



Quality & Inclusion Team  
Working in Partnership with Wigan LA Inclusion Branch

Sure Start Inclusion Team Protocols  
for  
Nursery Schools and Schools with Nursery Classes

The following protocols aim to ensure that Sure Start, Head Teachers and practitioners in nursery schools and schools with nursery classes are clear about the role of the Sure Start Inclusion Team in supporting children of nursery age.

1. The Sure Start Inclusion Team is deployed on an area basis. Each of the three Inclusion Areas has an Area SENCo who is a Qualified Teacher and at least one Inclusion Worker with appropriate qualifications and experience in Early Years.
2. The Sure Start Inclusion Team advise schools with children in nursery classes and continue this advice for children with whom they have been involved into the first term in reception class. Where concerns persist, the children will be passed to the WESS / Behaviour Support Service caseload at the end of the Autumn Term in reception.
3. Responsibility for each child identified remains with the school. The Inclusion Team liaises with the school SENCo and this involvement will vary according to the expertise of the SENCo.
4. Inclusion Workers will liaise with the WESS Link Teacher or named Behaviour Support Service, EAL or Sensory Impairment Team link attached to Primary Schools when providing advice.
5. The Inclusion Team provides advice and guidance for practitioners. This role does not extend to hands on work with individual children.
6. For requests for additional support around inclusion issues which may involve children who are already at **Early Years Action**, the **TEAM** will:-
  - Receive requests for Service Involvement on Form AS1\* Request for Additional Support
  - Discuss requests at a 3 weekly team meeting with Educational Psychologists and the SureStart Inclusion Team
  - Identify an Inclusion Worker to provide general advice on inclusion issues
  - Maintain a database

7. For requests for additional support around inclusion which may involve children who are already at **Early Years Action** the **INCLUSION WORKER** will:-

- Visit the setting
- Discuss the circumstances of the request with practitioners and the setting SENCo
- Work with the setting to advise them on meeting the needs of all children, including the child/children presenting the setting with concerns
- Complete Form AS1\* with staff and ask staff to evaluate the advice in due course
- Work with staff to develop a setting action plan using Form SS2\*
- Advise on the involvement of parents / carers
- Review the plan within agreed timescales
- Develop a further plan, close the case or recommend that individual children be moved to Early Action Plus and advise the setting to complete Form SS3\* Request for Service Involvement

8. For children at **Early Years Action Plus** the **TEAM** will:-

- Receive requests for Service Involvement on Form SS5\*
- Discuss the request at a 3 weekly team meeting with Educational Psychologists and the Sure Start Inclusion Team
- If it is agreed that the service the team provides is appropriate, undertake an assessment visit
- Maintain a database

9. For children at **Early Years Action Plus** the **INCLUSION WORKER** will:-

- Monitor and review the child's progress
- Advise on the involvement of parents / carers
- Work with staff to complete Form SS6\* Initial Assessment Visit
- Work with staff to develop Form SS3\* Additional Support Action Plan
- Arrange to review progress against the action plan and complete Form SS8\* at agreed intervals
- Report progress at a 3 weekly team meeting with Educational Psychologists and the Sure Start Inclusion Team
- Advise the setting in the completion of SS7\* Individual Record of Evidence
- Advise referral to other agencies as and when appropriate