

# BLIGH'S LANE NURSERY SCHOOL

## SEN AND INCLUSION POLICY



Signed:

Charles E. O'Dowd (BOG Chair)

Linda Wain (Principal)

Date:

23/6/25

Review Due: \_\_\_\_\_

## **Special Educational Needs and Inclusion Policy**

### **Rationale**

It is the policy of Bligh's Lane Nursery School that the aims for children with special educational needs are consistent with the general aims of the school. Bligh's Lane Nursery School endeavours to provide a broad, balanced, relevant and differentiated curriculum so that all children learn at a pace appropriate to their ability and reach their full potential. Key to this is effective communication between the Principal, staff, Governors, parents and, where appropriate, external agencies in order to create a positive learning environment. At Bligh's Lane Nursery School children with special educational needs are integrated as fully as possible. It is the aim of the school to ensure that they are offered the full Nursery Curriculum, which may be structured or modified to suit their particular needs. Where it is deemed to be necessary, or appropriate, a child may be encouraged towards certain areas of the curriculum in order to address a specific developmental concern.

### **Definition of Special Educational Needs**

It is the policy of Bligh's Lane Nursery School that special educational needs (SEN) be defined according to the Education (Northern Ireland) order 1996 which suggests that "A child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children of his/her age or a disability which prevents him or her from making use of educational facilities generally provided in ordinary schools." Translated into the school situation, the child will be deemed to have special needs if they demonstrate a significant delay in the development of cognitive skills, social/emotional skills and communication skills.

### **Settling In Arrangements**

Children with special needs are admitted to this school in the same manner as all other children. We will endeavour to admit children with known special educational needs in the first groups as it will mean they have an extended period with a smaller number of children. Some pupils may require flexible settling in arrangements and an extended period of "settling in" with reduced hours and this will be managed as appropriate to best meet the needs of the child.

### **Special Facilities**

Access to the building is via the front entrance which has push pads to open the door and is suitable for wheelchair access. Internally, both classrooms are accessible to a child wheelchair user and Room 2 has a motorised changing bed. Special arrangements for parking within the school grounds can be made for children with physical difficulties. If one to one support is required, the Education Authority can provide additional adult support staff, should the pupil have a Statement of Educational Need in place. Without the appointment of additional designated support staff, the school operates with the usual Nursery staff to pupil ratio, which is one adult to thirteen pupils.

### **Arrangements for co-ordinating provision**

Each teacher will manage the special educational needs provision for pupils in their own class. They will be responsible for the day-to-day implementation of the Special Educational Needs and Inclusion Policy.

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The responsibilities of the teacher include:

- Helping to identify children with special educational needs.
- Providing support and advice to colleagues to ensure effective teaching.
- Maintaining the special educational needs register, with records of pupils with special educational needs.
- Liaising with colleagues and specialists in drawing up the termly Personalised Learning Plan and setting targets for development for pupils.
- Planning weekly 'Play Support Plans' for children at stages 2 and 3 of the SEN register
- Managing and developing appropriate resources.
- Liaising with parents, support services and agencies.
- Reviewing and evaluating the effectiveness of the school's policy.
- Ensuring detailed notes, observations and assessments are being carried out by the class teacher and any other staff working on a one to one with special educational needs children.

The responsibilities of the principal include:

- ensure the fostering of appropriate attitudes, set standards, monitor the provision for pupils with special needs
- Establishing the service training requirements of the staff and contributing as appropriate to their training.
- Employing staff to support children with special educational needs under the direction of the Special Needs officer at the EA and so far as the budget allows.

All staff should be familiar with the school's special educational needs procedures and should be involved in the monitoring and review of the school's Special Educational Needs and Inclusion policy.

### **Support staff and outside agencies**

There will be planned and regular opportunities for liaison between support staff and teaching staff. Planning occurs at staff meetings and through detailed observation written on play support plans or informal feedback during the classroom session. Full cooperation will be given to all outside agencies and support staff, information made available and facilities provided for peripatetic staff to work with the SEN children within the school. This school maintains a multi - disciplinary approach and will liaise fully with external agencies.

### **Identification and assessment**

Children with special educational needs are identified in different ways.

1. A health professional such as the GP, Health Visitor, Social worker or an Educational Psychologist may have identified a child prior to the child starting Nursery School and therefore the school is aware of any special needs before the school term begins.
2. Children who are identified as having special educational needs after observations and assessments carried out by staff.
3. Communication of difficulties/concerns made by parent or carer.

Staff will monitor and assess all children on a regular basis, with any concerns being acted on at an early stage in accordance with the three steps as laid out by the Code of Practice.

### **The structure of Special Educational Provision**

The school follows the three stage approach as set out by the Code of Practice (SEND Act 2016). We rely on the input of other agencies to move children through the stages of the COP. In the short period the children attend nursery this can prove difficult because of increased demand on services. However, we will begin the process as quickly as we are allowed and liaise with relevant professionals to move the process forward in as timely a manner as possible. All relevant documentation and contact will be kept as per the disposal of records schedule.

### **Access to the curriculum**

Pupils with special educational needs should experience teaching and learning in a variety of situations. This will include working with the whole class, in a small group situation and on an individual one-to-one basis. Focused planning, personalised learning plans and weekly play support plans with clearly defined and appropriate objectives will ensure that children with special educational needs enjoy success in learning. This school recognises the importance of providing a broad and balanced curriculum for children with special educational needs. Should one to one classroom assistance be in place, this is used as a support rather than to single out a child and therefore ensure that special educational provision is, as far as is possible, made within the classroom setting.

### **Allocation of resources**

The number of children with special educational needs who are enrolled within the school is not known until the new school year commences and the pupils have settled in to school. Children identified throughout the year will benefit from personalised learning plans, as much individual support as we can give within budget constraints and additional support from the Education Authority where allocated. Staff will keep equipment and resources under review and if the budgets allows, any necessary additional resources can be purchased.

### **Partnership with parents and carers**

Bligh's Lane Nursery School aims to work in partnership with parents/carers. We will be open and honest with parents from the beginning. However, we will approach with compassion as we aware that some parents may not be at a stage of acceptance about their child's needs. We will aim to reassure parents and signpost to all available services keeping the child's well-being and development at the core of any decisions made.

### **Monitoring and evaluation**

This policy will be reviewed and monitored in line with the school's policy review schedule.