

*St. Clare's Nursery Unit*

***Policy on Special***  
***Educational***  
***Needs &***  
***Disability***

## ***Policy for Special Educational Needs & Disability***

***It is the aim of St. Clare's Nursery Unit that all children have equal access to the full Nursery Curriculum. In doing so, we will identify and make appropriate provision for children with special needs and/ or disability, so that each child may enjoy the realisation of his/her full potential.***

**The staff of St. Clare's Nursery Unit endeavour to:**

- **Promote and preserve the dignity of each child in a happy and secure learning environment which is sensitive to the needs of all.**
- **Ensure that all children enjoy access to a broad and balanced curriculum.**
- **Identify the area of special need as early as possible.**
- **Compile and maintain a Special Needs Register.**
- **Work in partnership with parents ensuring that they are informed throughout the process.**
- **Establish an 'open door' policy with parents in terms of effective communication, encouraging them to help their child at home.**
- **Follow the procedures as laid out by the 'Code of Practice' in the Five Stage Approach.**
- **Devise individual/group Education Plans highlighting specific activities which will address the area/s of need using flexible approaches/programmes.**
- **Ensure that a multi-disciplinary approach is used ie (Code of Practice - Stage 3+).**
- **Allow information to be accessed by relevant parties whilst ensuring that confidentiality is upheld.**

***Information regarding any special circumstances or identified special needs, given by parents at the time of application will be considered by the Board of Governors. Parents, throughout the year may also offer/update information about their child eg speech, sight, hearing, emotional/social problems.***

# SENDO

## What is SENDO?

- Special Educational Needs and Disability (NI) Order 2005
- Operative from 1<sup>st</sup> September 2005
- Strengthens right of children to mainstream schools.
- Introduces disability discrimination legislation.

SENDO strengthens the rights of children with 'Special Educational Needs' to be educated in mainstream schools (Article 3)

## SEN (definition)

- 'Special Educational Need' is defined as: '*a learning difficulty which call for special educational provision to be made.*'
- Learning difficulty: A child has a learning difficulty if he has significantly greater difficulty in learning than the majority of children of his age and/or has a disability which either prevents or hinders him from making use of educational facilities generally provide for children of his age in ordinary schools.

## DISABILITY (definition)

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

## *The Code of Practice*

### The Five Stage Approach

- **STAGE 1: SCHOOL HIGHLIGHT CONCERN IN REGISTER - action plan drawn up, meet with parents**
- **STAGE 2: SCHOOL INDIVIDUAL EDUCATION PLAN (IEP'S)**
- **STAGE 3: SCHOOL & EXTERNAL AGENCIES EDUCATION PLAN (e.g. EDUCATIONAL PSYCHOLOGIST, CIDS TEAM, SLT...)**
- **STAGE 4: SCHOOL & E.A. STATUTORY ASSESSMENT**

- **STAGE 5: SCHOOL & E.A.STATEMENTING**

## **EDUCATION PLAN TARGETS**

*"An Education Plan is a plan which outlines a pupil's individual teaching programme and which is regularly reviewed and evaluated so that identified targets can be reassessed and informed judgements made about future learning and teaching" (B.E.L.B/E.A 1998)*

*Targets will describe:*

The knowledge, skills or understanding that we expect a child to have by the end of a particular period.

*Targets will be:*

- |     |  |
|-----|--|
| ➤ S | Specific (behaviour, criteria, conditions) |
| ➤ M | Manageable/measurable                      |
| ➤ A | Achievable/agreed                          |
| ➤ R | Realistic/reviewable                       |
| ➤ T | Time bounded                               |

Strategies and resources are implemented by Nursery Staff and reviewed and reported to parents on a regular basis.

### ***Arrangements for Involving Parents***

*We will involve parents in the gathering of information, reviews and meetings (formal and informal) at regular intervals. Records will be kept, detailing all issues/developments concerning the child.*

## ***Links with other Schools***

***We will endeavour to cooperate with transition Primary Schools in providing all necessary and relevant information regarding the progress of Special Educational Needs children.***

## ***Early Years Special Educational Needs Resource File***

Nursery staff are familiar with the 'Early Years Learner Support Handbook' and the 'SEN Resource File' and refer to the above for information and advice on

- Safeguarding Children
- Newcomer Child
- Looked After Child (LAC)
- Visual Impairment
- Hearing Impairment
- Speech, Language and Communication
- Sensory & Motor Development
- Social, Emotional & Behavioural Development
- Transition in the Early Years