



Leasowe Nursery School and Family Centre

Inclusion Policy

'All children are individuals and they learn in different ways and at different rates.' (EYFS 2014)

'All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and*
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.'* (Special Educational Needs and Disability Code of Practice 0-25 years - 2015)



Date written: August 2019

Review date: August 2020

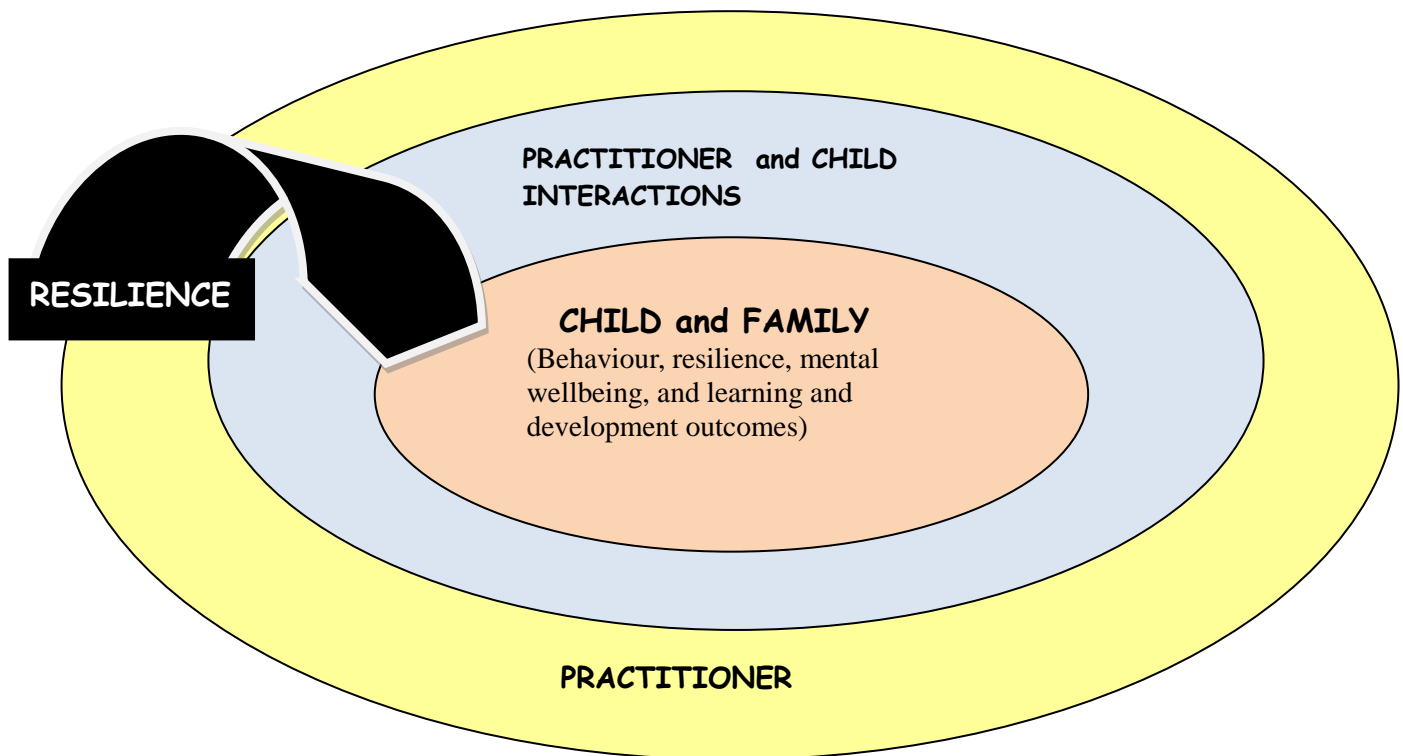
*All staff should be familiar with this policy.
This policy is available to parents, visitors.
Please ask at reception for a copy*

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Mission Statement

At Leasowe Nursery School and Family Centre we understand that children are at the heart of all that we do. How we behave and interact with the children will shape their behaviour, resilience, mental wellbeing, and learning and development outcomes.



What do we mean by Inclusion?:

Inclusion means we value each person as an individual and recognise that we learn, live, talk, share our thoughts, and ideals in different ways. Therefore we welcome all who join us at Leasowe Nursery School and Family Centre and welcome the opportunity to develop our understanding of others.

Inclusion does not mean that we make all children, and adults do the same activity, in the same way and at the same time, as this does not recognise the individual nature of the child or adult. Thus, there will be times that we need to adapt provision so that children, families and staff can reach their full potential. It takes patience, time and understanding, but most of all respect.

Our Aims:

At Leasowe Nursery School and Family Centre we aim to offer an inclusive learning environment to ensure our school meets the needs of

all children and their families. We achieve this by working in partnership with other professionals and agencies so that consistent education, health and care strategies are used to enable the child and their family to flourish. We recognise that when children feel happy, safe, secure and nurtured, they will make progress in all areas of learning and development.

Our school does not discriminate against anyone, be they children or staff on the grounds of their ethnicity, nationality, sexual orientation, gender, gender reassignment, religion, culture, additional needs and or disability. We welcome children and their families from all diverse family structures. We recognise some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their additional needs or disability. We understand that these factors affect the well-being of children and can impact on their learning and development.

Our school and family centre is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, gender reassignment, diverse family structures, diverse ethnic and cultural groups, learning difficulties and disability;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the setting;
- foster good relations with our families and the local community communities.

Valuing Diversity in Families:

Our Nursery School and Family Centre recognises many different types of family successfully love and care for children. We welcome the diversity of family lifestyles. We thus aim to:

- Encourage children to contribute stories of their everyday life to the school and family centre and welcome parents/carers and

family members to take part in the life of the setting and to contribute fully.

- Ensure that for families who are bilingual and multilingual, their languages and culture will be recognised and respected.
- Offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
- Show a respectful awareness of all major events in the lives of the children and their families in the school and family centre and in local community and we welcome the diversity of the backgrounds from which they come.

Working in Partnership with Parents:

A good working relationship with parents is paramount to the development and education of every child. Thus we aim to:

- Welcome a parent's knowledge and guidance because they know their child best. Parents are always welcome either to help out or to discuss any concerns they may have. Arrangements can be made for private discussions at a mutually convenient time.
- Ensure that when staff have any concerns about a child, they will always meet with the parents privately to discuss shared outcomes and any shared action that may be required.
- Ensure planning for meetings and events will take into account the needs of parents/carers with disabilities.
- Work with parents/carers to ensure that children's medical, cultural, religious and dietary learning difficulties and disability requirements will be met.
- We help children to learn about each other by developing a sense of self, awareness of others, tolerate one another in order to begin to develop positive relationships with each other.

Admissions:

At Leasowe Nursery School and Family Centre we provide information in clear language, whether in spoken or written form. We can, through the support from the MEAS Team provide information in as many languages as required.

We base our admissions policy on a fair system. We do not discriminate against a child or their family, or prevent entry to our school and family centre, on the basis of a protected characteristic as defined by the Equalities Act 2010. These are:

- disability;

- race;
- gender reassignment;
- religion or belief;
- sex;
- sexual orientation;
- age;
- looked after children and post adoption
- pregnancy and maternity; and
- marriage and civil partnership.

We do not discriminate against a child with a disability or refuse a child entry to our school and family centre for reason relating to disability and adhere to the Special Educational Needs and Disability Act 2014 and Equal Opportunity Act 2010. We welcome the opportunity for both parents and children to visit prior to starting, to discuss the ways in which the nursery and family centre can meet the child's/parent's individual medical, physical, special educational need and /or disability. We will assess each child's/parent's needs in terms of access and will make reasonable adjustments to adapt our facilities as appropriate.

Employment of Staff:

It is the policy of this school and family centre to positively value and respect people regardless of their gender, ethnic origins/racial groups, religious cultures, sexual orientation, family structure, additional needs or disability. Thus:

- Posts are advertised and all applicants are judged against explicit and fair criteria. Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and Disclosure and Barring Service checks. All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications. We monitor our application process to ensure that it is fair and accessible.

Meetings and Events:

Planning for meetings and events will take into account the needs of parents, visitors, staff and other professionals with disabilities.

- We positively encourage all parents/carers of a child to be involved in the school and family centre especially those who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents/carers have information about and access to the meetings.

Discriminatory Behaviour/Remarks:

As a school and family centre we consider the following types of discrimination as unacceptable:

- **Direct discrimination** – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
- **Indirect discrimination** - someone is affected unfavourably by a general policy e.g. children must only speak English in the school and family centre as this discriminates dual language families.
- **Association** – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background;
- **Perception** – discrimination on the basis that it is thought someone has a protected characteristic e.g. assuming someone's sexual orientation because of their mannerisms, behaviour or how they speak.
- **Displaying openly discriminatory** and possibly offensive materials, name calling, or threatening behaviour is unacceptable. We aim to be sensitive and supportive to the feelings of all those involved in discriminatory behaviour. Thus we encourage any member of staff, parent, family member or visitor to speak to our Head Teacher and Family Centre Manager, Cathy Hughes if they feel the policy is not being followed.

Learning and Development:

The curriculum offered in the school and family centre encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others, thus encouraging children to empathise with others and to begin to develop the skills of

critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to our school and family centre is found to treat any child or adults less favourably then we will make reasonable adjustments to accommodate the needs of children and adults.

We pay particular attention to the provision for the achievement of different groups of learners:

- Girls, boys, men and women,
- Minority ethnic and faith groups, travellers, asylum seekers and refugees,
- Learners who need support to learn English as an additional language,
- Learners who have special educational needs and/or disabilities and require early intervention and support,
- Those who are 'gifted and talented,'
- Those who are 'looked after' by the local authority,
- Children who have been adopted,
- Those families under stress due to ill health of family members,
- Children of armed forces personnel.

We do this by:

- enabling children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children; (Appendix 1)
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the possible different learning styles of girls and boys;
- ensuring resources will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society. Resources will be chosen with the differing needs of children in mind.
- planning activities, play and outings, which take full account of the Early Years Foundation Stage. Activities are planned to ensure each child's individual needs are met.
- Each child is appointed to a Key Person who is responsible for the care of that child and will regularly report to parents/carers of their child's progress.

- avoiding stereotypes or derogatory images in the selection of books or other visual materials and displays
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in development of their home languages.

Identification of Need and Early Intervention:

- At Leasowe Nursery School and Family Centre, each child's progress and achievement is monitored and assessed using the Development Matters from the Early Years Foundation Stage Document (2014).
- The 2 Year Old Progress Check is completed between the child's 2nd and 3rd birthdays. This assessment is used to identify when appropriate early intervention strategies may be required.
- Wellcomm is used to assess a child's level of speech, language and communication skills.
- Parents and carers will always be fully involved in the care, teaching and development of their child.
- The child's voice is also considered a key part in understanding the child's needs.
- Through observation and record keeping, together with the parents, we are able to monitor the progress and needs of each child. We use the graduated approach with four stages of action as identified in the Code of Practice 2015:
 - *Assess
 - *Plan
 - *Do
 - *Review
- Reports from other agencies involved in the care of the child will be used alongside parental and child views and centre progress and achievement data.
- Children can be referred to the Nursery School and Family Centre's SENCo – Helen Bibby for further advice in line with the graduated approach.

Identifying Special Educational Needs and Disabilities:

Some children have special educational needs or disabilities that affect their ability to learn. The SEND Code of Practice (2015) identifies four areas of special educational need: These are as follows:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Emotional and Mental Health*
- *Sensory and/or Physical Needs.*

Special Needs Co-ordinator and the SEND Code of Practice (2015)

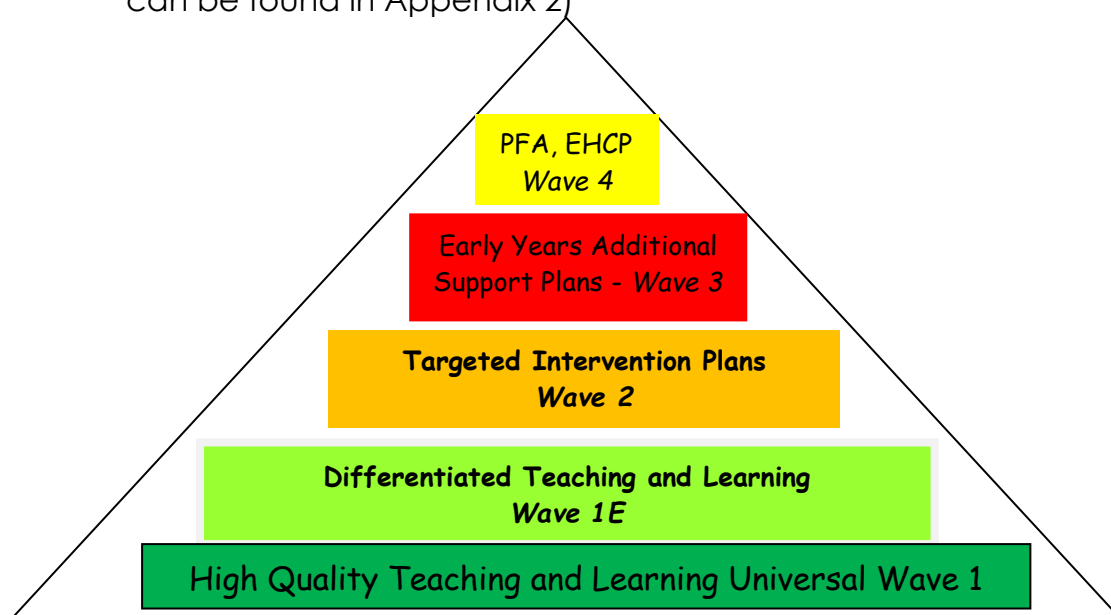
- Our Nursery School and Family Centre's Special Educational Needs Coordinator (SENCo) is Helen Bibby. She will advise and guide all our staff in supporting any child with special educational needs in day-care and/or 2 year old provision.

Day to Day responsibilities of our SENCo's includes:

- Overseeing the day-to-day operation of supporting children with SEND;
- Coordinating provision for children with SEND;
- Meeting with practitioners to discuss additional needs concerns and to observe, assess, plan, do, review Targeted Intervention Plans, Additional Support Plans and Educational, Health and Care Plans (EHCP).
- Liaising with lead F1 teacher where a 'looked after child' has SEN;
- Advising on a graduated approach to providing SEND Support;
- Advising on use of resources;
- Liaising with parents of children with SEND;
- Liaising with Education, Health and Social Care professionals, and independent or voluntary bodies organisations ,e.g. Autism Together;
- Liaising with potential next providers of education through enhanced transition;
- Working with the senior management team to ensure that the setting meets its responsibilities under the Equality Act (2010);
- Ensuring that the school and family centre keeps the records of all children with SEND up to date.
- Liaise with the local Authority when seeking Education and Health Care or Pupil Funding Agreement Assessments.

Following the SEND Code of Practice 2015:

- At Leasowe Nursery School and Family Centre we define and shape our graduated approach to supporting children with SEND in the four following stages,
- High Quality Teaching – (Universal Wave 1 of the graduated approach)
- Differentiated Teaching and Learning (Wave 1E of the graduated approach)
- Targeted Intervention Plans following a person centred planning approach (Wave 2 of the graduated approach)
- Early Years Additional Support Plans where professional input is required to support person centred planning (Wave 3 of the graduated approach to early intervention)
- and finally Pupil Funding Agreements (PFA) and Education Health and Care Plans (EHCP) Wave 4 of the graduated approach. This is illustrated below. (Blank formats of the plans can be found in Appendix 2)



Person Centred Approach:

At the heart of each stage or wave of support a 'child centred approach' is used to ensure the child's and parent's views are at the centre of the process when planning outcomes for learning and development.

High Quality Teaching-Wave 1 Differentiated Teaching and Learning

As children are individuals and learn in different ways and at different rates, it is important the provision is adapted to meet individual needs and personalities. For example, using different sensory cues to attract children's attention, or providing different sizes of mark making tool to

cater for differing physical developmental needs. Progress is carefully monitored. We look for the following as indicators that the child is making progress.

- Closes the attainment gap between the child and their peers
- Matches or betters the child's previous rate of progress.
- Beginning too demonstrate a good level of development.
- Is able to access the all early years provision.
- Observe an improvement in self- help skills, social, self and/or emotional regulation, social communication, speech, language and communication skills.
- Identify an improvement in the child's learning and play behaviours.

Enhanced Differentiation Teaching and Learning - Wave 1E

- It may be necessary to enhance differentiation and retune into the child's needs. For example, revisiting Total Communication, Wellcomm assessment.
- It may be appropriate to set up Child Centred Plans for some children so that practitioners can fully understand the individual learning style and needs of a child. These can be written at any stage of the graduated approach. Senior Leadership team will provide additional advice and guidance to practitioners and parents/carers if appropriate.

Targeted Intervention Plans – Wave 2:

If the following is identified in terms of progress in learning and development using the Development Matters information (EYFS 2014), then it may be appropriate to deliver high quality teaching targeted at their areas of need within the prime areas of learning and/or the specific areas of learning:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widening of the attainment gap.
- Outcomes for development will be identified in a Targeted Intervention plan. The child, parents/carers, family members, Nursery School and Family, lead teacher, or Senior leadership team, and key person, will work together to ensure the plan identifies the areas to be developed. The Key person and practitioners will implement strategies on a day to day basis. Targeted Intervention Plans will be reviewed from between 6-12

weeks. Provision for this stage of support in the four broad areas of SEND can be identified in our Provision Mapping report.

Early Years Additional Support Plans - Wave 3

- Where a child continues to make less than expected progress, or where they continue to work at levels substantially below those expected of children of a similar age as identified in the EYFS 2014 Development Matters, despite the implementation of interventions that are matched to the child's area of need it may be appropriate with the parents/carers to consider the involvement of specialists.
- A range of teaching resources and strategies will be written in an Early Years Additional Support Plan. Provision for this stage of support in the four broad areas of SEND can be identified in our Provision Mapping report.

Requesting an Education, Health and Care (EHC) Needs Assessment

- For a child who is not making adequate progress, despite a period of support through specialist support it may be appropriate for parents/carers, practitioners, specialist advisors to consider making a request for an EHC assessment.
- It may be appropriate for a child with additional needs to request a Pupil Funding Agreement (PFA) with the LA and their primary school

Education, Health and Care Plan (EHCP) – Wave 4

- A child who has an Education, Health and Care Plan will be supported as identified in the EHCP.

Individual Health Care Plans:

- For those children with medical/physical needs we invite the parents and other professionals involved in the care of the child to meet together to ensure full inclusion of the child in the school and family centre, which may also include staff training. These meetings are recorded on Individual Health Care Plans. (Appendix 2)

Links with Other Professionals who provide Specialist Advice:

- We have allocated support from a Local Authority Educational Psychologist. We commission the services of a Speech and Language Therapist, who works regularly within the Centre and can thus advise/support staff, and parents/carers when working with and caring for children with additional needs and or

disability.

- Through the 'Early Years Support Team' we can also access a range of other services e.g. Autistic Spectrum Condition Team, Portage Team, Vision and Hearing Support, presented as part of the 'Local Offer' which can be found on www.localofferwirral.org. We also work closely with the Community Paediatricians and Social Care and Health Visiting Teams and Health Professionals and value their input and expertise to enable us to meet the needs of our children. This may include the acquisition of specialist equipment.
- We value the importance of involving the parent so they can share their expertise and also be guided by other professionals involved in the care of their child. The Centre will always seek parents involvement and permission before seeking other professional support and guidance. Referrals for involvement will be presented via the Local Authority's - 'Referral System', 'Educational Psychologist Referral Process' and 'Speech and Language Referral System'.

Independent Advice:

- We encourage parents/carers to contact independent advice organisations such as Wirral Family Forum, SEND Partnership and/or WIRED if they are require additional parent/carer advice regarding SEND, be it independent advice or someone to chat to away from the Centre about concerns they may have. We are very happy to meet with parents/carers and a member from these organisations when discussing their child's needs if parents/carers wish this support.

Provision Mapping:

- We monitor our provision on a yearly basis to meet the learning and development and identification of need requirements through the process of provision Mapping. This is a working document and is updated accordingly to best meet the needs of our children and their families. Provision Mapping forms the basis of our centre SEND information Report/Centre Offer. A copy of our Centre Offer can be found in appendix 3. For more in depth information regarding SEND provision, please ask to see our 'Provision Mapping or SEND information Report/Centre SEND Offer'.

Staff Development:

- Practitioners have been involved in considerable professional development led by experienced and highly qualified trainers on issues such as child development, understanding behaviour, supporting the development of children's listening and attention skills
- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory, inclusive practices, and their knowledge of prime and specific areas and special educational needs.
- Staff are encouraged to identify their own training needs and to request attendance on courses via the EYQ training programme.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- All staff who attend training are required to inform and update their team of relevant information.
- Senior management will monitor our practices to ensure the centre fully implements our inclusion policy.

Confidentiality and Record Keeping:

- In order to meet the needs of an individual child and to support their development, it may be necessary to share information with members of staff and/or outside agencies for which advice is being sought. This will be only on a "need to know basis" and with the permission of the child's parents/carers.

Transition:

- We realise the importance of transferring records between settings or on to a school so that children's needs, can be effectively planned for from the outset. The importance of sharing these records will be fully explained sensitively to parents.
- We also provide transition summaries for the new setting/school so that they can begin to understand the individual requirements of each child with additional needs. (Appendix 2) Parental permission will always be sought prior to this taking place.

How can we Improve?:

- If any parent or members of staff have any concerns about the provision for their child, we want to know so that we can improve

our practice. Please contact either your child's key person or Centre Manager Cathy Hughes. We are here to help.

Practice examples for practitioners to consider:

Practice Example 1: How do I support a child with English as an Additional Language

Children develop language in the same way no matter which language they use. It is important that practitioners value the child's first language(s). Talk to the family and find out what the child likes. Learn a few key phrases in the child's first language such as 'good' and 'mummy' or 'daddy' 'here'. Use gestures to support language development. Allow the child to hear single words and simple phrases in English. It is perfectly normal for the child to mix their first and second language together and can take up to 2 years to learn a second language. If you need an interpreter to help you to talk to the family, refer to our Centre SENCo.

Practice Example 2: I am concerned about a child in my Key Group. They do not seem to be making progress at the same rate as their peers.

Remember children learn and develop at different rates and in different ways. Review the child's Progress Records and if child has a 2 Year Old Progress Check re-read this. Sometimes children take a backward step as they attempt to learn new skills. Consider if there is anything that might be worrying the child. Do they seem anxious? Review your practice. Do the activities reflect the child's needs and the ways in which the child learns. Do any adaptations need to be made in the enabling environment? Are you expecting too much or do you need to challenge the child's learning.

If you are still concerned complete with the parents a SENCo Referral Form - Appendix 2 and give to the allocation team meeting to request further advice. Remember to involve the parents. They are the child's first educator and may also be concerned or might be able to offer you an insight as to why the child is struggling.

Practice Example 3: What is EHCP?

An EHCP stand for Education, Health and Care Plan. It is shared by education, health and social care when planning the support required for a child with Special Educational Needs and/or Disability. It will identify the specific provision required to ensure the child can learn and develop. Funding can be provided in different forms to ensure appropriate provision and the wishes of the parents/carers and child is put into place.

Practice Example 4: What are the broad four areas of need?

The SEND Code of Practice 2015 identifies four broad areas of need in terms of special educational needs and/or disabilities. These are:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Emotional and Mental Health*
- *Sensory and/or Physical Needs.*

Practice Example 5: What is a Person Centred Plan?

This is at the heart of the SEND Code of Practice 2015. This means that the child's voice and the parents/carers views are at the centre of how we support the child. It identifies what we like about the child, what they like to do, their learning style, what makes them anxious or happy and their learning strengths. These key points then form the basis of what types of support the child will need: a Person Centred plan is part of a Targeted Intervention Plan, Early Years Additional Support Plan and an Education, Health and Care Plan.

Practice Example 6: What does differentiation mean?

It means that we must remember that children learn in different ways and at different rates. Children are individuals and unique learners. When we plan we must ensure that we can adapt our provision to meet the individual needs of the children. For example, some children may like to play in small places, while others like to run around. Some children may be ready to hold a mark making tool using a tripod grip while others may prefer to make marks using the whole of their hand. Some children can speak in sentences and so we can talk to them in short simple sentences when giving instructions, while others need us to simplify our language to 1 or 2 key words with supporting gestures.

Practice Example 7: What is an Individual Health Care Plan (IHCP)?

This is a plan which is written to ensure that children with medical or physical needs can be fully supported and can feel safe in our setting. Some children may also have an IEP or Play plan if they have learning difficulties too. It is written with the parents and other professionals involved with the care of the child.(See appendix 2.)

Practice Example 8: What is the Equality Act 2010?

This is a very important act which describes how we ensure that an organisation does not discriminate against an individual, or a family group. It is a crucial part of Inclusive Education and it is important that all types of discriminatory behaviour is challenged to ensure that we as a Nursery School and Family Centre provide an inclusive learning environment for practitioners, children parents/carers and visitors.

- Appendix 1: Creating an Inclusive Environment
- Appendix 2: Format for Child Centred Plans, Targeted Intervention Plans, Early Years Additional Support Plan, IHCP, Transition Plan.

Area to consider	What do we do? <i>Do we need to change our provision?</i>
Do you vary the use of your language to meet the different needs of the children in your room?	
Do you have areas with less distraction to help children listen and talk when you are learning play and exploring?	
Do you use gestures to support communication and interaction?	
Are areas clearly organised. Is the room accessible to all?	
Are there places for children to snuggle into away from the hustle and bustle of the learning areas?	
Do any lights flicker? If so these need to be checked.	
Are there areas which present less stimulation to enable children to calm down who become very sensory aware or over stimulated?	
Do children have spaces of different sizes for them to play and explore in?	
Is there opportunity for children to be active while they think, learn and talk?	
Do staff know basic signs to support hearing impaired children?	

Creating an Inclusive Environment

Area to consider	What do we do? <i>Do we need to change our provision?</i>
Are staff up to date with training relating to any children you have in the room or will have in the next term?	
Do parents know who to talk to if they have any concerns?	
Is there a place where you can talk to them confidentially?	
Do you have positive images representing the Centre Community?	
Are staff consistent in how they respond to children's needs?	
Are visual cues used to communicate routines etc?	
Do you use different sensory cues to attract and maintain children's attention when giving instructions?	
Do children have access to a range of multi-sensory resources when learning?	

Appendix 2:

IHCP,

Format for Child Centred Plans,

Targeted Intervention Plans,

Early Years Additional Support Plan,

Transition Plan.



Leasowe
Nursery School
& Family Centre

Meeting _____ Medical, Physical and Health Needs

Hello my name is

I like

I have:

I need help with:

Name of child:

D.O.B.:

Parents names:

Setting: Leasowe Nursery School and Family Centre

Those present at IHCP meeting when the plan was written:

Date Plan written:

Date to reviewed:

Person responsible for monitoring plan:

Copies of plan to be sent to the following:

I have: (Describe condition)

My daily needs are: *Describe routines you need to implement to meet the child medical, physical and/or sensory needs e.g. toileting, sitting, mobility needs, eating etc*

Medication:

Equipment needed to support me:

Emergency procedures:

Additional Comments:

Signed:

Parent:

Signed:

**Practitioner:
Role:**

Targeted Intervention Plan (Wave 2)

Parents Name(s):		Child's Name:		DOB:	
Group:		Intervention (Circle) WellComm	SEND	Agencies Involved:	
Parents aspirations (Following referrals)					
My interests are:		My learning style is:		I feel calm when:	
				I feel anxious when:	
I can:					Intervention started: Review Date:
Agreed Outcomes:		Steps towards outcomes:			
Strategies:				Success Criteria:	

Setting/Home link:

Early Years Additional Support Plan (Wave 3)

Parents Name(s):		Child's Name:		DOB:	
Group:		Intervention (Circle) WellComm	SEND	Agencies Involved:	
Parents aspirations (Following referrals)					
My interests are:		My learning style is:		I feel calm when:	
				I feel anxious when:	
I can:					Intervention started: Review Date:
Agreed Outcomes:		Steps towards outcomes:			
Strategies:				Success Criteria:.	

Setting/Home link:

Review for: _____ D.O.B.: _____

Date:	Steps towards outcomes:	Learning and Development:	Comments:
		Circle: Emerging, Developing, Secure <div>E D S</div> <div>E D S</div> <div>E D S</div> <div>E D S</div>	
		Circle: Emerging, Developing, Secure <div>E D S</div> <div>E D S</div> <div>E D S</div> <div>E D S</div>	
		Circle: Emerging, Developing, Secure <div>E D S</div> <div>E D S</div> <div>E D S</div> <div>E D S</div>	

‘All about me.’ This is my Person Centred Plan

Positive Relationships- ‘What people like and admire about me?’

My Parent(s)/Carer(s)

My Key Person(s)

Unique Child ‘What is important to me?’

What do I like to do?

How do I tell you that I am happy?

**How do I tell you that I am unhappy or
anxious?**

Learning and Development –‘How do I learn?’

What is my learning style?

Enabling Environments – ‘How best to support me?’

What helps me? List the strategies that have helped me to learn and develop.



Early Years Additional Support Plan for :

Date of Birth:_____

Plan start date:

Preparing for additional support: To bring together information to help plan support to make a difference.

Child's Name			
Date of birth		Gender	M F
Parent/Carer Name			
Child's early years school	Leasowe Nursery School and Family Centre		
Setting Contact			
Home address			
Post Code			

Health			
GP			
Telephone number		Email address	
Address			
Health professional (other) Name & title			
Telephone number		Email address	
Health professional (other) Name & title			
Telephone number		Email address	
Health professional (other) Name & title			
Telephone number		Email address	
Social Care LAC <input type="checkbox"/> Section 20 <input type="checkbox"/> TAF <input type="checkbox"/> TAC <input type="checkbox"/> CIN <input type="checkbox"/> CP <input type="checkbox"/>			
Name	N/A		
Title			
Telephone number		Email address	

Parents / Carers: Do you consider yourself to have a disability	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes please state any access requirements	

‘All about me.’ This is my Person Centred Plan

Positive Relationships- ‘What people like and admire about me?’

My Parent(s)/Carer(s)

My Key Person(s)

Unique Child ‘What is important to me?’

What do I like to do?

How do I tell you that I am happy?

**How do I tell you that I am unhappy or
anxious?**

Learning and Development –‘How do I learn?’

What is my learning style?

Enabling Environments – ‘How best to support me?’

What helps me? List the strategies that have helped me to learn and develop.

Aspirations

The information you provide below will help us to plan the next steps for your child's support to help them progress. Your information will be helpful when planning for support.

Child's Views and Aspirations	
Short Term	Long Term
	<ul style="list-style-type: none">•

Parents Views and Aspirations	
Short Term	Long Term

Aspirations to Action through Outcomes

<ul style="list-style-type: none">•
<ul style="list-style-type: none">•

Assessments and Progress Information to meet outcomes

What can I do already?
<ul style="list-style-type: none"> •
Identified SEN's -What do you consider the child's difficulties to be?
Communication and Interaction Cognition and Learning- Social Emotional and Mental Health Sensory /physical
Current Setting Based Interventions. What has already been provided to support your child? <div style="height: 50px;"></div>
Are there any additional significant factors? <div style="display: flex; justify-content: space-between; margin-top: 10px;"> Health Attendance Home Circumstances Social </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> Relationships </div>

Additional Funding to meet outcomes

Funding Details				
SUPPORT	No of hours / cost Source	Who	Rationale / purpose	Success Criteria
In the room (s)				
Small Group				
Individual				
Other				

Details of any specialist equipment or assistive technology: e.g. seating

Specialist Support Service (include name of professional and contact number)

Specialist Advice (Who else is also involved in providing advice and guidance for planning outcomes?)

Involvement of Professionals

Area of Support	Professional	Barrier to learning/development	Aims/Outcomes
Education			
Health			

Training Requirements:

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Health Needs

Primary Need	Impact of health needs on education	Aims / Outcomes	Services / facilities to meet need
See involvement of professionals			

List and attach any relevant docs

Social Care Needs *N/A*

Are there any Social Care concerns?	Is the child known to Social Care?	If so at what stage?	Who is lead professional?

List and attach any relevant docs;

Impact of social care needs on education	Outcome	Services/Facilities to meet need

Name any person involved with social care not already mentioned
List and attach any relevant docs.



LEASOWE NURSERY SCHOOL AND FAMILY CENTRE TRANSITION REPORT

Name:

D.O.B.:

Strengths:

Interests:

Learning Style:

Expression of Emotions and Feelings:

Area of SEND Support: (**Cl**, CL, SEMH, S/P)

Level of Support:

Agencies involved:

Outcomes : (*Not Met, Nearly Met, Met*)

Successful Strategies:

Additional Comments/Recommendations

If you require further information please don't hesitate to contact the Team Tel: 0151 639 8923.



Example

LEASOWE NURSERY SCHOOL AND FAMILY CENTRE TRANSITION REPORT

Name: Joe Bibby

D.O.B.: 06.08.15

Strengths:

Joe can express his thoughts in simple sentences. He can understand at 3/4 word level. Joe enjoys playing with other children and will respond to familiar adults appropriately.

Interests: Joe enjoys developing narrative through small world trains and cars, climbing, creating own ideas and problem solving during construction activities.

Learning Style: Visual and Tactile - Being able to explore and have own ideas. He likes to create and think critically. Joe does sometimes prefer to watch from afar before getting involved in an activity.

Expression of Emotions and Feelings: Joe will smile, give eye contact and enjoy company when happy and relaxed. When he is anxious he can avoid physical contact/eye contact. He will move away from the group.

Area of SEND Support: (**CI**, CL, SEMH, S/P)

Joe has required some support for communication and interaction within the areas of increasing vocabulary, giving attention and cooperative play with his peers. He does like to know what will happen next and be warned of any changes in routine. Joe has made considerable progress in all areas. He can at times require some support with correct speech sounds.

Level of Support: Wave 2 Targeted Intervention

Agencies involved: Speech and Language Therapist- Has now been discharged.

Outcomes : (*Not Met, Nearly Met, Met*)

- Understand at 3/4 word level – Met
- Speak in sentence strings
- Show early cooperative play with another child/ren without adult support – Met
- Request in a group. – Nearly Met
- Give shared attention in a small group and accept boundaries. - Met
- Focus, give attention and shift attention. - Met
- Play alongside another child/small group. - Met
- Give shared attention in a small and large group. Met

Successful Strategies:

- Give warnings of change in routines or at transition times.
- Reduce language to 2/3 word level before moving onto 3/4 word level to ensure understanding.
- Allow him time to watch an activity before joining the group.

- Ensure boundaries and constraints are clearly demonstrated with regular prompts.

Additional Comments/Recommendations: Monitor speech sound articulation. He may benefit from further intervention.

If you require further information please don't hesitate to contact the Team Tel: 0151 639 8923.