



SPECIAL EDUCATIONAL NEEDS POLICY

INTRODUCTION

We in Kylemore Nursery School believe that every child deserves to develop their natural curiosity, self esteem and independence and be given the opportunity to enjoy their childhood.

Many children experience need for support at stages of development while other have more specific needs that have been identified.

Our policy was developed in accordance with the Code of Practice and the Special Educational Needs and Disability Order (NI) 2005 or is more commonly known - SENDO - and has been approved and agreed by our staff and Board of Governors.

It reflects and guides current practices in our Nursery School for children with Special Educational Needs /Disabilities.

RATIONALE

In line with SENDO all staff in this school believes in an inclusive ethos and that every pupil has an entitlement to develop their full potential while being educated alongside their peers. Educational provision in this school addresses particular learning difficulties/differences/disabilities, as well as facilitating the efficient education for other children with whom they are educated, whilst also ensuring efficient use of resources.

We provide educational experiences which develop all pupil achievements and recognise individuality. We value diversity and embrace it to support the learning of all.

As an inclusive school we work towards identifying and minimising the barriers to learning and provide equal opportunities for all. We provide a broad, balanced, relevant and appropriately challenging curriculum suitably differentiated to meet individual needs.

We are positive and proactive in our approach to inclusion, and to this end inclusion is part of our overall improvement strategy. We continually reflect on our practices and engage in self evaluation to ensure optimum provision.

PRINCIPLES/OBJECTIVES

We aim to:

- Ensure implementation of SENDO and encourage inclusive practices / procedures across all areas of school life.
- Engender a sense of community and belonging for all children.
- Identify barriers to learning as early as possible.
- Take account of each child's cultural, ethnic, linguistic and social background, gender, SEN and disability.
- Take reasonable steps to ensure a child's inclusion is compatible with the efficient education of other children.
- Ensure no child with a disability in this school is discriminated against/or in any way disadvantaged, victimised or treated less favourably in comparison to those who have no disability.
- Provide a range of SEN provision to match the range of SEN/Disability in our school.
- Increase the extent to which pupils that have a disability participate in the curriculum and to make reasonable adjustments.
- Improve how we present activities to pupils who have disabilities, taking account of the specific disability and preferences expressed by the pupils/parents and use a reasonable time scale to do this.
- Provide classroom environments conducive to learning.
- Involve parents and pupils as partners.
- Ensure effective monitoring and recording.

- Collaborate internally and externally to support the pupils education, linking with our local special school where necessary.
- Set suitable learning challenges and provide appropriate teaching strategies.
- Safeguard the interests of all children.
- Develop pupil's full potential socially, emotionally, intellectually and physically.
- Develop pupil's knowledge, skills, understanding and abilities as well as personalities.

The Board of Governors is responsible for the implementation of SENDO and of this policy. Each teacher is responsible for meeting the needs of children in their class. Advice and support can be sought from the Principal who is the school's Special Educational Needs Coordinator (SENCO).

The SENCO and the teacher work together as follows:

- Admission Arrangements may be required to be more flexible and an extended period of settling in with reduced hours will be an option considered to best meet the needs of the individual child.
- Teachers and assistants present materials and activities that are appropriate to the pupil's age, maturity, learning difference/disability.
- Teachers and assistants modify activities and experiences where necessary.
- Teachers and assistants identify aspects of learning that may present specific difficulties and adapt these as necessary, providing appropriate time for children to complete the activities satisfactorily.
- Teachers and assistants use additional materials, a range of strategies and resources suited to different learning styles and needs and include use of ICT, adaptive technologies and access devices to assist learning where necessary.

- We seek to ensure positive relationships among all stakeholders and to safeguard self-esteem and self confidence of every child. We also aim to promote understanding and sympathy of difference in others.
- We give every pupil the opportunity to experience and celebrate success.
- We encourage pupil involvement in their own learning (see Teaching & Learning Policy) and responsibility for their own actions (see Behaviour Policy).

Appendix 6 gives information regarding the Five stage approach

All staff in Kylemore Nursery School are responsible for the early identification of children with SEN using their own observations, experience, professional and judgement as well as information gleaned from parents, previous settings, external agencies etc. Staff are aware of the 8 categories of SEN referred to in the Code of Practice.

Children may then be placed on our Record of Concern and their progress will be monitored.

If the concerns remain and do not decrease after a reasonable period of time then the child will be placed on a SEN register. This will usually occur after thorough analysis, consultations with parents, other staff, and as a result of the written observations so that appropriate provision can be put in place. As soon as a child is identified as having a Special Educational Need the parents will be invited into school to discuss the child's needs with the teacher and an initial record of concern is completed and given to the SENCO.

Other children whose performance is borderline are highlighted so that their progress can also be monitored.

The SENCO meets once each term with class teachers to monitor children's progress and to discuss children staying on the record of concern. The SEN register

is reviewed regularly by SENCO and class teachers and children moved between the stages and on/off register as appropriate.

MONITORING RECORD KEEPING AND EVALUATING PROGRESS

Kylemore Nursery School has a comprehensive system for monitoring SEN provision, accessibility and pupil progress.

EXPLAINING THE STAGES OF CONCERN

When explaining the Stages of Concern we will apply the following: -

- Children on entering school will be monitored over the month of September regardless of any statement they may have in place already. At the end of September each member of staff will carry out an observation assessing the well-being and involvement of each child. [Appendix 1](#). The teacher will summarise the sheets and colour code the children Green, Orange or Red.
- Children who are highlighted as being a red child will then be tracked to give a more detailed picture. At this stage those children will be placed on our record of concerns. This complies with regulations and be considered Stage 1 of the referral process.
- Observations will be written and these will be used in further planning before the Halloween break.
- All Parents are invited to an interview with their child's teacher. This is an opportunity for both parents and teachers to discuss any concerns they may have. [Appendix 2](#)
- An Action Plan will be written by the teacher and this will have appropriate targets. If these targets are not being met or being worked towards by the end of the first term then a more detailed programme may have to be written up. [Appendix 4](#)
- Children who have a Statement of Educational Need (Stage 5) will have an Individual Education Plan written for their specific need. [Appendix 5](#)
- Newcomer children (with English as a second language) will have an Individual Education Plan written which will allow these children to have

additional help each week. This may be based on secure attachment and wellbeing in school. Work will be planned for individual or small group support.

BOARD OF GOVERNORS

The Board of Governors have overall responsibility for monitoring SEN and the implementation of SENDO and they have a representative who has undergone training in this area. They will liaise with EA and ensure recommendations for accessibility to school premises are put in place.

PRINCIPAL

The Principal reports regularly to the Board of Governors on issues pertaining to SEN/disability and the Board of Governors include a section specifically relating to this in their Annual Report in accordance with statutory requirements.

The Principal has responsibility for monitoring the application and success of this policy and the effectiveness of current provision through, eg monitoring teachers planners for differentiation, examining evidence of children's work; talking to classroom assistants; ensuring all staff have adequate training and are fully aware of the implications of SENDO; devoting time at staff meetings/exceptional closures to reflect on and evaluate current practices and plan for improvement; responding to parent's/children's opinions.

The Principal as SENCO

The SENCO has a comprehensive monitoring system in place to ensure the following:

- Appropriate identification
- Appropriate record keeping, (see appendices for proformas for record keeping) are kept by all parties
- Appropriate inclusive provision planned for
- Appropriate teaching and learning strategies are used

- Appropriate involvement by children/parents/outside agencies
- Appropriate observations and assessments
- Appropriate resources including adaptive technology
- Effective use of classroom assistants – IF APPOINTED
- Effective inclusion in all areas of school life.

The SENCO meets each term with class teachers to monitor the progress of children on the SEN register or children who have been highlighted for possible inclusion on the register. Targets on education plans are monitored for progression and evidence of the children's work is examined.

The involvement of parents in the education plan is monitored. The availability and effectiveness of resources are also discussed.

Annually the SENCO/class teacher monitors children's profiles to identify children for inclusion on the register and to monitor the progress of those who are on the register. Provision for statemented children is reviewed annually through the statutory annual review process and provision is amended as required.

CLASS TEACHER

The class teacher is responsible for monitoring the progress of all children in her class including the child(ren) on the SEN register. She liaises closely with the SENCO to ensure appropriate provision.

Differentiated provision is provided at stage 1 and IEP's are written up by the class teacher at stages 2-5.

Where appropriate, recommendations from Educational Psychology, reports and Statements of Educational Needs and reports from other agencies are used to guide target setting.

One IEP per term minimum is drawn up in consultation with the parents and parental and pupil input is made clear. An agreed format for writing IEP's is used (see Appendix 5). IEP's are evaluated with parents at the end of each term. The class teacher provides the SENCO with a signed copy of all IEP's.

The class teacher, along with all nursery/classroom assistants, monitor the child's progress using regular observations and notes in children's profiles. The class teacher, with support from the SENCO monitors the involvement of classroom assistants to ensure optimum support for the child with SEN/disability.

Teachers in consultation with SENCO have responsibility to fill out the referral forms for the statementing process. These are then shared with the parents.

Systems are in place to ensure the smooth transfer of children with SEN/disability to other schools, copies of appropriate records are sent and where possible the SENCO/class teacher will communicate with the SENCO/class teacher of the receiving school.

A record is kept of information transferred to the children's next school. This will currently have to be kept until the children have reached the age of 25.

CLASSROOM ASSISTANTS

Assistants are usually appointed by EA for a child who has a statement of Special Educational Need. Without this additional appointment the staff ratio of one adult to 13 children is the norm. The nursery does not have funding to appoint additional assistants.

The main aim of a Classroom Assistant working with a child who is at Stage 5 of the Code of Practice is to promote the child's independent functioning in the nursery. S/he will try to encourage participation and learning opportunities through a variety of approaches and strategies.

- The classroom assistant must not assume the role of the teacher.
- S/he will be a subtle presence in the classroom and avoid attracting too much attention.
- If it is necessary to sit alongside the child s/he will do so on their strongest side if apparent.
- S/he will communicate with other children, in an effort to model and rehearse appropriate interaction.

- S/he will encourage the other children to interact with the child directly.
- S/he will foster social interaction as often as possible.
- S/he will observe the language and teaching procedures used by the teacher and reflect this in his/her practice.
- S/he will keep the class teacher informed of strategies which are successful and those that are less successful especially during transition times (from indoors to outdoors, from small to large group, from school to educational visit).
- His /her ultimate goal is to increase the child's independence and eventually make him/herself redundant.

PROVISION, MANAGEMENT AND REVIEW

In line with SENDO Kylemore Nursery School ensures that every child can access all aspects of school life and provision. The school will be directed by NEELB in planning accessibility to the school building.

The school offers a continuum of provision to meet the diversity of pupils needs. Activities and experiences are differentiated in all other areas and teachers take into account different learning styles, using a range of strategies including ICT to support provision.

Special Needs assistants are provided, where required by EA Special Education Department as detailed in children's statements, and are fully involved in the child's target setting, provision and review.

Out of class provision is available to some pupils on the recommendations of the educational psychologist/statement in the following areas SLD /MLD /SIL /EBD /Sensory Impaired /hearing /visual.

The school also facilitates therapists coming in to work with disabled children. Systems are in place to ensure effective communication takes place between any external agencies and the class teacher and appropriate records are kept.

Therapists are welcomed to advise with teacher planning, assist with provision, etc.

For those disabled children with wheelchairs, walking frames, etc we take advice from EA Health and Safety Officer. A range of extra activities are available at our school and to ensure that all children, including those with disabilities, are included we consult with professionals. A system is in place for carrying out a risk of assessment for those children who require it.

The overall provision for SEN/disability is reviewed annually and a report submitted to Board of Governors at each meeting. As a result provision is altered/amended in line with children's needs, current staffing, funding and resources. Parents are made aware of current provision in the annual school Prospectus.

LIAISON

In line with SENDO and the revised Code of Practice partnerships with parents and external agencies are encouraged. Regular meetings take place between Principal as SENCO and class teachers. Internal arrangements are in place to facilitate this. **All information related to the planning of the programmes are kept in the special Needs file in the office. Confidential reports on individual children are kept in the office. Only paid members of staff have access to these. Confidentiality is paramount.**

PARENTAL INVOLVEMENT

The school recognises the importance of building and maintaining good positive relations with parents as partners in their child's education.

The knowledge, views and first hand experience parents have regarding their children are valued by this school for the contribution it makes to their child's education. All parents are welcome to contact the school if they have any concerns about inclusive educational provision.

Parents are also strongly encouraged to keep in regular contact with the school regarding the child's progress. The section on the IEP on involvement of parent's outlines how parents can support their child's learning at home and this is discussed with the parent each term by the class teacher.

In addition, a written report is sent home at the end of the school year. Parents are involved and consulted at every stage of the child's learning and kept fully informed of how the school is meeting their child's needs.

Parents will be involved when the school is required to undertake a risk assessment for their child and will be required to sign the appropriate documentation. A monthly newsletter for parents keeps parents further informed of events in the school.

If a parent has a concern regarding provision, in the first instance they are encouraged to work in partnership with the school to try and resolve the issue. Where no resolution can be reached parents are advised of the EA information and advice service and of the DARS (Dispute, Avoidance, Reconciliation Service). This information is publicly displayed for all parents on our parents' notice board. A record of all concerns is kept by the Principal.

In line with SENDO we may in certain cases request a reassessment of the SEN of one of our pupils. We will only do this after lengthy collaboration with parents. The school will co-operate in every way in the event of an appeal to the Special Educational Needs and Disability Tribunal.

PROFESSIONAL DEVELOPMENT

The Principal oversees the professional development of all teaching staff, nursery assistants and classroom assistants.

Staff are kept fully informed about SENDO, COP, EA, national and regional initiatives.

The Principal makes all staff aware of the availability of training courses which may be attended either during their own time or during school hours. In the light of financial constraints all attendance at courses will be needs led.

The Principal ensures that required staff receive essential and necessary training, eg Safe Handling, Anaphylaxis, Epilepsy, First Aid.

The Principal ensures that those attending courses disseminate and share their knowledge with other staff in the school. A record is kept of all staff training. All staff are required to implement some of the ideas gained on in service training days to enhance the experiences of the children and to complete an evaluation sheet that will outline what ideas will be implemented as a result of the training.

RESOURCES

The Board of Governors has responsibility regarding decisions on the spending of the budget allocated to Special Needs.

Each year EA allocate an amount of money for Special Educational Needs. This is used for additional classroom assistance hours and/or resources. A record of how this amount is spent is kept by Principal and can be viewed on request.

REVIEW

This policy is reviewed annually at a staff meeting. Policy evaluation focuses on how far the aims and objectives of our policy have been met; how effective our inclusive provision has been; the attainment of children and the comments from parents and the local community.

In light of the findings the policy is revised and amended accordingly.

SIGNED: _____ **Chair of Governors**

REVIEW DATE: This policy will be reviewed in 2020.

NAME		WELL-BEING				INVOLVEMENT			
1		?	L	M	H	?	L	M	H
2		?	L	M	H	?	L	M	H
3		?	L	M	H	?	L	M	H
4		?	L	M	H	?	L	M	H
5		?	L	M	H	?	L	M	H
6		?	L	M	H	?	L	M	H
7		?	L	M	H	?	L	M	H
8		?	L	M	H	?	L	M	H
9		?	L	M	H	?	L	M	H
10		?	L	M	H	?	L	M	H
11		?	L	M	H	?	L	M	H
12		?	L	M	H	?	L	M	H
13		?	L	M	H	?	L	M	H
14		?	L	M	H	?	L	M	H
15		?	L	M	H	?	L	M	H
16		?	L	M	H	?	L	M	H
17		?	L	M	H	?	L	M	H
18		?	L	M	H	?	L	M	H
19		?	L	M	H	?	L	M	H
20		?	L	M	H	?	L	M	H
21		?	L	M	H	?	L	M	H
22		?	L	M	H	?	L	M	H
23		?	L	M	H	?	L	M	H
24		?	L	M	H	?	L	M	H
25		?	L	M	H	?	L	M	H
26		?	L	M	H	?	L	M	H

Meeting with Parents/Guardians

Appendix 2

Date:	Child/Children:
Requested by:	
Attendees:	Role
Concerns:	

Actions from meeting	Person responsible:	Carried out by:
*		
*		
Future Meetings to discuss:	Persons to attend	Date of meeting

TEACHER/PARENT DISCUSSION – Children who may have difficulties

A - THE EARLY YEARS

What do you remember about the early years that might help?	
What was he or she like as a young baby?	
Were you happy about progress at the time?	
Did you ever feel things were not right?	
What happened?	
What advice or help did you receive - from whom?	

B - WHAT IS YOUR CHILD LIKE NOW?

General Health	
eating and sleeping habits; general fitness, absences from school, minor ailments - coughs and colds.	
Serious illnesses/accidents - periods in hospital.	
Any medicine or special diet?	
General alertness - tiredness	
Physical Skills	
walking, running, climbing - riding a bike, football or other games, drawing pictures, writing, doing jigsaws; using construction kits, household gadgets, tools, sewing.	
Self-Help	
level of personal independence - dressing, etc; tidying, coping with day to day routine, general independence - getting out and about.	

Communication	
level of speech, explains, describes events, people, conveys information, joins in conversations; uses telephone.	
Playing and Learning at Home	
how spends time, watching TV, looking at books, hobbies, concentration sharing	
Activities Outside	
belonging to clubs, sporting activities, happy to go along	
Relationships	
with parents, brothers and sisters; with friends; with other adults (friends and relations) at home generally, 'outside' generally	
Behaviour at Home	
co-operates, shares, listens to and carries out requests, helps in the house, offers help, fits in with family routine and 'rules'. Moods good and bad, sulking - temper tantrums; demonstrative, affectionate.	
At School	
relationships with other children and teachers; activities at school. How the school has helped/not helped with your child. Does enjoy school? What does he/she find easy or difficult?	

C - YOUR GENERAL VIEWS

Do you think your child has special educational needs – and if so what are these needs?	
How do you think these can be best provided for?	

How do you compare your child with others of the same age?	
What is your child good at or what does he or she enjoy doing?	
What does worry about - is he or she aware of having any difficulties?	
What are your worries, concerns?	
Is there any other information you would like to give:- a.) about the family - major events that might have affected your child? - any relevant family history? b.) reports from other people?	
How do you think your child's needs affect the needs of the family as a whole?	

Meeting with Outside Agencies

Appendix 3

<u>Date:</u>	<u>Child / Children</u>
Requested by:	
Attendees:	Role
Concerns:	

Actions from meeting	Person responsible:	Carried out by:
*		
Future Meetings to discuss:	Persons to attend	Date of meeting

ACTION PLAN

Appendix 4

WEEK BEGINNING: _____ Name of Child/ren: _____

DAY	ACTIVITY 1 – Target -	ACTIVITY 2 – Target -
<u>MON</u>		
<u>Evaluation</u>		
TUES		
Evaluation		
WED		
Evaluation		
THURS		
Evaluation		
<u>FRI</u>		
<u>Evaluation</u>		
WHAT NEXT:		
Signed: _____ Classroom Assistant _____ Teacher		

Kylemore Nursery School Personal Work Plan	
Child's Name: _____ DoB: _____ Age: _____ Class Teacher: _____ Classroom Assistant: _____ Date: _____	
Nature of Child's Difficulty/Reasons for Provision:	
Targets:	Strategies and Resources:
Staff Involvement:	Stage of Provision on entry:
Specialist Involvement:	
Parental Involvement: What will help at home	
Pastoral/Medical Requirements:	
Monitoring Arrangements:	
Proposed Review Date:	

Review			
Targets set at Previous meeting	Evaluation	Action	Key
			<u>Evaluation</u> 1. Target attained 2. Child progressing towards target 3 Target not attained <u>Action</u> A. Maintain target B. Withdraw target C. Set new target
Notes (evidence for above judgements)			
Review Date:		In attendance:	
Future Action: <input type="checkbox"/> Continue school based plan <input type="checkbox"/> Discontinue school based plan <input type="checkbox"/> Notify Primary school <input type="checkbox"/> Seek external support		Parents informed: <input type="checkbox"/> At meeting <input type="checkbox"/> In writing <input type="checkbox"/> By phone By:_____ Date:	

The Five Stage Approach

Appendix 6

- Stage 1 Class teacher has a concern and monitors progress
- Stage 2 SENCO participates and may suggest additional strategies than may be useful/extra support e.g. in-class support, withdrawal etc.
- Stage 3 Teachers and SENCO are supported by external specialists
- Stage 4 EA considers the need for a statutory assessment
- Stage 5 EA issues a statement

Education plans /group plans are drawn up for all pupils at stages 2-5

Curriculum Structure for Learning Support

The following structures are provided for individual pupils who require additional support to the provision made for the peer group. This may be short term or long term.

STAGE 1

- Differentiation in all subject areas (Teaching and Resources)

STAGE 2 – (examples of in school support)

- Peer tutoring •
- Team Teaching •
- Withdrawal Groups •
- Small Group Teaching •
- In class support •
- Classroom Assistant Support

STAGE 3 - (examples of support from Outside Agencies)

Outside agencies

- a) Child Development Centre
- b) EA support for sensory impaired pupils
- c) School Psychologist
- d) Home Tutors

- e) Outreach
- f) Social Worker
- g) Sandelford Special School
- h) Classroom Assistants
- i) Information Technology Support
- j) Parents' meetings – formal and informal
- k) Behaviour Support Team
- l) Speech and Language therapist - Surestart
- m) Speech and Language Therapist - Community
- n) ASD Team (Autism)
- o) Art Therapist
- p) Special Education Officer
- q) Early Years Inclusion Service

STAGE 4/5

Statemented pupils may avail of additional resources depending on the reason for the statement.

Identification Procedures

- ❖ Educational Psychologist's Report
- ❖ Health Visitor's Information
- ❖ Child Development Centre's Report
- ❖ Formative Assessment e.g. First Steps, Lines of Development etc.
- ❖ Teacher Referral
- ❖ Parental Referral
- ❖ Pupil Referral