Inclusion and SEND Policy

Grass Roots Nursery Group

1. Purpose & Core Principles

At Grass Roots Nursery Group, we are dedicated to providing an inclusive, empowering, and accessible environment where every child, regardless of their needs, abilities, or background, can participate, progress, and thrive.

We believe in early identification, high-quality adaptive teaching, strong multi-agency collaboration, and an equal partnership with families. Inclusion is embedded across all aspects of setting life, from continuous indoor provision to outdoor learning (including forest school sessions, allotment visits, and community walks).

2. Statutory Framework & Reference Guidance

This policy operates in full compliance with:

- **Early Years Foundation Stage (EYFS) Statutory Framework** (DfE, Published July 2026; Effective 1 September 2026)
- **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years** (DfE/DoH, 2015)
- **Equality Act 2010** (Statutory Duty to Make Reasonable Adjustments)
- **Children and Families Act 2014**
- **Data (Use and Access) Act 2025 & UK GDPR**
- **Keeping Children Safe in Education (KCSIE)** (DfE, 1 September 2026)
- **Calderdale Local Offer & Early Years SEND Pathways**

3. Practitioner Practice Standards & Leadership Governance

Practitioner Expectations

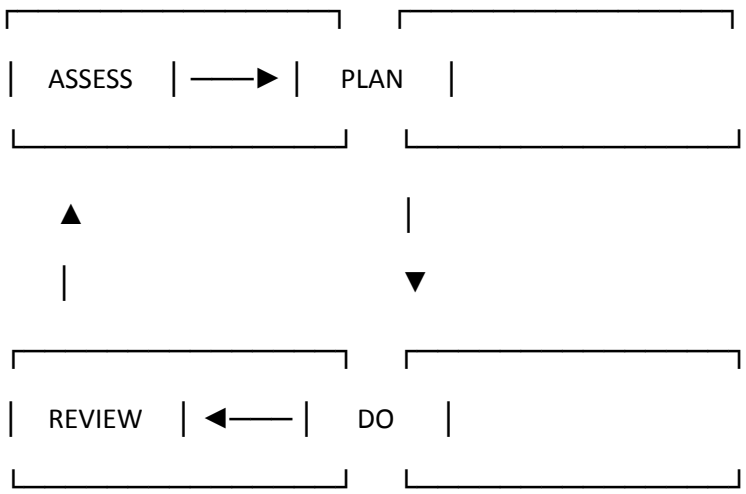
- **Recognise Individuality**: Value each child's unique strengths, interests, learning styles, and developmental trajectory.
- **Vigilant Observation**: Continuously observe children during play and routine to identify emerging developmental barriers or strengths at the earliest opportunity.
- **Adaptive Practice**: Proactively adapt environments, visual supports, communication methods, and routines to ensure universal access.
- **Digital Logging**: Maintain confidential, accurate developmental observations on Famly and log any safeguarding or vulnerable child indicators on CPOMS.

Leadership & Workforce Training

- Nursery leadership supports room teams through regular 1:1 supervision, reflective practice, and targeted SEND coaching.
- **Dingley's Promise**: All staff actively participate in the Dingley's Promise Inclusive Practice Programme to continuously deepen setting-wide inclusion standards.
- **Pedagogical Tools**: Staff integrate EEF-aligned Emotion Coaching and the Think Equal Program into daily interactions to support emotional self-regulation, empathy, and positive peer dynamics.

4. Identification, Assessment & The Graduated Approach

We follow the statutory **Graduated Approach** (Assess, Plan, Do, Review):



1. **Assess**: Emerging needs are identified through daily observations, two-year progress checks, parent insights, or notifications from health visitors. The SENDCo and Key Person gather holistic information.
2. **Plan**: Where targeted support is required, an Individual Learning and Development Plan (ILDP) is co-created with parents. The plan sets SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets, visual strategies, and environmental adjustments.
3. **Do**: Practical strategies, targeted interventions, and specialist advice (e.g., SALT, OT, Portage) are implemented in continuous provision.
4. **Review**: ILDPs and SEN Support Plans are formally reviewed termly (or sooner) with parents, key workers, and involved external specialists to assess progress and refine strategies.

5. Creating Inclusive Environments & Targeted Interventions

Inclusive Physical & Emotional Spaces

- **Communication Aids**: Visual timetables, Now/Next boards, PECS (Picture Exchange Communication System), and gesture-supported prompts (Makaton) are embedded universally across all setting rooms.
- **Sensory Regulation**: Quiet regulation spaces, calming sensory kits, and predictable daily routines help children maintain emotional equilibrium.
- **Accessible Outdoor Learning**: Outdoor spaces, forest school sessions, and allotment visits are fully adapted to ensure children with physical, medical, or sensory needs participate safely and meaningfully.

Targeted Interventions

- Evidence-based small group or 1:1 communication sessions.
- Emotion Coaching and self-regulation guidance.
- Motor skill development programs designed in collaboration with Occupational Therapists (OT) or Physiotherapists.
- Implementation of Education, Health and Care (EHC) Plans for children requiring long-term top-up support.

6. Challenge & Extension for Advanced Skills

Inclusion encompasses supporting children who demonstrate advanced skills, rapid conceptual understanding, or exceptional dispositions for learning.

We support advanced learners by providing:

- **Sustained Shared Thinking**: Deepening critical thinking, reasoning, and open-ended problem-solving within

everyday play.

- **Rich Language Modeling**: Introducing advanced vocabulary, complex sentence structures, and concept extensions.
- **Responsive Planning**: Utilising the *Characteristics of Effective Teaching and Learning* (Playing and Exploring, Active Learning, Creating and Thinking Critically) to extend learning beyond standard age-related expectations.

7. Transition Planning & Multi-Agency Collaboration

- **Equal Parent Partnership**: Parents are treated as expert partners at every step of assessment, review, and EHC plan application.
- **Multi-Agency Working**: We work seamlessly with Calderdale local authority SEND teams, Speech and Language Therapy (SALT), Occupational Therapy (OT), Educational Psychology, Health Visitors, and Portage teams.
- **Smooth Transitions**: For children transitioning into setting rooms or onward to primary school, we host multi-agency transition meetings, create bespoke social story photo books, and securely transfer ILDPs and EHC plans via encrypted digital networks with full parental consent.

8. Governance

- **SENDCo Leadership**: The designated SENDCo oversees setting-wide SEND provision, manages local authority referrals, supports room leaders, and monitors ILDP targets.