

SPECIAL EDUCATION NEEDS (Nursery Specific)
(This policy is an appendix to the SEN Policy of Steelstown Primary and Nursery School)

Rationale

The school respects each child as an individual with individual needs. All children, including children with Special Educational Needs, are entitled to a broad, balanced curriculum matched to their needs, abilities and aptitudes as laid down in the Pre School Curricular Guidance, the Nursery Guidelines and the overall aims of the school. We aim to integrate the Special Educational Needs child as far as possible into the Nursery School. We recognise that all children can learn and make progress. As teachers, we are responsible for meeting pupils' individual needs through planning a small steps approach to ensure success.

Aims

We therefore will ensure that:

- All staff will have responsibility for meeting the special needs of individual children.
- We will actively seek to establish a good working relationship/partnership with parents/guardians as proposed in the Code of Practice and
 - We accept that parents are the first educators of their children
 - The individual needs of the child determine the provision to be made
- Pupils' individual needs should be identified and addressed as early as possible.
- All staff have a responsibility to self-evaluate and communicate their training needs to the SLT so that they are able to address the needs of pupils.

Policy Implementation

a. Identification and Assessment

We believe that the early identification and assessment of a child with special educational needs is the responsibility of the full staff. Early identification is regarded as vital and is addressed through:

- Addressing parental concerns through parental discussion with the teacher during pre-entry meetings, home visits or other formal/informal meetings.
- Addressing the teacher's concerns.
- Liaising with the SENCO.
- Referral to and liaison with other agencies eg Health Visitor, Speech Therapist, RISE. The SENCO will be informed of any such referrals.
- Ongoing informal assessments ie observations.
- Formal assessment during settling in period and once per term.
- Referral to Educational Psychologist via the SENCO
- Assessment of Speech and Language skills using Welcome Tool Kit

The identification and assessment of a child is based mainly on the professional judgement of the teacher. Following general screening and informal assessment, if we still have concerns about a child's progress then we will try to ensure that a diagnostic assessment will be carried out by an appropriate agency. Referrals will be made by the nursery teacher/SENCO as appropriate.

b. SEN Provision

The nature of provision will be dependent on the individual needs of the child and the resources available to the school. The strategies that may be utilised include:

- a. Extended settling in period.
- b. Differentiated curricular provision.
- c. Increased adult support.
- d. Variation in practical resources.
- e. Increased curricular access.
- f. Utilisation of primary resources as appropriate.
- g. Implementation of advice/guidance from other relevant agencies (eg occupational therapy, educational psychology).
- h. Utilisation of the reduced timetable policy as a child support mechanism.
- i. In-school Speech and Language support + follow-up focused activities.
- j. Highlight relevant community based support programmes for parents as appropriate.

c. Liaison

Liaison will be organised on a formal and informal basis with parents, staff, outside agencies and the SENCO in the primary school. The school management will secure appropriate time for this liaison to occur.

d. Parental Involvement

We recognise that a positive working relationship with parents is important especially in the early years. Parents are encouraged to discuss concerns with the teacher informally at the beginning or end of the day or more formally by making an appointment. We actively involve parents in working with the children on agreed targets. Parents are encouraged to discuss concerns with the teacher who will take appropriate action. The nursery staff will act as signposting agents for other services not available at the school which have the capacity to support children with SEN requirements.

e. Staff Development

As outlined in our aims, the nursery staff, like all staff, will self-evaluate their training and development needs and communicate these to the SLT. These will be addressed in line with our staff development policy and the priorities outlined in the School Development Plan.

f. Implementation of Policy

The responsibility for the implementation of this policy rests with the entire nursery staff and the SENCO. The implementation of the policy will be via the strategies outlined in the identification and provision sections.

Review

This policy will be kept under continuous review. The next formal review will take place in January 2020. Responsibility for the review will rest with the SENCO and Nursery co-ordinator.