



Phased Induction to School Day

Aim: Every child is stimulated and happy in his/her learning. Additional needs of children are recognised and supported. The high levels of professional experience in our teaching team are utilised to identify and begin 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.

- Our school provides access to a broad and balanced curriculum for all children. The preschool curriculum is our starting point for planning and evaluating that meets 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 as a consequence 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 there is little or no support from the Education Authority (EA) in terms of additional needs assistance during the early stages of assessment. Some children may need one-to-one assistance in the classroom.
- Shaftesbury Nursery School has a child/adult ratio that can mean it is challenging to accommodate pupils who are not toilet trained. If EA provide additional support for these pupils, they may attend school while still wearing a nappy. If not, it will be discussed that parents come to school to change their child.

Procedures

- Staff regularly and skillfully observe each child in a range of learning situations.
- Much information / recommendation / advice is gathered from the child's family, observations and other agencies involved with the 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 information.
- 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 25 other children in the class whilst working with the child 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 committed to supporting all pupils by utilising all resources available to us.

External Agencies

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

- Educational Psychology
- RISE NI
- Health visitors
- Behaviour support team (EA)
- Harberton Outreach Service
- Child Development Clinic
- Speech and Language Therapy
- Local GP
- Special Educational Needs Early Years Inclusion Service (SENEYIS)
- Others as appropriate

Partnership with Parents

- In Shaftesbury 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 process 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 Learning Support Co-ordinator/ class teacher to meet with the parents of any child who is identified as having special individual needs and is to be given individual / group support, in order to discuss the special provision to be made.
- Parents are invited to special needs interviews and parent / teacher interviews throughout the year. Parents may arrange additional interviews as required, by contacting the class teacher or Learning Support Co-ordinator.
- Any concerns regarding SEN / Disability provision should be addressed following the school’s complaints procedure.

This policy is reviewed regularly with the staff and Board of Governors of the school.

Monitoring and evaluation

Policy Ratified: October 2022

Signed by Principal:

Signed by Chair of Governors:

Policy reviewed:

