



SEND AND INCLUSION POLICY

Written by	Juniper
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Display on website:	Yes
Consultation:	Governors* Staff Parents* Children
Links with other policies	Behaviour for Learning Policy SEND Information Report Positive Handling Policy Admissions Policy

What is inclusion?

An inclusive school is "one in which the teaching and learning, achievements, attitudes and well-being of every young person matter." (from "Inclusive Schooling", DCFS, Nov 2011).

Tanglewood Nursery School strives to be an inclusive school. All staff and governors are committed to recognising the needs of each individual child. Our aim is for each individual in the school community, regardless of gender, sexual orientation, race, culture, background and ability to reach their full potential in an inclusive environment.

Essex Vision Statement

"In Essex, every learner is entitled to an experience of learning which is rich and varied, enjoyable and challenging and inspires all to strive for excellence so that everyone, for the benefit of us all, is able to shape our destinies and create a better future." (Every Learner, 2004)

"Our ultimate goals are to promote and value learning as a rewarding lifelong experience and to encourage and support people to become effective members of, and contributors to, their local communities." (Every Learner, 2004)

Principles of an inclusive education service:

- Inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include all children regardless of their ethnic origin, culture, social background, language, learning needs, gender and sexual orientation.
- An inclusive education service offers excellence and choice and incorporates the views of parents and children.
- The interests of all children must be safeguarded.
- Schools, local education authorities and others should seek to remove barriers to learning and participation.
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

Effective Inclusion

Effective inclusion is about "engendering a sense of community and belonging and encouraging mainstream and special schools to come together to support each other and children with special educational needs." (Every Learner, 2004)

Inclusive schools have

- An inclusive ethos;
- A broad and balanced curriculum for all children;
- Systems for early identification of barriers to learning and participation; and

- High expectations for all children and suitable individual targets for children as appropriate.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2024) and has been written with reference to the following documents:

- Equality Act (2010): advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (2024)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Statutory Framework for the Early Years Foundation Stage (2025)
- Safeguarding Policy
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Accessibility Plan
- Teachers Standards (2012)
- Children and Families Act (2014, Section 10)

To be read in conjunction with:

This policy will deliver provision for all pupils with special educational need and disabilities (SEND). This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policies
- Behaviour for Learning Policy
- Positive Handling Policy
- Intimate Care Protocol
- Administration of Medicines Policy
- Equality Policy
- Accessibility Plan
- Assessment Policy
- SEND Information Report
- Admissions Policy

Our view of SEND and Inclusion

At Tanglewood we see all children as individuals with different interests, knowledge and skills. We praise and celebrate their efforts and successes, and promote self-esteem. We aim to provide all children with an inclusive and supportive environment within which they can learn alongside each other and develop to their full potential.

Our aim is for children with additional and special needs to be supported by all members of the class team so that they feel fully included in every aspect of nursery life.

We aim to provide access to all areas of the school and resources and take steps necessary to improve this when needed (see Equality Policy including Accessibility Plan for details).

Partnership

At Tanglewood Nursery School, all staff are committed to working in partnership with parents and carers, and value the contribution they make. The school promotes an "open door" policy.

Roles and Responsibilities

Rose Harmer is the Inclusion Manager and she works alongside the Headteacher Debs Watson (NASENCO). Rose is responsible for the provision and co-ordination of SEND within the nursery. Rose can be contacted on 01245 352788, and at senco@tanglewood.essex.sch.uk.

The teaching and learning for all children including those with SEND remains the responsibility of the class team. Further support for any child is planned in consultation between parents, class team and Inclusion Manager.

Our enhanced provision speech and language therapists are employed and funded by provide.

The Governor with responsibility for Inclusion attends governor meetings and also meets with the Inclusion Manager each term to discuss Inclusion developments throughout the school.

The name of the designated teacher with specific safeguarding responsibility is Deborah Watson (Headteacher).

The Inclusion Manager / SLT are responsible for managing Early Years Pupil Premium Grant funding and SEN Premium funding.

The Inclusion Manager is the designated teacher for Looked After / Previously Looked After Children

The Inclusion Manager / SLT are responsible for ensuring the school meets its responsibility for meeting the medical needs of pupils.

Monitoring and Evaluation of SEND

The class team and Inclusion Manager assess and moderate the progress of all groups of children including those children registered as having SEND, on a termly basis using the assessment system for the whole school (OP&L). Targets are set and reviewed after a 12 week period.

The Inclusion Manager, class team and SLT monitor the progress of the children who are on the SEND Register and all other groups. Pupil Progress meetings and data analysis are regularly carried out to track groups of children, including SEND to ensure they are receiving the correct support.

The Inclusion Manager / SLT regularly carries out monitoring visits of classes and intervention groups.

Review

This is a statutory policy to be reviewed each year.