St. Joseph's R.C. Primary School and Nursery

Nursery Inclusion Policy

September 2026

Review: September 2027

"Treat others as you wish to be treated

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body in September 2026

It is due for review in September 2027.

Hayley Francis Date: 9th September 2026

Head Teacher

Mrs Lindsay Wise Date: 9th September 2026

Chair of Governors

Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy and procedures to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities

Policy statement

We provide an environment in which all children with special educational needs and provision (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice: 0 to 25 years, DfE and Department of Health and Social Care
- We have in place a clear approach for identifying, responding to, and meeting children's SEND
- We support and involve parents (and where relevant children); actively listening to and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.

- We regularly monitor and review our policy, practice and provision and, if necessary, make relevant adjustments.
- We comply with the Equality Act 2010 and have regard to our duties to prevent discrimination and make reasonable adjustments for children with disabilities. We ensure that children with SEND are able to access the curriculum, environment, activities and provision on an equitable basis.

Procedures

- The nursery has a designated Special Educational Needs Co-ordinator (SENCO), Mrs Emily Lerego. The SENCO works with practitioners, parents/carers, the school's SENCO and external professionals to coordinate the identification, assessment and provision for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and adaptive curriculum for all children.
- We identify children who may have SEND and put appropriate SEND Support in place using the graduated approach.
- We use the graduated approach of Assess, Plan, Do, Review, ensuring that provision is regularly reviewed and adapted in response to the child's individual needs and progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes.
- We will, where appropriate, consider children’s views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer.
- We liaise and work with other external agencies e.g. Health Visitors, Speech and Language Therapists, to help improve outcomes for children with SEND.

- If a child moves to another setting information will be passed to the setting Manager/Early Years SENCO to ensure continuity of provision and support.
- We have systems in place for referring children for further assessment e.g. Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEND.
- We provide a complaints procedure.
- We monitor and review our policy regularly.
- We plan carefully for transitions into nursery, between rooms or settings, and into Reception or another school. Where appropriate and with parental involvement, we share relevant information, records and assessments with the receiving setting and work collaboratively to ensure continuity of provision and a smooth transition for the child.

Early Years Pupil Premium (EYPP)

St Jospeh's Nursery is committed to ensuring that all children have the opportunity to achieve their full potential, regardless of their background or circumstances. We recognise that some children may experience barriers to learning and development, and we will use Early Years Pupil Premium (EYPP) funding to provide additional support where it can have the greatest positive impact.

Where a child is eligible for EYPP, we will:

- Identify the individual needs, strengths and interests of the child through ongoing observation, assessment and discussions with parents/carers.
- Use EYPP funding to provide appropriate additional support, resources, experiences or interventions that are linked to the child's individual needs and development.
- Consider the child's voice, where appropriate, and work in partnership with parents/carers when deciding how support can best be provided.

- Ensure that EYPP funding is used to support the child's learning, development, wellbeing and inclusion, rather than as a general source of funding.
- Monitor the impact of the support provided and make adjustments where necessary to ensure that the funding is making a meaningful difference.
- Work closely with the child's key person, SENCO and other relevant professionals where appropriate, ensuring that EYPP support complements any existing SEND provision.
- Maintain appropriate records of how EYPP funding is used and the impact it has on children's outcomes.
- Promote equality of opportunity and ensure that eligible children are fully included in all aspects of school and setting life.
- We identify and remove, wherever possible, barriers to participation and learning for children with SEND. We make reasonable adjustments to the environment, curriculum, routines, resources, communication and teaching approaches to ensure that children with SEND can participate fully in nursery life.

Further guidance

- **Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers, DfE, September 2026**
- **Working Together to Safeguard Children 2026, Department for Education**
- **Special Educational Needs and Disability Code of Practice: 0 to 25 years, DfE and Department of Health and Social Care**

Completed by: Emily Lerego (Nursery Manager) September 2026

Review date: September 2027