

Our Lady's Catholic Primary School



**We aspire that through the love of Jesus everyone should
"have life and have it to the full."
Jn. 10v10**

INCLUSION POLICY

Approved by: School Governors	Date: Oct 2021
Last reviewed on:	Date: Sep 2025
Next review date:	Sept 2026

Inclusion Policy

NRSRY_11_02

1. Aims

- 1.1 To support children's physical, social and emotional development, whatever their needs or ability.
- 1.2 To give all children full access to a broad, balanced and exciting curriculum.
- 1.3 To identify children within the nursery who have additional needs and liaise closely with their parents and other agencies.

2.1 Early Intervention

- 2.2 Parents complete a registration form which provides information regarding any additional needs or concerns that they may have. We seek information regarding any professionals involved in the child's/family's life and also ask to see their Health Record (Red Book).
- 2.3 If a child has significant special needs, these are discussed prior to the admission of the child to ensure that the nursery will be able to meet these needs and provide the best support and experiences possible.

3. Assessment, Recording Keeping and Referrals

- 3.1 Children's development is assessed when they join the nursery and then on an ongoing basis, including the "progress review" for children age 2. Reviews are completed with parental input, shared with parents and feedback is welcomed.
- 3.2 If a child is not meeting their expected milestones, their key worker will provide additional input/targeted next steps planning which will be shared with families.
- 3.3 Graduated Response – if a staff member has concerns regarding a child's development, they will discuss with the nursery SENDco, who will support them with observations and assessment before referring to the graduated response as set out in the SEND: Code of Practice (2015).
- 3.4 Staff members will not make referrals or contact with any outside agencies without the prior permission of parents unless there is any reason to believe that the child is at risk of harm.
- 3.5 With the support of the child's key worker and parents, the SENDco will take responsibility for gathering information and drawing up an Individual Education

Plan (IEP)/Play plan which is reviewed by all parties. The IEP/Play plan will document activities, resources and staff deployment, as well as a review date in order to monitor progress moving forward.

3.6 The child's key worker and SENDco can be supported by specialist healthcare professionals from outside the nursery. With parental permission, an Education, Health and Care Plan (EHCP) may be conducted to assess the child's additional needs and how these needs may be met.

4. Partnership with Other Agencies

4.1 With parental permission we may involve the help, guidance and support of any of the following:

- Early Years Inclusion Officer or Improvement Advisor from the Local Authority
- Health Visitors/Community Nursery Nurses
- Speech and Language Therapists/Assistants
- Educational Psychologists
- Portage Workers
- Play Specialists
- Early Years Consultants
- Paediatricians
- Dieticians

5. Partnership with Parents

5.1 The nursery will endeavour to share any early concerns with parents.

5.2 Parents will be kept up to date with their child's learning experiences through the use of Tapestry, open evenings and daily conversations.

5.3 All developmental reviews will be completed with feedback from parents.

5.4 Parents are invited to share their child's learning at home with the nursery and provide their own observations and assessments, parents are encouraged to share these on Tapestry.

5.5 The nursery recognises and puts great importance on the parents/family being the child's main educators.

6. Setting Based SENDco

6.1 The role of the setting-based SENDco is:

- to ensure consistent liaison with parents and other professionals concerning children with Special Educational Needs,
- to advice and support staff,
- to gather information and put strategies in place,
- to monitor and review actions,
- to ensure our record of children with additional needs is kept up to date
- to ensure IEPs/Play plans are in place and regularly reviewed (Graduated approach)

7. Additional Support

7.1 An EHCP (Education, health and care plan) is for children who need more support than is available through SEN support. They identify educational, health and social needs and set out the additional support to meet those needs.

7.2 If it is decided that a child needs additional support, with parental permission, the SENDCO will speak to the Early Years Improvement Advisor. It may be appropriate to apply for funding from the Early Years Inclusion Grant.

7.3 Specialist Equipment can sometimes be acquired with advice from our LA Early Years Co-ordinator.

8. Two Year Progress Review

8.1 Within 6 months of a child turning two years old a progress review will be carried out by the child's key person, this will be reviewed by parents and feedback is encouraged.