



Special Educational Needs Policy & Practices (Including Draft Changes to Code of Practice 2021)

Our Aim

Our aim within Mossley Nursery is that each child is accepted and encouraged to be an unique individual. We aim to build upon the experiences within the home and learning developed prior to entering nursery. Building strong relationships with our parents and carers is important to us in enabling us to create a safe, secure, stimulating and happy environment in which all children can develop to their full potential.

Introduction

All children have individual and varying needs. It is estimated that some 25% of children and young people experience a barrier to learning at some time in their school career. These needs may be social, emotional, psychological, physical or a combination of any of these. For children experiencing difficulty, these needs may require special measures to be taken by the school and provision and timings planned for to meet their needs. For the majority of children, additional support and guidance provided and planned within their pre-school year, can mean that they make progress and no longer require individual support. Where children are experiencing difficulties and barriers to learning have been identified, Mossley Nursery School is dedicated to working with parents and carers to establish the pathway to helping to ensure children's needs can be addressed.

Special Needs- Code of Practice - proposed 2021 changes

All staff follow the 'Code of Practice on the Identification of Special Educational Needs' (DENI 1998) which states that;

'children with special educational needs should be identified as early as possible and assessed as quickly as is consistent with thoroughness;'

In recognising that a child is in need of significant further support, the school follows currently the 5 stage approach from the Special Educational Needs Code of Practice. This is soon to become 3 stages, following Department of Education consultation and proposed changes to the Code of Practice and SEN regulations in March 2021. The 3 stage proposed changes are designed to streamline the current system and make it more effective in supporting children with additional needs in school. Under the new 3 stage approach, the majority of children may not move beyond stages 1 and 2 and children can also be removed from the Special Needs Register as additional support is no longer needed. No additional 1:1 assistance or funding is available to the school at stage 1 or 2. Where it is assessed by teachers and external professionals (health), that a child requires further support or 1:1 assistance, a statutory assessment may be required by the Education Authority. If successful with this request, at stage 3 this support would be provided by external funding should the child be deemed to require additional staffing. Children requiring 1:1 assistance on arrival at nursery can only be provided with 1:1 assistance if external funding is provided by the education authority.

Where a child has been identified as having Special Educational Needs, the class-teacher will speak with parents or carers and outline the difficulties that the child is having with their learning. Following this discussion, the class-teacher will outline a Personal Learning Plan (PLP) to set short term targets and activities to support the child. There are opportunities for the class-teacher and the parents to share ideas and strategies to help at home. Class-teachers will plan activities to support the child's learning within the class. The progress is then reviewed regularly (usually every 4-6 weeks but can be flexible according to the child's severity of needs) and this will inform the next steps for the child.

Roles & Responsibilities

Provision for pupils with SEN is a matter for the school as a whole.

- a) The Board of Governors shall, in cooperation with the Principal, determine the school's general policy and approach to provision for pupils with SEN. Where additional funding has been allocated to a named child, the Principal and Board of Governors have a responsibility to follow the instructions of the Education Authority and appoint a suitable candidate for the hours allocated. In the event of named allocated funding, the governors and principal will establish the appropriate

staffing and funding arrangements and maintain a general oversight of the school's work. In consultation with the Principal, the Board of Governors will be responsible for the overall policy, its implementation, evaluation and annual report to parents. Where no additional funding is allocated to a child experiencing difficulties, the board of governors will support the principal and staff in liaising with education authority, overseeing health & safety arrangements and supporting the work of the school in seeking support for pupils. The board of governors are also responsible for the school budget and where additional funding is not available from EA, the board of governors are kept aware of the school's financial situation and must adhere to funding constraints.

b) The Principal;

- has responsibility for the day-to-day management of all aspects of school work. The Principal will act as Learning Support Coordinator LSC (previously Special Educational Needs Co-ordinator-SENCO) and will work closely with the whole school team
- will be responsible for ensuring that all staff deal appropriately with children in relation to their additional needs
- will, ONLY where funding is provided by the EA for a named child, allocate sufficient funding for necessary resources (human or physical)
- will foster and support staff development in SEN provision
- will provide opportunities for staff to liaise with parents/outside agencies
- will be responsible for the day-to-day operation of the policy, coordinating staff and existing resources and will liaise regularly with the Board of Governors

c) The Learning Support Coordinator (LSC/SENCO) will;

- assist staff in identifying children with additional needs
- provide support and advice to colleagues to ensure inclusion of children with SEN
- manage and identify appropriate resources to meet the child's needs
- promote and lead where able, staff development in relevant areas of SEN
- liaise with appropriate support services and outside agencies
- maintain the SEN register and SEN record file

d) Teaching & Non-Teaching Staff;

- Will be fully involved in the self-evaluation, development and implementation of the SEN Policy
- Will be fully involved in the identification, assessment and provision for pupils with SEN.

Procedures for identification, assessment and record-keeping

Early Identification

Within Mossley Nursery School, we believe that early identification of concerns or additional needs is crucial in order to plan for the appropriate support for the child. All staff are involved in a planned and systematic approach to observation and assessment. The parents' views are crucial yet the needs of the child are at the centre of the discussion and the teacher and parent work together to plan the next steps for the child.

Support Arrangements/ Strategies

Within Mossley Nursery School, we have a commitment to providing support wherever and however we are able. All staff access any relevant training in order to keep up-to-date with good practice and to further their knowledge of teaching strategies. Children with SEN will access the curriculum during the attendance time that they are able to cope with (in line with DE Curricular Guidance for Preschool Education). For some children, a shortened session may be required for a variety of reasons, i.e. children who require a high level of 1:1 adult support but no funding allocated from EA for additional staffing, where children are unable to manage toileting and self care needs or where children are experiencing separation anxiety and are upset for prolonged periods affecting their readiness to learn. This session will be on an individual arrangement centred around the needs or staffing implications to deal with those needs. Where the child is beginning to make progress and able to cope, timings can be extended accordingly or where a Statement of Educational Needs is provided by the EA to support the child with additional funding to the school for staffing.

Activities and learning experiences will be planned for all children and adapted to meet individual needs. Staff will implement a range of one-to-one, paired, small group and whole class teaching strategies in order to implement the PLP. In line with our Pastoral Care policy, the child's views and wishes are taken into account and where able, a representation of the voice of the child recorded in the SEN notes. Children are encouraged to be successful and their needs and interests taken into account. All

staff have a commitment to raising confidence and self-esteem and children will be involved in their learning wherever appropriate. Where a child is at current Stage 5 of the Code of Practice (and proposed Stage 3) , they will receive 1:1 support as outlined from the Education Authority in their named Statement of Educational Needs. Without funding from EA, a child cannot be provided with additional staffing and the provision may need to be adapted to meet the child’s needs but also take into account the impact on the rest of the class of 26 children. Health & Safety may also be a factor in provision for any child within school.

Involvement of Parents & Carers

We recognise that parents are a child’s first educator and that any discussions with parents must be carried out with care and sensitivity. Any concerns raised with parents are to ensure that the child receives the support that they need and will always reassure parents that it is in the best interests for their child. Parents will be involved at all stages and a positive partnership built. In order to have the most impact on the child’s learning and development, it is paramount that both school, home and also outside agencies can work together. The school recognises that it can be very difficult for parents when their child is experiencing challenges and will thrive to provide support in any way they can.

Liaising with other professionals & Outside Agencies

The Principal as SENCO initiates and maintains contact with outside agencies to ensure that the individual needs of the child are met. These agencies, where possible, will provide specific support and advice based on the individual child’s needs. The school will also liaise between parents and outside agencies and arrange meetings and submit reports and documents where needed.

Monitoring & Evaluation

The Board of Governors at Mossley Nursery School will liaise with the principal as Learning Support Coordinator report annually to parents and carers on the SEN Policy. All staff are involved in monitoring SEN practice and policy through regular self-evaluation. The findings of this may result in amending policy and practice where necessary. The staff will evaluate progress towards the individual targets on a regular basis.

Conclusion

In order to offer high quality provision for children with varying Special Educational Needs it can be a complex and demanding task, given that there is such a variety of needs. There are, however, a number of essential elements in SEN provision. Within Mossley we strive to adhere to these within our practices. These are;

- ✓ *early identification*
- ✓ *appropriately designed programmes/ strategies/ timings to meet needs of the individual & the class as a whole*
- ✓ *close liaison with parents, carers & outside agencies*
- ✓ *continuous monitoring of progress*
- ✓ *comprehensive ongoing record keeping*
- ✓ *efficient transfer of information meeting GDPR requirements*
- ✓ *appropriate review and reasonable adjustments to provision/ timings where required*

Updated November 2021

Policies linked to Special Educational Needs Policy		Resource Material
✓ Child Protection	✓ Intimate Care	Code of Practice (DENI)
✓ Positive Behaviour Policy	✓ Anti- Bullying Policy	Guidance for Schools- Recording Children with Special Educational Needs
✓ Health & Safety	✓ Pastoral Care Policy	SEN- A Resource File (DENI)
✓ Code of Conduct	✓ Settling-In Policy	Curricular Guidance for Pre-School Education
✓ Teaching, Learning & Assessment		BELB-Early Years Learner Support Handbook

Reviewed November 2021

Ratified by Governors (Date)- 6th December 2021

All the adults at school make these promises to the pupils within our care– (the Governors, teachers and other adults who work in school).

- √We will find out what you need for your learning and try to provide these things.
- √We will help you with any problems with your learning or development.
- √We will tell you how you are getting on with your progress and how to make it better.
- √We will make sure your parents know how to help you with your work and tell them how you are getting on at school.
- √We will get other people to help you, if you need special help.
- √We will have good resources to help you learn, relax and play.
- √We will make adaptations to the session to support you where we can
- √We will treat you all with respect.
- √We will involve you in decisions wherever we can and pay attention to what you say.
- √We will keep you and everyone safe and make school a healthy place.
- √We will make it enjoyable to learn how to be safe, happy and healthy.
- √We will make sure that adults and pupils try to get on well with each other.
- √We will listen to you and your feelings



Current Code of Practice

New Code of Practice

Stage 1
Stage 2



Stage 1

School delivered SEN provision
PLP required
Applies to the majority of children with SEN

Stage 3
Stage 4



Stage 2

School delivered SEN provision plus external provision
e.g. the EA or HSCT
PLP required
A smaller number of children will access this provision

Stage 5



Stage 3

Statement of SEN
Both school and EA delivered SEN provision and, as appropriate,
any relevant treatment or service identified by Health
PLP required
A smaller number of children will need this provision

GIVE ME 5



We always keep our hands and feet to ourselves.



We move safely both inside and outside the nursery.

We speak nicely, listen to each other and can always ask for help.



We all help to look after the toys and the nursery and keep it tidy.



We keep ourselves safe, healthy and clean!

