



WOODLANDS PRIMARY SCHOOL, HEDGEHOGS NURSERY & SUNBEAMS CLUB



Send and Inclusion Appendix

Hedgehogs and Squirrels

Updated: September 2026

Review Date: September 2027

1. Introduction

At Woodlands Primary, Hedgehogs Nursery, and Sunbeams Club (the school), we are committed to the inclusion, wellbeing and early support of all babies and toddlers in our care. This appendix outlines our approach to identifying and supporting Special Educational Needs and Disabilities (SEND) within the Hedgehogs and Squirrels Nursery rooms, catering to children aged 9months - 3years. At Woodlands, we strive to deliver consistent high quality care to ensure children thrive in our school.

This policy is shaped by the following statutory guidance and legislation:

- SEND Code of Practice (2015)
- Children and Families Act (2014)
- Equality Act (2010)
- Statutory Framework for the Early Years Foundation Stage (EYFS)
- Working Together to Safeguard Children (2026)

2. Our Commitment to Inclusion

We provide a warm, inclusive environment where every child is supported to reach their full potential through developmentally appropriate experiences. We believe that each child is unique and deserves to learn and thrive alongside their peers in a nurturing, respectful and stimulating setting. We actively seek to remove barriers to learning and participation for all children, including those with SEND.

We work closely with families to develop a shared understanding of each child's needs and to tailor support and provision accordingly. Our staff are committed to making reasonable adjustments and using individualised approaches to care, communication and learning.

3. What is SEND in the Baby Room Context?

In line with the SEND Code of Practice, a child is considered to have SEND if they have a developmental delay or disability which calls for special educational provision that is additional to or different from that which is typically provided for children of the same age.

In Woodlands Nursery school rooms, early signs may include:

- Communication and Interaction: limited babbling, reduced eye contact, delayed response to name
- Physical and Sensory: delayed motor milestones (e.g. crawling, walking), sensory sensitivities
- Social and Emotional: difficulty with settling, attachment, or emotional regulation
- Cognition and Learning: lack of exploratory play or difficulty with familiar routines

We do not label children as we are aware that babies and young children do not develop in a fixed way. We observe, reflect, and respond to individual developmental trajectories and emerging concerns.

4. Early Identification and Progress Checks

We use a combination of observation, developmental tracking and partnership with parents to identify emerging needs. Key tools and processes include:

- Regular observational assessments linked to EYFS Development Matters
- Discussions with Health Visitors after key visits- to discuss language learning, safety, diet and behaviour among other things
- Professional dialogue with parents and other carers
- WellComm or other screening tools, where appropriate
- Two-Year Progress Check completed during the first 6 months of a child turning 2
- Ages and Stages questionnaire (ASQ3) - Which is carried out in partnership with starting well practitioners during one and two year reviews at the children centre
- Children will be added to our Early Identification Register (Early Alert) to monitor any concerns

5. Our Approach: Graduated Response

We follow the graduated approach (Assess, Plan, Do, Review) as outlined in the SEND Code of Practice:

Assess

We gather insights from key persons, families, and observations to build a picture of the child's strengths and challenges. Accurate assessment can highlight whether a child may have a special educational need and/or may need additional help.

Plan

Where additional support is needed, we co-develop support plans with families and any other professionals involved, outlining specific strategies, goals and a review timeframe.

Do

The child's key person delivers the day-to-day support, guided by the Room Leader, Deputy Room Lead and SENCos.

Review

We monitor impact regularly and adjust support as needed, always involving families in decision-making.

6. Support in Practice

Our high-quality care includes:

- Small group and 1:1 attention where needed
- Makaton, visual cues, sensory tools and structured routines
- Quiet spaces for regulation

- Personalised care routines
- Support for parents accessing additional services

We make adaptations to the physical environment, routines and activities to enable full participation for every child.

7. Roles and Responsibilities

- SENDCos: Mrs Morphet and Miss Gittins
- Deputy Room Lead responsible for SEND: Mrs Jones

They are responsible for:

- Coordinating SEND provision across the Nursery rooms
- Supporting key persons and families through the graduated response
- Liaising with external professionals (e.g. SALT, Portage, Health Visitors, Best Start Family Hubs)
- Ensuring ongoing staff training in SEND
- Completing and reviewing Inclusion plans in partnership with parents and key adults to support the needs of the child.

8. Partnership with Families

We believe in strong, respectful partnerships with families and recognise parents as the child's first educators. We ensure:

- Early and honest conversations where concerns arise
- Joint planning of support strategies
- Regular updates and reviews
- Navigate to local services and our Local Offer via Best Start Family Hubs

9. Working with Other Agencies

Where a child requires multi-agency support, we follow Early Help protocols and may initiate an Early Help Assessment (EHA). We work in partnership with:

- Health visitors
- SALT, Portage, and physiotherapy teams
- Social care, where relevant

We always seek parental consent before engaging external agencies unless there are safeguarding concerns.

10. Inclusion plans

When children have been identified as having additional areas of need through the graduated approach, a member of the SEND team will arrange an inclusion meeting with parents/carers and any other professionals or agencies involved in the child's care and development.

The main purposes of an inclusion meeting are to:

- Identify the child's strengths, needs, and areas where additional support may be required.
- Set SMART targets to support the child's development and progress.
- Agree strategies and interventions to help the child be fully included within the setting beyond the universal offer.
- Discuss and plan possible referrals to other agencies, such as Speech and Language Therapy (SALT) or Community Paediatricians.
- Consider applying for Early Years Inclusion Funding (EYIF) where appropriate, to support the child's additional needs and enable the setting to provide targeted resources, strategies, and interventions to promote the child's inclusion and development.
- Review the child's progress regularly, usually once a term or approximately every 8 weeks.
- Continue to gather evidence and monitor support in preparation for a possible application for an Education, Health and Care Plan (EHCP), where appropriate.
- If, after several cycles of targeted interventions, the child achieves their agreed targets and is able to successfully access the setting through the universal offer, they may no longer require an inclusion plan. The child's progress will continue to be monitored through the EYFS assessment process.

11. Education, Health and Care Plans (EHCPs)

Where a child's needs are complex and ongoing, we may support families with a meeting with other professionals to identify strengths and needs. We provide evidence of:

- The child's development
- Support already in place
- Impact of interventions
- Views of parents and practitioners

11. Monitoring and Review

We evaluate the impact of our SEND provision through:

- Review meetings and relevant paperwork
- Feedback from parents, key persons and external agencies
- Annual policy review

We are committed to continuous improvement and reflective practice.

12. Complaints Procedure

We aim to resolve all concerns through open dialogue. Parents wishing to raise a concern about SEND provision should speak to the Room Lead, Deputy Room Lead and EYFS Lead in the first instance.