



Birmingham Federation
Maintained Nursery Schools

Inclusion and supporting children with SEND



Introduction

This document is for our staff, visitors, parents and governors to understand and support our commitment to inclusion. Across our Federation of 9 nursery schools, we promote the rights of the child, underpinned by the United Nations Convention on the Rights of the Child (UNCRC). This document promotes Article 23 in particular.



Article 1 (definition of a child)

Everyone under the age of 18 has all the rights in the Convention.



Article 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status.



Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.



Article 15 (setting up or joining groups)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.



Article 23 (children with disabilities)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.



Article 28 (access to education)

Every child has the right to an education.



Article 29 (aims of education)

Education must develop every child's personality, talents and abilities to the full.



Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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INCLUSION

Our commitment:

We have a commitment to include everyone in our community of nursery schools.



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Parent carers will

- Work collaboratively with us
- Share health, medical and care information & appointments
- Engage in honest and open communication



Our vision:

Staff will

Ensure children feel seen, heard, included and understood



Be ambitious for all children



Make decisions in the best interests of the child



Aid partnership with families – be proactive in seeking children's and parents' voice



Deeply understand differing needs and promote equity to ensure equal opportunities



Actively seek to understand every child's story



Unlock barriers to learning and belonging



Value and respect diversity in all its forms



Support and value the uniqueness of individual children



Engage in reflective practice – utilise time in daily routine to talk and reflect



Prioritise children's dignity and autonomy



Children will

Have access to play and learning



Access the right provision, at the right time, with the right support



Feel that they belong: feel seen, heard, included and understood



Have high levels of wellbeing and involvement in order to access the curriculum offer



Thrive within their educational setting and beyond



The 4 broad areas of need:

COMMUNICATION AND INTERACTION

which may include difficulties speaking, understanding or communicating, as well as autism spectrum conditions

COGNITION AND LEARNING

which may include moderate learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD)

SOCIAL, EMOTIONAL, AND MENTAL HEALTH

which may include mental health difficulties such as anxiety, depression, eating disorders; could include behaviour you may find challenging; could include conditions such as attention deficit hyperactivity disorder (ADHD) or attachment disorder

SENSORY AND OR PHYSICAL NEEDS

which may include a physical disability (PD); this may also include visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)

Every child is unique and has different needs. Some children may have an identified SEND when they start in the setting. Other children may have emerging needs that will be identified through observations after they start in the setting.

These needs may be temporary, or they may indicate a Special Educational Need that will require long term additional support.

Early identification and intervention is very important.

Whilst these are some of the identified needs within the four broad areas of need, they are not the only areas of support a child may require.

The information within this document is relevant to, and will support, children with or without SEND who are learning English as an additional language.

What will a child with SEND experience at nursery?



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My FAMILY will be included and well-informed about my life at nursery.

I will access a BROAD CURRICULUM at my developmental level, in a SPACE I am comfortable with.

I will explore all aspects of the curriculum in a way that is MEANINGFUL to me.

I will experience a curriculum that is RESPONSIVE, develops my CURIOSITY, and promotes DISCOVERY and INVESTIGATION.

I will learn in a positive and SUPPORTIVE ENVIRONMENT.

I will have personalised LEARNING GOALS that adults will help me to achieve.

I will PLAY and experience FUN and joy, along with my friends and adults.

I will have opportunities to MOVE freely and fulfil my sensory preferences.

People will communicate with me in a way that I can UNDERSTAND.

My steps of SUCCESS will be celebrated.

Experiences will be repeated to BUILD ON what I know and can do.

I will have a dedicated SENCO who will work with all the adults supporting me to ensure I make progress.

I will be supported to COMMUNICATE MY THOUGHTS, WANTS AND NEEDS in a way that best suits me.

There will be opportunities for me to be part of SOCIAL EXPERIENCES.

I will be able to MAKE CHOICES.

If I need adaptive EQUIPMENT, nursery will work with professional services to provide this.

I will access the OUTDOORS and connect with NATURE.

My INDEPENDENCE will be promoted.

My day will be ADAPTED to support my needs when it is in my best interests.

My MEDICAL and HEALTH needs will be met.

My friends and I will be taught that everyone is UNIQUE, with similarities and differences.

I will feel SAFE and SECURE because adults know me well.

I will know and be supported - in a way that best suits me - when CHANGES HAPPEN throughout the day.

I will be INCLUDED in nursery school life.



What can parent carers expect if their child has SEND or emerging needs?

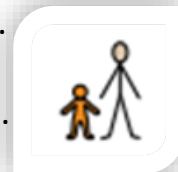
Who can I talk to?



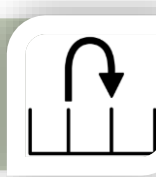
Parent carers can talk to their child's key person. All nursery schools have a named Special Education Needs Co-ordinator (SENCO) as another point of contact. The SENCO's responsibility is to ensure that the needs of pupils with SEND are met and that adjustments are made within the school when needed, so each child has full access to the provision.

Will I be involved in decisions about my child?

The views of parent carers and children is essential in ensuring that all actions are in the best interests of the child. Parent carers are the experts on their child.



What would happen next?



Nursery, professionals and parent carers will work together to create an individualised plan and provision to support the child. This will be reviewed and adapted regularly. This is known as the **graduated approach** (diagram p.6)

What happens if I have concerns about my child's development?



SENCO and/or practitioners will observe the child within the nursery environment, alongside their peers, to assess their needs and level of development. There will be a partnership approach between families and nursery (and external professionals where appropriate) to share information and agree next steps together to provide the right support.

Who else can help?

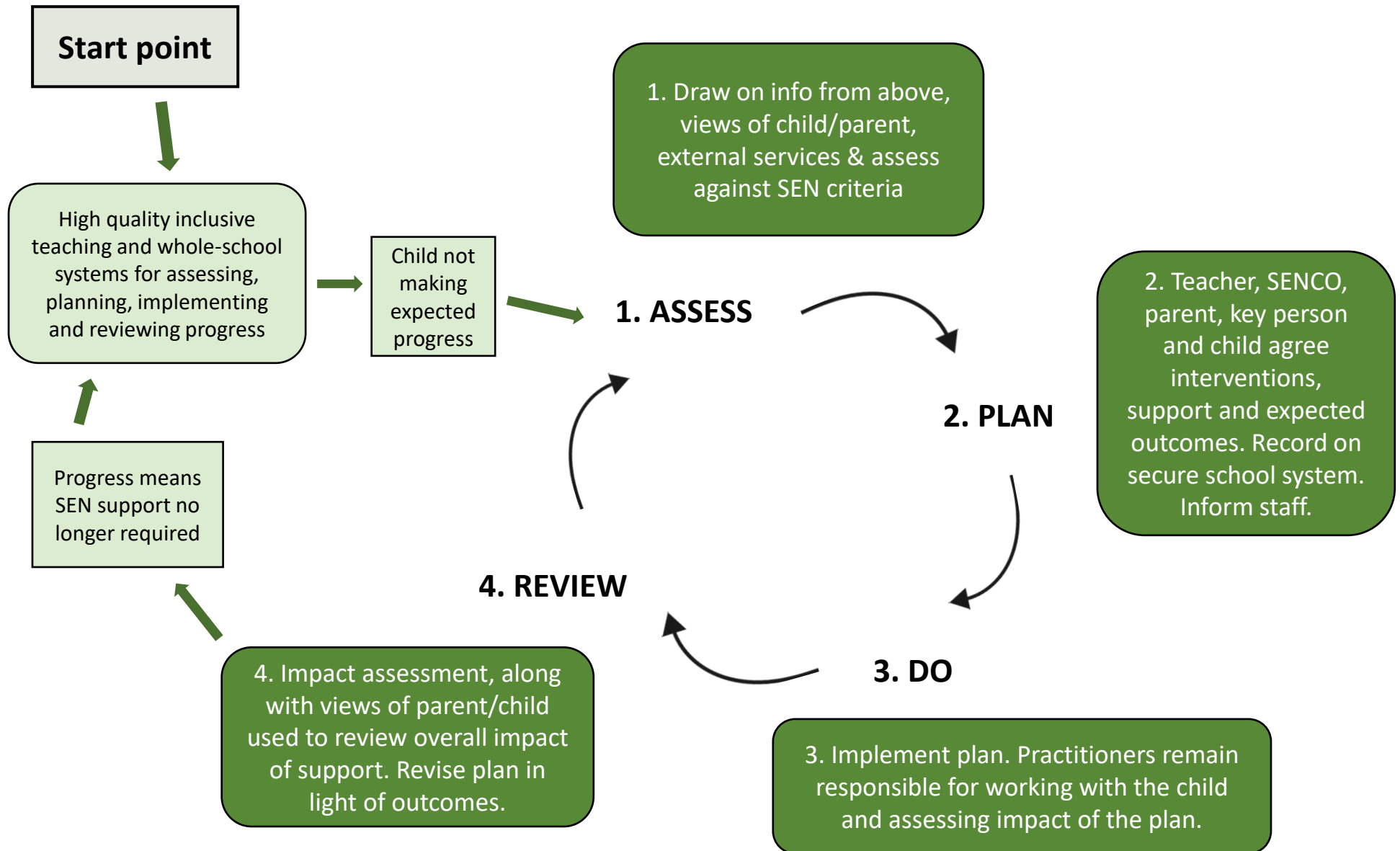


We can involve a number of professionals:

Education: Pupil and School Support (PSS), Communication & Autism Team (CAT), Physical Difficulties Support Service (PDSS), Sensory Support Services (Vision & Hearing), Educational Psychology Service (EPS)

Health: Speech & Language Therapy, Occupational Therapy, Physiotherapy, Paediatrician, Neuro Developmental Pathway team. These professionals are experts in their field and can advise us so we can provide the right support for your child.

The Graduated Approach for SEN support



3 graduated stages of intervention

First, additional support is provided by the setting. This is usually called SEN Support, and may be recorded on an *increased differentiation plan*, a *target sheet*, a *play plan* or a *SEN Support Plan*.

Secondly, the setting, together with the advice or involvement of external agencies/professionals if required, provides a support package.

This will be recorded on a SEN Support Plan.

Thirdly, an Education Health Care Needs Assessment (EHCNA) may be carried out through a range of agencies for children with complex needs.

This will establish whether an education, health and care plan (EHCP) is needed.



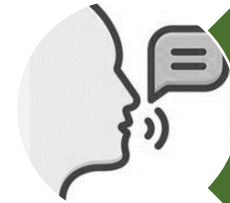
Strategies for parent carers to use at home



When your child is overwhelmed, name their feelings



When you talk to your child, give them time – this helps them process and think of a reply.



Use comments more than questions



Play back and forth games – e.g. peekaboo and copy-cat



Give your child plenty of opportunities to be active - indoors, outdoors & in all weathers



Share stories together, focusing on the pictures



Sing songs and rhymes during everyday routines



Join in with your child's play at their level, and comment on what they are doing



Keep your sentences short and say important words several times



Establish predictable, consistent routines and boundaries



Give your child lots of praise and encouragement



Slow down: look, listen, touch, smell, taste and breathe and have fun together!

The role of the practitioner in supporting children's learning

Our approach is to support positive outcomes for all children in the Early Years.

It is intended that the strategies included are clear, simple and effective, and can be followed by all practitioners and parent carers, without prior specialist training. They can be used as soon as a child's needs are identified, before specialist support is requested or whilst waiting for a visit from a specialist.

All of the strategies can be used for all children, whether they have an identified need or not.

Child	Area of need	Adult role and classroom practice
<p>I will learn in a space I am COMFORTABLE with</p> <p>I will feel SAFE and SECURE because adults know me well</p>	UNIVERSAL	<ul style="list-style-type: none"> • Low arousal/sensory spaces • Key person approach – relational approach • Acknowledging, validating and labelling children's feelings • Use co-regulation (support children to regulate with your help and direction, using calming language) • Mindfulness activities • Regular movement breaks/ensure children receive their sensory diet (or sensory circuit over time) • Consistent and predictable routines and boundaries • Children's heritage reflected through resources • Notice specific or emerging interests and patterns of play • Positive reinforcement strategies and age appropriate expectations
I will experience a curriculum that is RESPONSIVE	UNIVERSAL	<ul style="list-style-type: none"> • Adaptive teaching (interactions at the right level for the child) • Stage-appropriate activities that are well planned, resourced and sequenced • Offer multi-sensory activities and resources that are interesting, motivating, exciting, open ended and developmentally appropriate • Tune into child's needs and interests. • Adults are playful, use expressive voices and make learning fun • Praise and acknowledge child's efforts as well as achievements • Understand and respond to children's sensory preferences • Opportunities for sensory preferences (such as spinning, climbing, rocking, deep pressure, jumping)
Experiences will be REPEATED to BUILD ON what I know and can do	UNIVERSAL	<ul style="list-style-type: none"> • Utilise planned and sequenced curriculum • Time to practice and revisit • Range of resources selected (same skill revisited, different context) • Use child's interests to make repeated experiences motivating and fun

Child	Area of need	Adult role and classroom practice
I will know and be supported - in a way that best suits me - when CHANGES HAPPEN throughout the day	UNIVERSAL	<ul style="list-style-type: none"> • Objects of reference • Visual timetables • Now and Next Board • Makaton • Songs and rhymes for transition • Transitional objects • Time to process information
My DAY will be ADAPTED to support my needs when it is in my best interests	UNIVERSAL	<ul style="list-style-type: none"> • Transition into the setting is individualised for child's needs • Use information from home to support • Provide activities that I will enjoy • Play alongside /interact to extend child's focus • Giving of special 'jobs' to build child's self-esteem • Low arousal spaces available • Sensory diet provided throughout the day (sensory circuit over time) • Prepare children for any changes and transitions: now and next, visual timetables, transitional objects, songs and rhymes • Photo books • Respond to dysregulation in the moment, and respond in advance for subsequent days • Consider adaptations to routine (such as transition in or out of nursery/group sessions/dinner time/outdoors just before or just after other children) • Communicate well with staff team to ensure consistency
There will be opportunities for me to be part of SOCIAL EXPERIENCES	UNIVERSAL	<ul style="list-style-type: none"> • Turn taking and sharing games • Introduce the language of turn taking • Ready Steady Go games • Model conflict resolution • Peer buddies • Small group games/work • Model respectful relationships • Use everyday opportunities to promote sharing, such as snack time • Make necessary adaptations, such as in the physical environment, to routine, using visuals and resources to promote connectedness

Child	Area of need	Adult role and classroom practice
My INDEPENDENCE will be promoted	UNIVERSAL	<ul style="list-style-type: none"> • Modelling and scaffolding of independent skills - backward and forward chaining • Time to practice and repeat new skills • Create and recognise opportunities for child to practice and show their independence • Stage appropriate resources such as easi-grip scissors, chunky chalks, eating and drinking resources, toilet seats • Partnership with parent carers to support independence skills • Know individual children's journey to independence (what do they need to support independence now at the current stage of that journey?) and resource accordingly • Use adaptive equipment
People will communicate with me in a way that I can UNDERSTAND	COMMUNICATION AND INTERACTION	<ul style="list-style-type: none"> • Communicate through Intensive interaction, mirroring child's actions and sounds, parallel play, shared attention, Makaton, objects of reference, visuals, actions, exaggerated facial expressions and gestures • Use name, auditory/visual cue to gain child's attention • Use simple language with not too many parts to the instruction • Support instructions by telling child individually and specifically what you want them to do • Joint shared attention, Attention Bucket, song bag, ready steady go, anticipation games listening and attention games • Comment on what child is doing • Model language at child's stage of communication, labelling items (nouns) and action words (verbs) • Limit number of questions and allow response time • Use children's home language, where possible
I will be supported to communicate MY THOUGHTS, WANTS AND NEEDS in a way that best suits me	COMMUNICATION & INTERACTION	<ul style="list-style-type: none"> • Support early interaction by gaining child's attention, being at child's level, giving time to respond, following the child's lead, repeating back and expanding what child says • Offer choices and create opportunities for communication • Extend language at child's level using doing words (adverbs) and descriptive words (adjectives) • Recognise and respond to all attempts of communication (including gesture, eye gaze, body language, facial expression)
I will be able to make CHOICES	COMMUNICATION AND INTERACTION	<ul style="list-style-type: none"> • Adults follow children's interests • Accessible resources • Offer choices to create opportunities for communication (sabotage) • Use objects that are meaningful to the child • Model making choices • Give time to process and respond • Be flexible with routines and experiences • Provide sufficient resources to ensure choice made is available

Child	Area of need	Adult role and classroom practice
I will have opportunities to MOVE FREELY, indoors and outdoors	PHYSICAL DISABILITY	<ul style="list-style-type: none"> • Range of activities offered to develop the fundamental movement skills • Mark making on a large scale • Opportunities to express creativity through a range of media such as music and art • Support children to have choice in where abouts they choose to be within the environment • Ensure environment is accessible for children to move freely and access a range of experiences independently • Plan for children to use larger, open spaces, including the outdoors
<p>If I need SPECIALIST EQUIPMENT to help me, it will be provided and available</p> <p>My MEDICAL and HEALTH needs will be met</p>	<p>SENSORY AND/OR PHYSICAL</p> <p>MEDICAL</p>	<ul style="list-style-type: none"> • Use equipment as advised by external professionals • Follow individual plans from external professionals (physio exercise, occupational therapy...) • Adapt environment to ensure equipment can be used to support independence



Transition: To undergo a process or period of change

When we refer to transition in educational settings, we refer to this *process of change*.

The types of transitions that children experience:



MOST FREQUENT		LEAST FREQUENT
Moving within provision	Attending provision daily	Moving settings or provision
<ul style="list-style-type: none"> Moving from one space of the nursery environment to another (e.g. outdoors to indoors) Moving from one learning activity to another (e.g. from open play to an adult-directed group experience) Moving to and from lunchtime 	<ul style="list-style-type: none"> Into setting daily from home Out of setting daily, back home 	<ul style="list-style-type: none"> From one educational setting to another From one class to the next class within the same setting From their Early Years setting to primary school

Children may respond to any of the above examples of transition differently, and different children process change in different ways. Preparation is beneficial for all children, but some children may require more preparation for transition than their peers.

‘While some children have the resilience to cope with change, others are more vulnerable to uncertainty.’ (Birth to 5 matters, EY Coalition, 2021)

Transition, particularly when moving to new settings and then into a setting daily, can be emotionally difficult for parent carers, as well as for children.

Successful transition requires:

CONTINUITY

Of people, places, routines, provision, support, processes and attendance

PROGRESSION

In the form of new learning and content, in gradual and manageable steps

COMMUNICATION

Parent carers ↔ child
Parent carers ↔ practitioner
Practitioner ↔ child
Practitioner ↔ practitioner

PARTNERSHIP

Honesty and transparency in partnership to ensure sound understanding of the child, their needs and their likes/dislikes

TAILORED TO INDIVIDUALS

Scaffolding in place, taking into account emotional, social, physical and intellectual development

*‘High quality transitions recognise the importance of children feeling **known**.’*

‘When transitions in the early years are managed sensitively, it lays the foundations for positive feelings towards the many other transitions children will face through life.’

(Birth to 5 Matters; Early Years Coalition, 2021)

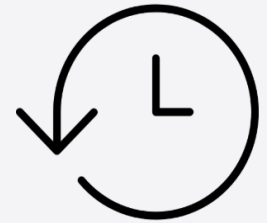
Transitioning to one of our nursery schools

BEFORE

Before a child transitions to our setting, there are various ways in which we will seek to learn about them, such as: a home visit, a stay and play session, and/or an 'all about me' form. The more we know, the more in tune we are with welcoming and supporting the child. Parent carers are the experts on their child.

Things practitioners would like to know about your child:

♦likes ♦dislikes ♦how child can be comforted ♦how child communicates ♦medical conditions ♦who is involved with child ♦any parental concerns ♦parental hopes & aspirations for their child, ♦pathway for suitable next stage of education



INFORMED PREPARATION

To provide a safe environment, we need to:

- know your child's starting points
- assess risk
- prepare for any reasonable adjustments

This may require:

- relevant specific training for staff
- awaiting specialist equipment and/or information
- personalised settling process

This may mean a phased settling period is needed.



PERSONALISED SETTling

Typical settling across our nursery schools may look like:

- Stay and play session with parent carer remaining with the child
- Gradual increased length of session, depending on the child's response

The needs of the child (social, emotional and physical) and the parent will always be taken into account when planning next steps of the transition process.

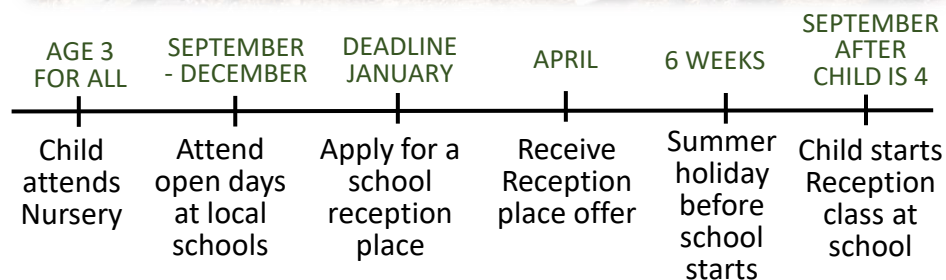


TOP TIPS FOR ONGOING SUCCESS

- ✓ Coming to school regularly promotes routine and has a positive impact on children's settling and transitions.
- ✓ At collection time, emphasising that the parent carer always returns to collect the child reinforces the routine of separation and reuniting.
- ✓ Try to highlight the positives and use praise/facial gestures to express joy and delight in being reunited.



Transitioning to the next stage of education



Through enhanced transition and collaboration with primary school settings, we endeavour to support so that every child can access their full school entitlement at the earliest point.

Timeline for upcoming transitions:

School applications must be completed for all children by mid-January of the year the child will start school. Children start school the September after they turn 4 (turn 4 by 31st August).

The process is different for children who have a finalised Educational Health and Care Plan (EHCP) prior to mid-January. If your child is in the EHCP assessment process, a Birmingham City Council school application should be done.

Parent carers receive a school place offer mid-April.

Children with an EHCP have their school place decided in a different way. Support and guidance from professionals will be in place during the process.

Very soon after the general April 'offer day', Early Years settings and primary schools begin their transition partnership work.

A child whose development is behind their peers may need a longer period of preparation and adjustment. This is planned for within the partnership work, alongside parent carers.

Children often attend a 'transition day' at their new school in July.

Parent carers can support with some independence skills at home, in readiness for this transition.

Visit [Ready, Steady, Reception resources](#) for more information and tips.

Staff professional development and training

We have a highly skilled and qualified workforce. The Birmingham Federation of Maintained Nursery Schools has a commitment to ensuring all staff have an entitlement to develop their skills and knowledge.

We place significant importance on:

- ensuring our staff's professional development positively impacts children's experiences with us;
- staff are well equipped to meet children's needs; and
- staff receive training and development opportunities in line with the school's improvement plan.

Training and development for staff is provided at both Federation level and school level, in addition to other training and development opportunities that are tailored according to role, responsibility or interest.

SPECIFIC RELEVANT TRAINING

- required for individual needs, such as naso-gastric (NG) tube feeding, hearing impairment awareness, assistive listening device, diabetes, gastrostomy tube and buccolam

LINKS WITH PROFESSIONALS

- such as through Communication and Autism team (CAT), Pupil and School Support (PSS), Physical Development Support Service (PDSS) and Sensory Support, Education Psychologists (EP), Occupational Therapist (OT), Speech and Language Therapists (SALT), Physio and Health Visitors - to upskill staff and help us to best support our children

ASSESSMENT AND INTERVENTION TOOLS

- such as WellComm, PIC profile, Attention Autism, and Early Talk Boost

BEST PRACTICE TRAINING

- including Makaton, positive handling and escalation, trauma informed practice/adverse childhood experiences, and training a Mental Health First Aider

STATUTORY TRAINING

- including safeguarding, Paediatric First Aid, medical needs and full induction packages for new staff

REFLECTIVE TEAM MEETINGS

- take place regularly for reflective dialogue, as a route to improvement in practice and outcomes

AUDITS & BESPOKE DEVELOPMENT SCHEDULES

- e.g. regular audits of staff knowledge, skills and practice, analysis to identify areas for improvement, followed by a planned response

Key documentation and useful links



Birmingham Federation
Maintained Nursery Schools

Useful information for parent carers and practitioners

[Help for Early Years](#)

[SEND Birmingham Local Offer](#)

Early Years publications

[Birth to 5 matters](#)

[Development Matters](#)

Ready for School resources

[Ready, Steady, Reception resources](#)

PD/Sensory

[Cerebra - Sleep Advice Service](#)

[Potty training - ERIC](#)

[NHS Paediatric Occupational Therapy](#)

[NHS Children's self-care Skills](#)

[NHS Child Development](#)

[Timeline](#)

[BBC Boogie Babies](#)

[Cosmic Kids Yoga and Relaxation](#)

[NHS Change 4 Life Activities](#)

SEMH

[Keep Your Cool Toolbox](#)

[Anna Freud - Under Fives](#)

[BBC Feeling Brave](#)

[Action for Children - Parent Talk](#)

Communication and Language

[NHS Speech and Language Therapy](#)

[Speech and Language UK](#)

[Makaton](#)

[NHS Start for Life](#)

[NSPCC Look Say Sing Play](#)

Cognition and Learning

[BBC Tiny Happy People](#)

Other

[Autism Education Trust](#)

[Autism West Midlands](#)

[What to expect in the Early Years Foundation Stage: a guide for parents](#)





Accessible resources	Resources that all children can use.
Adaptive teaching	When practitioners adapt or change their teaching to respond to the strengths and needs of pupils individually.
Attention Bucket	An activity which develops children's levels of attention, engagement and provides an irresistible invitation to learn.
Attention deficit hyperactivity disorder (ADHD)	A neurological condition which can impact a person's ability to focus and pay attention, they may be hyperactive and impulsive. Characteristics of ADHD will be different for each person.
Attachment disorder	Attachment is the deep connection made between a child and their main caregiver in the early years of life. Sometimes, strong attachments do not form or can get disrupted due to different reasons. Emotional and behavioural difficulties can develop when you feel less safe and secure, causing what is known as insecure attachment or attachment disorder.
Autonomy	The ability to make your own decisions about what to do rather than being influenced by someone else or told what to do.
Broad curriculum	Provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals.
Cognition	How people acquire, retain, and use knowledge.
Collaborating	Working together
Communicating	The process of exchanging information, ideas, thoughts, or feelings between individuals or groups in different ways (such as speech, writing, non-verbal signals, or behaviour) to achieve understanding.
Conflict resolution	A process used to find a peaceful solution.
Connectedness	Being connected and having a close relationship with other things or people.
Co regulation	The nurturing connection of another person to support and reduce emotional responses using strategies, tools, and calming techniques.
Developmentally appropriate	Activities and experiences are suited to the child's learning and developmental stage and are challenging enough to promote their progress and interest.
Developmental level	A child's cognitive, physical, social and emotional capabilities at a specific point in time.

Glossary

Dignity	Providing care that supports the self-respect of the child, recognises their capacities and ambitions and does nothing to undermine it.
Diversity	The range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class.
Dysregulation	An inability to control or regulate emotional responses to a stimulus.
Early intervention	Identifying and providing effective early support.
Endeavour	To try hard to do something.
English as an additional Language (EAL)	Children who are learning English in addition to their first language(s).
Fundamental	Forming a necessary base or core; of central importance.
Interaction	Connecting with others through gestures, actions, vocalisations and words
Low arousal	A modified area identified within the school that offers a low sensory, calming space.
Multi-sensory impairment	Impairments of both sight and hearing.
Objects of reference	Objects that can be used to represent an activity, person or place. They are used to support an understanding of what is happening now. They can reduce anxiety as well as increase understanding. These objects stand for something in the same way that words do.
Occupational Therapy (OT)	Occupational therapy supports the physical development of young children by improving fine and gross motor skills.
Peer buddy	Child is paired with a buddy who can help support the child who is having difficulty with a particular routine or activity.
Perspective	Viewpoint
Professional development	The ongoing process through which Early Years educators can improve their knowledge, skills and practice.
Reflective dialogue	Conversations with colleagues to evaluate our strengths and challenges in order to identify ways to get even better.
Reflective practice	Thinking about and questioning our actions and behaviours to evaluate our strengths and identify ways to get even better.
Responsive	Curriculum planning responds to a child's needs, interests and natural curiosity through play pedagogy.
Scaffolding	Providing the right level of support to help children learn and solve problems that are beyond their current capabilities.
SENCO (also SENDCO)	Special Educational Needs Coordinator / Special Educational Needs and Disability Coordinator
Sensory diet	A daily plan of strategies and activities that provide the regular feedback a child needs to their sensory system to allow them to stay calm, alert and engaged in their daily routine.
Sensory circuit	A structured sequence of purposeful movement activities that provide a child with the sensory input that they need in order to feel calm, alert and ready to learn.
Transitional object	Objects that provide comfort and security to children, particularly during times of separation from caregivers or changes in routine.

Produced in collaboration with BFMNS leaders, SENCOs and governors, and in consultation with parent carers, staff members, professionals and the full governing body.

2025



Visit our individual nursery school websites to view policies and school specific information in their SEND information report

Adderley



Allens Croft



Gracelands



Highfield



Jakeman



Lillian de Lissa



Newtown



Shenley Fields



St Thomas Centre

