- Two members of staff are trained in Lego Therapy
- Two members of staff are trained as ELSA Emotional Literacy Support Assistants (ELSAs)
- Precision Teaching is used in Key Stage 1 as an individualised programme for children
- School has a sensory lead – Mrs Lucy Simpson and staff are trained and supported to deliver sensory circuits

Other interventions that run across our school include: additional focused early reading support groups, Physical, Dough Gym and Move to Write groups to support gross and fine motor-skill development, a range of individual and small group work groups to reduce and overcome barriers to learning across the curriculum and English as an Additional Language Intensive Programmes (EALIP).

All members of staff have had additional training on attachment, Adverse Childhood Experiences (ACEs), Mental Health and Autistic Spectrum Condition (ASC).

Specific training has also been given on using Makaton as an additional method of communication, supporting Gestalt learners and children diagnosed with ARFID and managing individual medical conditions (as required)

2. Identification, Assessment and Review

Definition of Special Educational Needs:

According to the SEND Code of Practice, children have SEND if they have a learning difficulty that calls for special educational provision to be made for them. They will require something 'additional to' or 'different from' that which is available to all pupils in school.

Special Educational needs falls into 4 broad areas of need:

- Communication and Interaction
- Social, Emotional and Mental Health
- Learning and Cognition
- Physical and/or Sensory

Resources:

- A proportion of our budget is allocated for resources, which include identified materials for use in supporting pupils who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEND budget.
- We develop resources to support pupils with SEND that link with priorities stated in the school's development plan.
- We currently have several children with, or under assessment for, an Education, Health and Care Plan (EHCP). At any time, we may have children with needs as detailed below:
 - Moderate and Severe learning difficulties
 - Hearing and visual difficulties
 - Physical /medical difficulties
 - Global developmental delay
 - Specific literacy and/or numeracy difficulties
 - Social, emotional and behavioural difficulties
 - Mental health and well-being issues
 - Speech and language difficulties
 - Autistic Spectrum Condition (ASC)

Identification and assessment:

- We are committed to the early identification and intervention of pupils who may have SEND.
- More detailed observations are made in a variety of contexts, as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from any additional or other Early Years settings the pupils may have attended.
- If further assessment is required, we use a variety of assessment tools to help us to determine a pupil's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the pupil.

- The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice and is in line with the LA policy. For further details of the process, see Appendix 1.

Individual Education Plans/ Learning Plans

SEND Support - If a teacher identifies a pupil who may have SEND that is not being addressed within the ongoing quality first teaching process and differentiation of activities, it may be necessary to devise a Learning Support Plan - sometimes called an Individual Education Plan (IEP). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO, pupil and parents/carers and involves them in setting targets and strategies. These are shared and reviewed termly, or more frequently as necessary.

The school records the steps taken to meet the needs of individual children through the use of a Learning Support Plan and the SENCO has responsibility for ensuring that records are kept and available when needed. Records for interventions are added to the child's provision map.

Strategies employed to enable the child to progress are recorded within a Learning Support Plan which will include information about:

- What the child thinks about their learning and how we can better help them
 - The short-term targets set for the child
 - The teaching strategies to be used
 - The provision to be put in place
 - How the targets will help the child in their learning
 - How the child can be successful
 - Identify who is responsible for carrying out the work
 - The review date
 - The parents' and carers' views will be sought, as their support is vital if progress is to be achieved and maintained
- Further advice and professional support is sought and implemented as necessary for the individual needs of the pupils. If adequate progress is not made after a sustained period of intervention and review, the SENCO, in consultation with the parents/carers, may conclude that further support and advice is needed. External advice is sought from the Specialist Advisor Teachers (SATs) linked to our school.
 - If there are multiple barriers to progress, an Early Help Assessment (EHA) may be completed offering support through Team Around the Family (TAF) meetings.
 - Once outside professionals from, for example, health, social services, support services, specialist advisory teachers or the education psychology service are involved with the pupil, a new IEP/Learning Support Plan will be drawn up in consultation with the parents/carers, school.
 - The IEP/Learning Support Plan is regularly under review to ensure that the appropriate targets set provide success for the pupil and progress is made. The parents/carers are involved in this process.
 - In some cases, it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LA guidance to help make any such decisions. If the pupil's needs are considered to be severe and complex, an Education, Health and Care Plan may be issued by the LA.

- Appendix A shows the way in which the school provides a graduated response to SEND.

Review:

- The SEND and Inclusion policy is subject to a regular cycle of monitoring evaluation and review.
- The SEND and Inclusion policy should also be read alongside our behaviour and equality policies and accessibility plan - as they are directly linked.
- The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and are a source of invaluable information when the pupils transfer to other early years settings or primary schools.

Curriculum entitlement:

- All pupils are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments as appropriate.
- All information gained is used to support planning in order to aid progress.

Evaluation procedures:

- The governing body will, on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND and Inclusion policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We will review and report on the effectiveness of the policy. This report includes the numbers of pupils identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The SENCO and subject co-ordinators monitor inclusion in classroom practice / analyse pupil tracking data and test results / value added data and equity of provision for pupils with SEND or other barriers to learning.
- SEND and inclusion is part of our school self-evaluation arrangements.

Procedures for concerns:

- We endeavour to do our best for all pupils but, if there are any concerns, we encourage those concerned to approach the class teacher in the first instance and a response will be made as soon as possible.

3. Staffing policies and partnership with external agencies.

Professional development for staff:

- All staff and the SENDCo are involved with training in line with the priorities identified in the School Development Plan.
- SEND and inclusion issues are discussed on a regular basis as part of our School Improvement Plan.
- The SENDCo attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

Links with other agencies:

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose pupils are identified with SEND. We include all in social events and informal meetings.
- Records of all pupils with SEND, who transfer in to our school are requested from their previous establishments. The SENDCo endeavours to discuss their existing additional or different provision in order to provide continuity of support.
- Records of all pupils are sent to the receiving educational establishment for their attention. The SENDCo endeavours to discuss with receiving staff any pupils identified as needing additional or different provision to enable continuity of support.
- Specialist advice is sought as appropriate for advice and assessment of pupils who have been identified as having additional needs.

Partnership with parents:

- Parents/carers are notified early if we have any concerns and we always listen and respond to issues brought forward by them for discussion.
- We share information with parents/carers in informal conversations and individual meetings.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the pupil both in school and at home.
- We promote a culture of co-operation between parents, schools, LAs and others as we believe that this is important in enabling anyone with SEND to achieve their full potential.
- We respect the differing perspectives of all parties concerned with pupils with SEND and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers and use the principles contained in our equality policy to ensure that they are not disenfranchised.

Pupil participation:

- Pupils who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the pupils in school are given due weight according to their age, maturity and capability.
- Pupils participate where possible, in all the decision-making processes, including setting targets and contributing to their IEPs/Learning Plans, discussing their choices, assessment of needs and in the review procedures.
- We encourage all pupils to participate in their learning by:
 - inviting them to talk about and reflect on their experiences as learners
 - adopting teaching strategies which encourage initiative and independent learning
 - providing them with opportunities to evaluate their progress and aptitudes and contribute to their own learning and personal targets

Transfer arrangements:

- We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils. For further details please refer to the Transition Policy.

Appendix 1

This flow chart illustrates the steps that we take to support children with SEND within our setting. We move from one step to another, if and when a child requires more support and is not making good progress. Sometimes, depending on the need, it may be necessary to move from Step 1 (initial identification) to Step 3 (IEP) or Step 4 (Early Help). If a child is making good progress, we may decide to move back a step. Our graduated approach to SEND is embedded in this process.

Step 1 – Identification
Parents and/or teachers raise concerns about a child. Concerns are discussed between parents/carers and the class teacher. The SENDCo will be made aware of these early concerns.



Step 2 – Initial Support
The class teacher makes adaptations through quality first teaching approaches to support the child in accessing the curriculum. A child may also be involved in intervention groups to support the development of specific skills and behaviours. The impact of support will be closely monitored. At this point children are not recorded on the SEND register.



Step 3 – Individual Education Plan
The child's needs are assessed in detail and an IEP (Individual Education Plan) is developed to support the child. School resources and/or expertise will be used to deliver the IEP. The child is added to the SEND register. The child's progress will continue to be closely monitored and the IEP reviewed regularly. In Reception, Year 1 and Year 2 the funding for this comes from the school's delegated budget.
In the early years (Little Fawns and Little Owls), Special Education Needs Inclusion Funding (SENIF) will be applied for, with the permission of parents/ carers, to provide some finance towards the cost of the additional interventions.



Step 4 – Early Help Assessment (if required)
The SENDCo arranges a TAF (Team around the Family) meeting and invites parents/carers and external specialists to come along and help us to carry out an EHA (Early Help Assessment). We need lots of information from parents/carers at this stage to help us fully understand the child. The information we collect helps us plan carefully to meet the needs of the child. Plans will be reviewed through another TAF meeting where we will decide next steps.



Step 5 – Education Health Care Plan Statutory Assessment

If it has been agreed by everyone involved (i.e. through an Early Help or after specialist input), we will apply for an EHCP (Education and Health Care Plan) from the local authority. This is where the authority assesses a child's needs within their local offer process, and may offer the school additional resources to help us support learning and development. The process can take around 20 weeks and may result in a Education Health Care Plan (EHCP).



Step 6 – EHCP

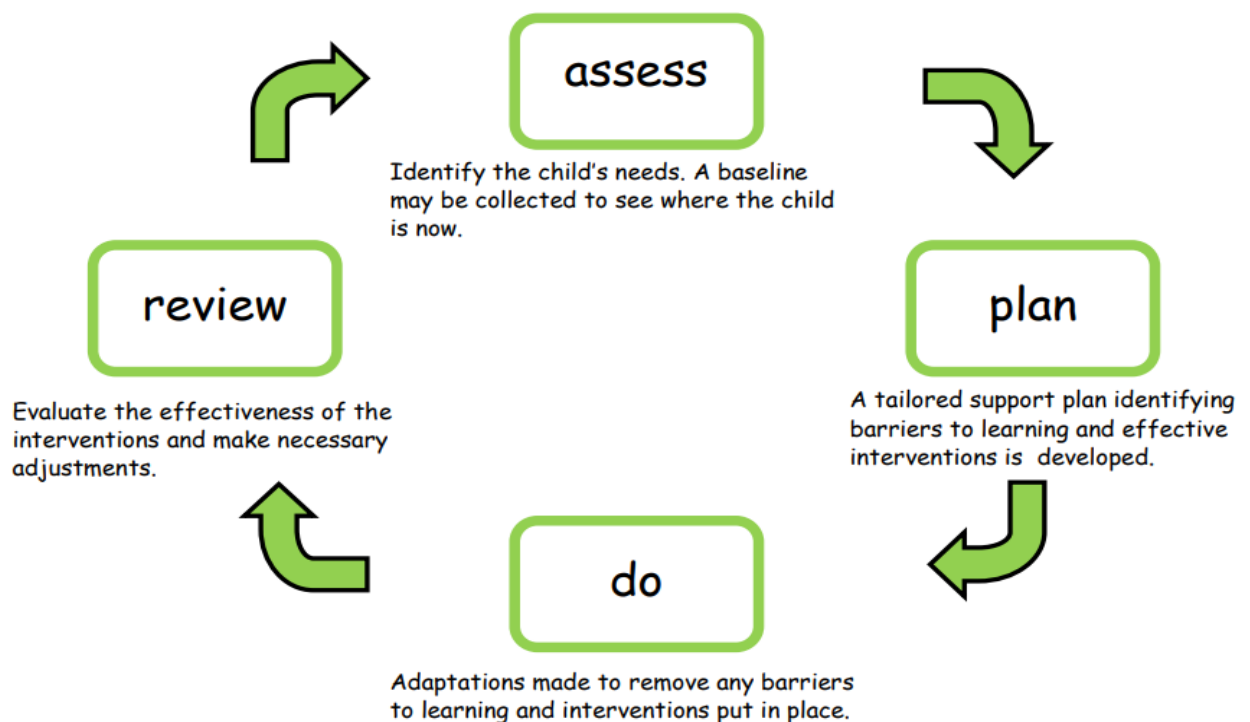
Once the child has an EHCP, it will be reviewed every school year. To help us deliver the plan, the child will have a detailed IEP and timetable of support. Other agencies involved with the child will visit regularly to monitor the effectiveness of the plan, provide support and advice to staff and feedback to parents. Parents/carers will be fully involved in the development and review of their child's EHCP. If excellent progress is made, it may be agreed at an annual review to cease to maintain an EHCP and the child will then either be supported through an Early Help or the school IEP process.

Our graduated approach to supporting children with SEND

The following diagram illustrates the *Graduated Approach* to supporting children with SEND.

This follows a 4 step cycle:

First, we **assess** a pupil's need and then we **plan** how to meet those needs. Next, we **do** what we have planned and then we **review** what has happened before repeating the process again, if necessary.



This approach encourages continuous improvement and adaptation of support strategies to meet individual needs effectively.