

# SPECIAL EDUCATIONAL NEEDS INCLUSION POLICY

for

*St. Luke's Nursery School*

(updated January 2019)

*"Every child brings unlimited possibilities to the world"*



Prepared in line with:

1. Advice and Guidance Materials from EA
2. Declaration on the Rights of the Child (NI) 1995
3. Education (NI) Order, 1996
4. CCMS Guidelines, issued.
5. Code of Practice DE 1998
6. SENDO Documentation DE 2005
7. Supporting Pupils with Medication Needs 2008
8. Provisional Criteria for Initiating Statutory Assessment and Good Practice Guidelines (October 2009)
9. New Statementing Advice (November 2009)
10. New Resource File D.E. 2011.

# INTRODUCTION

## MISSION STATEMENT

We, the Staff of St. Luke's Nursery School, are whole-heartedly committed to the entitlement of all our pupils, regardless of physical, emotional or intellectual ability to enjoy, experience and, ultimately, benefit from the wealth and breadth of our curriculum, within the ultimate concept of inclusiveness. Such adaptations as are required, will be evolved and reviewed in consultation with all Staff, on the basis of information supplied by parents and appropriate professionals.

We are equally committed to respecting both the child and parents and will make every effort to ensure there is complete adherence to the most up-to-date legislation as outlined in our Policy Statement below.

The Staff have all had experience of working with children with a wide range of Special Needs including ASD, ADHD, Down Syndrome, Cerebral Palsy, Spina Bifida, Hydrocephalus, Speech and Language delay and Visual or Hearing Impairment. The Staff have worked together in the compilation of a RESOURCE file in which we keep a wide range of documents, folders and information sheets on all aspects of special needs and disability. We have developed close links with appropriate professionals, including Speech and Language Therapists, Health Visitor, Periapetic teachers, experts in Autistic Spectrum Disorder as well as those trained in meeting the needs of children with Visual Impairment. It is our agreed philosophy that we will endeavour to take up all appropriate training opportunities to further develop and maintain our professional links thus establishing a sound, informed basis from which to meet individual needs.

Our Nursery has always offered a warm welcome to children with a range of Special/ Additional Needs as this serves to underline our commitment to integration and inclusion. We will continue to strive, as a Staff, to offer every possible opportunity to our special needs children and in doing so increase awareness and consideration in the other children. Our involvement with the statutory and non-statutory bodies increases our professionalism and our capacity to assist our pupils with special educational needs.

## **ADDITIONAL NOTES**

### **POSSIBLE INDICATORS OF SPECIAL NEEDS**

Every year we have new pupils coming into the Nursery who may have already been diagnosed with Special/Additional Educational Needs. We usually receive back-up information on these children from their parents, Health Visitor, Social Worker or the local Doctors. Where the special need is serious these children may already have a statement. This means that the staff can draw up the Individual Education Plans with input from other professionals. However, in very many cases new children enrol in the Nursery and staff quickly becomes aware of difficulties. Below is outlined some of the indicators that may give rise for concern.

#### **LANGUAGE AND LITERACY**

The child may present with:

- Poor listening skills
- Lack of interest in making marks/drawing/writing
- Difficulty with language comprehension
- Pronunciation difficulties
- Limited developmental language
- Limited expressive language
- Delayed vocabulary development
- Elective mutism

#### **NUMERACY**

The child may present with:

- Little /no comprehension of shape/2D/3D
- Shows no interest in early number activities
- No interest/understanding of positional language
- Difficulty responding to number rhymes and stories
- No interest in solving mathematical problems
- Difficulty recognising pattern

#### **PHYSICAL DEVELOPMENT**

The child may:

- Show lack of development of fine motor skills
- Be innactive, lethargic
- Obvious lack of development of gross motor skills – unable to climb, pedal, slide, run, etc.
- inability to display a sense of fun/pleasure
- Lacks self assurance/assertiveness
- Lacks observational skills

➤ **PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT**

- Finds self help/care skills difficult
- Has a serious lack of self-esteem and confidence
- Lacks tolerance and fails to be aware of/respect the needs of others
- Shows signs of being depressed or withdrawn
- Unable to respond to stimuli
- Has little interaction with peers or adults

**CREATIVE and AESTHETIC DEVELOPMENT**

The child:

- Shows no evidence of use of imagination
- Has poor social skills
- Has no interest in activities at Art and Craft table
- Shows no excitement/motivation
- Difficulty responding to creative activities, i.e., drama, baking
- Voices no opinion even when prompted

**KNOWLEDGE AND UNDERSTANDING OF THE WORLD AROUND US**

The child:

- Shows no self care, care for others or the environment
- Consistently fails to be curious
- Fails to show interest in activity involving basic technology
- Shows no interest in building/construction
- Is not sensitive to own needs or to the needs of others
- Lacks confidence/never initiates ideas.

**STAFF POLICY ON SPECIAL NEEDS**

Both the Principal and the Assistant Teacher have wide experience and both have furthered their own Professional Development through additional study.

The Nursery Assistants are involved with Mrs. Taylor and Mrs. Cassidy in the development of Individual Education Plans for Special Needs pupils and use of a Task Board and this information is available for the whole teaching team who all are involved in meeting the requirements of children with Special Educational Needs.

Strong links have been established with associated professionals and a network of advisory support established through the EA, CCMS, Special Needs Department, Speech and Language therapist, Warren Centre, SureSart, Educational Psychologist and Health Visitor.

The school had the benefit of the previously funded Language Enrichment Programme plus SureStart Speech and Language Therapy support, which no longer takes place in the school. Children and parents have access to, games, etc., for home use. Many of the materials provided in the Language Home Packs are suitable for use with Special Needs Children and help to ensure the school's curriculum is covered. Extended School Funding has provided the opportunity to employ a Language Support worker to withdraw children who may need extra support with language enrichment work.

Our Parents' Room is used to provide courses, activities, afterschools area for parent/child and storage of resources which help to support parents, staff and outside agencies in their implementation of their Special Needs Policy. This room is also used when required for Speech and Language therapy, Physiotherapy, Occupational therapy, withdrawal for one-to-one support, meeting with Parents and Outside Agencies.

The staff team has received specific training in the following areas:

- HANEN Speech and Language Training (2005 / 2006)
- Makaton (2007)
- Primary Movement (2007 / 2008 / 2009)
- Respecting Difference Training (2008 / 2009)
- Literacy and Numeracy in the Nursery (August 2009)
- Incredible Years (2009)
- Infant Mental Health (2009 / 2010)
- First Aid – use of epi-pen, inhalers, minor injuries (2018)
- Autistic Spectrum Disorder with the Pre-School Child (2016)
- Cerebral Palsy/Hydrocephalus (2011)
- Catheterisation Training – Monica Foster/Paula Hunter (2011)
- Hearing Impaired (2015)
- Incredible Years training (Dina pre school) 2014, 2018
- AED Training (2019)
- Makaton (2016)
- Child Protection (2019)
- Talk Boost 2018

### **SPECIAL EDUCATION NEEDS CO-ORDINATORS**

The Principal is responsible for maintaining the Special Needs Register which is continually updated as necessary.

The Teachers and Assistants work together daily to co-ordinate our Special Education Needs Programme. They all have specific responsibility for the implementation, presentation and evaluation of our Language Enrichment Programme in conjunction, with Language Support Worker and Principal. All staff have compiled a comprehensive Reference Book on numerous special needs conditions.

The responsibility of the school is carried out in partnership with the parents, i.e.,

- Implementation of St. Luke's Special Educational Needs and Inclusion Policy by Staff/Students.
- Development of Individual Education Plans, as required.
- Co-ordination and securing of specific provision
- Maintenance and updating of records.
- Maintaining school's Special Education Needs Register
- Liaising with parents of children with special educational needs.
- Ensuring awareness of all in-service training to whole staff
- Liaising with all associated Professionals and other associated agencies and voluntary organisations
- Visiting children/other staff in any Special Schools before transfer to Nursery, e.g., Fleming Fulton, Harberton, Brookfield, Parkview or St Gerards.
- Ensuring confidentiality is a priority for all Staff (including students and volunteers).
- Attending Case Conferences and other appropriate meetings
- Establishing that the emotional, physical, intellectual and spiritual needs of the children are met to the best of our abilities with a full understanding of the child's rights.
- Ensuring that all children are included in most activities and remain in school a full day. (in very special circumstances where the well being of a child is a concern children may need to reduce daily hours) This decision will only be made after a range of strategies have been used, IEPs have been written but child fails to make progress. There will be consultation with the Parent, outside agencies involved and Principal. Principal will make the final decision as to the best action to take.