

Special Educational Needs Policy

Special Educational Needs Co-ordinator - Mrs J McKinty

The SENCO is responsible for:-

- The day to day operation of the policy and co-ordination of provision for children
- In conjunction with Mrs Carson, liaison with parents and staff, and devising IEPs
- Co-ordination with other agencies
- An overview of each child

All relevant staff will be responsible for making observations, record keeping, implementing IEP's.

Outside agencies

At times it is necessary to contact outside agencies, e.g. RISE (interdisciplinary services for school including e.g. SLT, OT, Physio) EANI services for schools, e.g. Educational Psychology Services, Early Years Team, health professionals, e.g. SLT. Parents are informed, and must give permission before referral to these services. Where outside agencies are already working with a child, it is in the best interests of the child that staff have access to information e.g. regarding speech and language therapy input, educational psychology information or medical information, and parents are expected to give permission for this to happen.

Aims

- To offer a broad and balanced curriculum in accordance with NI pre-school guidance.
- To ensure that all children with SEN are included in activities and engage in activities
- To have a positive approach, building on children's strengths and taking account of their wishes in light of their age and understanding
- To maintain communication with parents, offer support where possible, and to maintain a working relationship
- To work in partnership with other agencies
- To monitor and review individual needs of children, enabling early identification and to facilitate early intervention
- To engage in staff training where available and to develop strategies for the whole team to work together to work effectively with children and their parents

Definition

A child has a special educational need if they have a learning difficulty which calls for special provision to be made for them.

A child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area

Definition of a disability

- Someone who has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities

The nursery recognises the Special Educational Needs Disability Order (NI) 2005. This Order states that it is unlawful to discriminate against a disabled child in the provision of any services. There are two main duties set out in the act:

- Not to treat a disabled child less favourably
- To make reasonable adjustments for disabled children

We aim to enable all children to have equal access to the curriculum in an environment where every child is equally valued and respected. If any parents have queries or concerns regarding our policy or practice, they are welcome to arrange a meeting with the principal/SENCO

INITIAL CONCERNS

Identification and assessment

- This will be the responsibility of all staff
- Classroom staff will make observations and discuss these with the SENCO
- The SENCO will assist with observations and have an overview of each child
- The SENCO or class teacher will speak to parents
- It is parents responsibility to tell staff of any issues which may effect their child

- We treat all children as individuals and we involve them all in small group work appropriate to their needs and development

IDENTIFYING NEED

- Nursery staff will raise any concerns they may have with the SENCO or class teacher
- Discussions may take place in staff meetings
- Parents may approach staff regarding their concerns
- An outside agency may liaise with the SENCO/class teacher
- If a child transfers from another setting, the SENCO will check records for information concerning the child's special educational needs.

The 5 Stage Model, set out in the Code of Practice for children with special educational needs, is followed.

- A concern is raised – staff will observe over a period of weeks and note difficulties and/or progress.
- Stage 1- The class teacher identifies the need and will make adjustments within the classroom. The SENCO will be informed and the child registered onto the special needs register.
- Stage 2 – The class teacher will devise an IEP in consultation with the SENCO. Further discussions may take place at this stage, e.g. with RISE, EANI outreach services or Educational Psychology Service. At this stage also, a child may be referred to EPS for an assessment of their needs.
- Stage 3 – An assessment of the child's needs may be made through referral to Educational Psychology Service. EANI Outreach services may be available before or following this assessment, e.g. ASD Service, Early Years Service. (This is dependent on the policy of these services at the time and is outside the control of the nursery.)
- Stage 4 – Education Authority considers the need for a statutory assessment.
- Stage 5 – Education Authority considers the need for a statement and, if appropriate, makes, arranges, monitors and reviews provision through a statement of special educational needs.

Individual Education Plans

AN IEP is a working document for all Nursery staff. It provides planning for the individual child with Special Educational Needs. It must be accessible and understandable for all concerned.

Confidentiality

All information and IEP's on each individual child will be kept strictly confidential within the Nursery.

Complaints procedure

Should a complaint arise, the complaints procedure should be followed.

Planning, resourcing and monitoring

- If extra funding is necessary, the principal will consult with EANI to investigate provision and support
- Identification can be made at any time
- Reviews of a Child's IEP will take place regularly. This will usually be within 10-12 weeks, but this may vary according to the needs of the child
- Parents will be involved as much as possible and can arrange to speak to the teacher/SENCO at any time.
- IEP and reviews to be signed by parents
- Where possible training for staff will be made available
- SEN register will be reviewed termly – or more frequently if required on will be on going in the nursery

Staff training

- Staff will attend available training where possible and relevant.

Partnership with parents

Parents play an active and valued role in their child's education

- Every effort will be made to consult with parents, keep parents informed, and, where possible to offer advice during assessment/on going support of their child.
- Parents are invited to discuss IEPs and reviews.
- Parents will be consulted regarding onward referrals e.g. to RISE or Educational Psychology Service.
- Where possible parents will be given advice and information and staff will present a positive attitude and sensitivity towards parents.

Links with other settings, schools and outside agencies

- School will seek permission from parents to pass information to others, e.g. to a P1 placement, or another nursery setting., to EPS or to RISE (or other agencies as appropriate)