

Acting Principal: Mrs Kielty



Holy Child Nursery School
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Holy Child Nursery School Policy for a Phased Induction to Nursery

Every child is stimulated and happy in their learning. Additional needs of children are recognised and supported. The high levels of professional experience in our teaching team are utilised in identifying and beginning to meet needs. Sometimes, the length of a child's day will depend upon their 'readiness' to cope with the routines and rules of the nursery. This policy places the well-being of all children at its core.

Aims

- Our school provides access to a broad and balanced curriculum for all children. The pre-school curriculum is our starting point for planning and evaluating to meet the specific needs of individuals and groups of children.
- When planning, teachers set suitable learning targets and respond to children's diverse learning and toileting needs. Some children have barriers or delays to learning that mean they require an adapted curriculum according to their needs and readiness.
- These requirements are likely to arise because of a child having additional educational needs. These needs can include learning and toileting difficulties. Teachers take account of these requirements and make provision, where necessary, to support individual children and thus enable them to participate effectively in curricular activities as much as possible.
- Such children may need additional or different help from that given to other children of the same age. This can impact the length of their school day depending on how available additional support is.
- We recognise that a child who experiences barriers to learning can struggle in a mainstream nursery environment. Our adult-child ratios are not high and unless a child has a statement of educational needs they receive no support from EA in terms

Phased Induction to Nursery Policy

Draft Policy: Shared 7th Oct 2023

Ratified by B of G on 18th October 2023

Review Date: October '25

of additional needs assistance. Some children may need one-to-one assistance in the classroom.

- Holy Child Nursery School operate with a 1:13 staffing ratio as per DE guidance

Procedures

- Staff regularly and skilfully observe each child in a range of learning situations.
- Much information / recommendation / advice is gathered from the child's family and other agencies involved with this child.
- Where a child is not coping with the rules and routines of nursery, staff will endeavour to amend the curriculum on offer.
- Information gathered is regarded holistically and a Personal Learning Plan (PLP) is created. His/her plan is shared with the home.
- Staff will keep parents updated on a regular basis and keep them informed of learning and progress. The PLP is reviewed and parents are included in this process. Parents can make an appointment with the teacher after school if they need to discuss progress made.
- In this way, an accurate picture can emerge of the progress each child is making in each area of learning and development. Effective means of supporting the child in the learning process can be utilised. It is vital that parent and school work together, supporting goals and targets so the child can benefit.
- Staff must also consider the needs, safety and well-being of the other pupils in the class whilst working with the pupil with additional needs.
- We recognise that change does not happen overnight. It is through the hard work of the child while supported by home and school that change and progress will come slowly. Our ethos is totally committed to supporting all pupils by utilising all resources available to us.

External Agencies

Several agencies are available to support children with additional needs. Holy Child Nursery School liaises closely with these services, which include:

- Educational Psychology
- RISE NI
- Health visitors
- Behaviour support team (EA)
- Outerwest Sure Start

Phased Induction to Nursery Policy

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- Harberton Outreach Service
- Oakwood Advisory Unit
- Child Development Clinic
- Speech and Language Therapy
- Local GP's
- Others as appropriate

Partnership with parents

- In Holy Child Nursery School, we value the knowledge, experience and views of parents.
- Parents are welcome in our school and are encouraged to take an active role working as partners in the education of their children.
- We aim to maintain good channels of communication with all parents. Parents are kept well informed of their child's progress and are included in the decision-making progress regarding special needs provision.

A relationship of trust between home and school is key to the child's positive progress in learning.

- An interview is offered by the Principal / class teacher to meet with the parents of any child who is identified as having additional individual needs.
- Parental views and support are sought when writing Personal Learning Plans and parents are invited to teacher interviews throughout the year. Parents may arrange additional interviews as required, by contacting the class teacher.
- Any concerns regarding SEN / Disability provision should be addressed following the schools' complaints procedure.

This policy was developed by the Acting Principal, in conjunction with all staff and the Board of Governors. It will be reviewed every two years or when necessary, considering any new legislation.

Agreed at the Governors Meeting dated 18th October 2023

Signed: Mrs Sharon Mc Gleave (Chair of Governors)