

SPECIAL NEEDS POLICY & DISABILITY INCLUSION POLICY

INTRODUCTION

We in Enniskillen 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 Enniskillen 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. (Refer to appendix 1a – Summary of SENDO Legislation).

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 and included in our School Development Plan and our current SEN/Disability/Inclusion Action Plan. We continually reflect on our practices and engage in self evaluation to ensure optimum provision.

PRINCIPLES/OBJECTIVES

Enniskillen Nursery School is guided by the following principles. 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, Jennifer Boyd, who is the school's Special Educational Needs Co-ordinator (SENCo).

The SENCo and the teacher work together on the following

- Teachers present materials and activities that are appropriate to the pupil's age, maturity, learning difference/disability.
- Teachers modify activities and experiences where necessary.
- Teachers 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 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 Positive Behaviour Policy).

IDENTIFICATION/ASSESSMENT

Appendix 6 gives information regarding categories of Special Needs

All staff in Enniskillen 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 are not dissipated then they will be placed on a SEN register after thorough analysis, consultations with parents, other teachers, and on class teacher's observations so that appropriate provision can be put in place. As soon as a child is identified as having a SEN the parents are 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. SENCo meets once per term with class teachers to monitor children's progress.*

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

The SENCo will meet with the other teacher each term to discuss children staying on the record of concern.

MONITORING RECORD KEEPING AND EVALUATING PROGRESS

Enniskillen 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 to any statement they may have in place already. At the end of September each paid member of staff will carry out a sheet assessing the well-being and involvement of each child. This sheet is 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. Appendix 2 will be used for this tracking. 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 on monthly outcome sheets 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.
- An Action Plan will have been written by the teacher and this will have appropriate targets. Appendix3

- 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
- Children with English as a second language will have an Education Plan written which will allow those children to have one to one help during each week.

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 WELB and ensure recommendations for accessibility to school premises are put in place.

Mrs Philomena Cleary, a Board member, has agreed to be responsible for the provision of Special Needs in Enniskillen Nursery School.

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 pupils work; talking to classroom assistants; ensuring all staff have adequate training and are fully aware of the implications of SENDO; devoting staff meetings/exceptional closures to reflect on and evaluate current practices and plan for improvement; responding to parents/pupils opinions.

The Principal as SENCo

The SENCo has a comprehensive monitoring system in place (see Appendix 2) (SENCo monitoring) 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 pupils/parents/outside agencies
- Appropriate observations and assessments
- Appropriate resources including adaptive technology
- Effective use of classroom assistants
- Effective inclusion in all areas of school life.

The SENCo meets termly 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 class screens and pupil 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 in the statutory annual review process and provision amended as required.

CLASS TEACHER

The class teacher is responsible for monitoring the progress of all children in her class including the child on the SEN register. She liaises closely with the SENCo to ensure appropriate provision. Differentiated provision is provided at stage 1 and IEP's 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 is drawn up in consultation and 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 pupils and parents at the end of each term. The class teacher provides SENCo with copy of IEP.

The class teacher, along with classroom assistants, monitors the child's progress using regular observations and pupil 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 (see appendix 3 "Summary of Achievements"). This will have to be kept until the children have reached the age of 25.

Nursery & Classroom Assistants

Assistants are used at all stages of procedures and are vital to the smooth running of all the programmes

PROVISION, MANAGEMENT AND REVIEW

In line with SENDO Enniskillen Nursery School ensures that every child can access all aspects of school life and provision. The school will be directed by WELB 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 recommended by WELB Special Education Department 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 – SpLD/MLD/SIL/EBD/Sensory Impaired hearing/visual.

The school also facilitates therapists 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 the WELB Health and Safety Officer, Mr Owen Doody. A range of extra curricular activities are available at the school and so ensuring all children, including those with disabilities, are included (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. As a result provision is altered/amended in line with pupils' 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 COP 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 in the filing cabinets. Only paid members of staff have access to these.**

PARENTAL INVOLVEMENT

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

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 WELB information and advice service (names to go in here) 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 and classroom assistants.

Staff are kept fully informed about SENDO, COP, WELB, national and regional initiatives. Principal makes staff aware of the availability of training courses.

The Principal ensures that required staff receive essential and necessary training, eg Safe Handling (for disabled pupils).

The Principal ensures that those attending courses disseminate and share their knowledge with other staff in the school. Inset courses are also offered where appropriate. A record is kept of all staff training.

RESOURCES

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

Each year WELB allocated an amount of money Special Needs. This is used for special classroom assistance and 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 in August (at a staff meeting) and will be brought to the annual In-Service day with staff and Board of Governor members in November.

Policy evaluation focuses on how far the aims and objectives of our policy have been met; how effective inclusive provision has been; the attainment of pupils in judging value added factors; and the comments from parents, pupils and the local community. In light of the findings the policy is revised and amended accordingly.

CATEGORIES OF SPECIAL NEEDS

- ◆ Medical
- ◆ Sensory
- ◆ Physical
- ◆ Speech and Language
- ◆ Emotional and Behavioural
- ◆ Specific Learning Difficulties
- ◆ General Learning Difficulties

Medical Difficulties

(treatment and affect of medication on child's development)

- ◆ Asthma
- ◆ Epilepsy:
 - Grand Mal (Tonic – Clonic)
 - Petit Mal (Absence Seizures)
 - Temporal Lobe Epilepsy
- ◆ Diabetes
- ◆ M E
- ◆ Tourette's Syndrome
- ◆ Down's Syndrome

Sensory Impaired

- ◆ Visual:
 - Partly sighted (partially sighted)
 - Amblyopic (one good eye)
- ◆ Hearing:
 - Sensory Neural
 - Conductive loss (otitis-media)
 - Cochlea Implants
 - Severe - fluctuating

Physical Difficulties

- ◆ Due to illness or injury (with short or long term consequences)
- ◆ Wheelchair bound
- ◆ Cerebral Palsy
- ◆ Benign Tension Tremor
- ◆ Dyspraxic (motor)
- ◆ Dysgraphia (fine motor)
- ◆ Spina Bifida
- ◆ Hydrocephalus

Speech and Language Difficulties

(difficulty with semantics, pragmatic, phonology, morphology, syntax)

- ◆ Speech Defect:
 - Dyspraxic (verbal)
 - Stoppage / Stammer

- ◆ Expressive Difficulties
- ◆ Receptive Difficulties
- ◆ Disorders:
 - Semantic Pragmatic
 - Auditory Processing
 - Autistic
 - Aspergers Syndrome

- Amblyopic (one good eye)

- Sensory Neural
- Conductive loss (otitis-media)
- Cochlea Implants
- Severe - fluctuating

Emotional and Behavioural Difficulties

- ◆ Under-reactionary:
 - Bereavement
- ◆ Over-reactionary:
 - Separation Anxiety
 - Conduct Disorder
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Neurological Disorder
 - Abuse
 - Bullying
 - Failure Avoidance
 - Under management
 - Mismanagement
 - Damaging effect of labelling
 - Elective Mute
 - Phobic Disorders

Specific Learning Difficulties

- ◆ Dyslexia (literacy)
 - ◆ Dyscalculia (mathematics)
- } Dysfunction in the visual
and / or auditory channels

General Learning Difficulties

- ◆ Low IQ (70 – 95)
- ◆ Underachiever:
 - Poor attendance
 - Health
 - Bullying
 - Emotional Factors
 - Confusion of basic skills
 - Social situation
 - Lack of differentiation