**McArthur Nursery School**



**Special Educational Needs and Inclusion Policy**

**Reviewed October 2022 by E. Mathison Review Date**

**(in line with new SEN act)**

**Signed Chairperson Board of Governor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Policy Statement**

The main thrust of this policy is to meet the needs of all children in McArthur Nursery School with Special Educational Needs /Disability/Additional Educational Needs (SEN/Dis/AEN).

This policy has been developed within the current context of legislation and policy in SEN/Dis/AEN:-

* The Education (Northern Ireland) Order 1996
* The Department of Education Northern Ireland (DENI) Code of Practice on the Identification and Assessment of Special Educational Needs (Operative date; 1st September 1998)
* Special Educational Needs and Disability (Northern Ireland) Order 2005 (referred to as SENDO) which aims to:
	+ Introduce disability discrimination law to the education sector in northern Ireland
	+ Strengthen the rights of children with Special educational needs to be educated in mainstream education
	+ Place a 'duty on schools to work towards making school life more accessible to disabled pupils for example, in terms of premises, the curriculum and written information' (Operative date: 1st September 2005)
* The Supplement to the Code of Practice on the Identification of Special Educational Needs 2005 (DENI)
* Guidance for Schools: Recording Children with Special Educational Needs 2005
* Equality Commission, Northern Ireland (2006) Disability Discrimination Code of Practice for Schools 2006
* 'Supporting Pupils with Medication Needs' , Guidance Document from the Department of Education and the Department of Health, Social Services and Public Safety 2008
* The Special Educational Needs and Disability Act (NI) 2016
* Provisional Criteria for Initiating Statutory Assessments of Special Educational Need and making Statements of Special Educational Need. (Operative date: 1st September 2009)
* Good Practice Guidelines (Operative date: 1st September 2009)

This policy also takes cognisance of the Every School a Good School - The Way Forward for SEN and Inclusion proposals (2009) which introduces the concept of Additional Educational Needs (AEN).

The most recent legislation, the Special Educational Needs and Disability Act (NI) 2016, strengthens and builds upon the duties contained within the Education Order (NI) 1996 and SENDO (NI) 2005. It places new duties on the school’s Board of Governors, the Education Authority and Health and Social Care Trusts. It provides new rights for parents and children over compulsory school age. It is one element of the new SEN and Inclusion Framework which includes new SEN Regulations and a new statutory Code of Practice which at the time of writing is awaiting ministerial approval. In the interim, schools have been advised that they must continue to adhere to all aspects of the Code of Practice (1998) and the Supplement to the Code of Practice (2005), except for recording children under the new three stages of the Code of Practice.

**School Characteristics**

McArthur Nursery School serves children from the East Belfast area. The premises consist of an entrance hall, office, 2 classrooms (each with its own quiet room and a shared toilet area), a Parent/Staff room, a utility room and a school meals kitchen. There is a large outdoor play area. The school is well resourced.

**School Ethos**

McArthur Nursery School aims to provide a child centred pre-school experience featuring developmentally appropriate learning in a positive, fun, friendly and flexible environment in which all children are encouraged to reach their full potential as members of a happy, caring community.

The aims of McArthur Nursery School are founded on the belief that:

* Childhood is not merely a preparation for adulthood but is a valid and important point of life
* Every child is a unique individual with his/her own needs
* Learning for young children is holistic and not separated into subjects
* Children have a right to develop physically, emotionally, cognitively, socially, and morally to their full potential
* Children learn through first hand experiences using their senses to develop an understanding of their world
* Children need opportunity and space to explore their environment.
* Play is central to a child's learning process; play is the business of childhood
* What each child can do rather than what they cannot do is the starting point in their education

**Aims**

• To reach high levels of achievement for all

• To be an inclusive school

• To ensure the identification of all pupils requiring SEN/Dis/AEN provision as early as possible

• To meet individual needs through a wide range of provision

• To attain high levels of satisfaction and participation from pupils, parent and carers

• To share a common vision and understanding with all stakeholders

• To provide curriculum access for all

• To work towards inclusion in partnership with other agencies and schools

• To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

**Objectives**

McArthur Nursery School staff are committed to providing equal access for all our pupils to a broad and balanced educational experience based on the Northern Ireland Curriculum. We recognise that some pupils during their school career may have special educational needs and/or a disability. In the interests of these children, we will endeavour to make every reasonable arrangement to provide for their individual needs.

The school, in line with the Code of Practice for Special Educational Needs, will ensure that the fundamental principles of the Code of Practice are followed which are that:-

• The needs of all pupils who may experience learning difficulties during their school careers must be addressed; the Code recognises that there is a continuum of needs and a continuum of provision which may be made in a variety of forms;

• Children with SEN/Dis/AEN require the greatest possible access to a broad and balanced education, including the Northern Ireland Curriculum;

• The needs of most pupils will be met in mainstream schools, and without a statutory assessment or a statement. Children with special educational needs, including those with statements, should, wherever appropriate and taking into account the wishes of their parents, be educated alongside their peers in mainstream schools.

**Principles**

* The school will work in Partnership with Parents.
* The school will "Listen to and act upon the voice of the child" (United Nations Convention of the Rights of the Child).
* The school will do all in its power to ensure each child reaches full potential.

**Definitions**

For all involved in a child’s education it is important that there is a clear understanding of the terms ‘special educational needs,’ ‘learning difficulty’ and ‘special educational provision, as defined in Article 3 of the 1996 Order.

## **Special Educational Needs**

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

## **Learning Difficulty**

A child has a learning difficulty if:

(a) they have a significantly greater difficulty in learning than **the majority of** children of the same age;

(b) they have a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools; or

(c) they have not attained the lower limit of compulsory school age and is or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory school age

**Disability**

SENDO 2005:

• defines a disabled person as someone who has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out day-to-day activities.

• states that the definition does not include any impairment resulting from or consisting of a mental illness, unless that illness is a clinically well­ recognised illness. A clinically well- recognised illness is one that is recognised by a respected body of medical opinion.

The same definitions are used in the Disability Discrimination Act 1995.

These definitions may include pupils with cerebral palsy, asthma, diabetes, epilepsy, muscular dystrophy, autism, depression and ME. The list is not definitive.

The school will work with parents, the Educational Board and outside agencies in order to provide reasonable adjustments and relevant and purposeful measures that it may be able to provide for a pupil with a disability.

**Key Principles of Inclusion**

The Disability Discrimination Code of Practice for Schools (ECNI, 2006), states: *“…all pupils have a right to the same opportunities in the whole of their educational life.”*

All schools should have an inclusive ethos and actively seek to promote the inclusion of every child. Schools should approach inclusion as an integral part of all school policies including the school’s SEN policy, school development plan, the school’s accessibility plan and policies relating to e.g., discipline, bullying and pastoral care.

**SEN and Medical Categories**

The following is the list of the five overarching SEN categories and sub-categories taken from: [Department of Education Northern Ireland (2019) *Recording SEN and Medical Categories – Guidance for Schools,* Bangor: DENI](https://www.education-ni.gov.uk/sites/default/files/publications/education/SEN%20and%20Medical%20Categories%20Guidance%20-%20January%202019_4.pdf)).

**1. Cognition and Learning (CL) – language, literacy, mathematics, numeracy**

a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy

b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy

c) Moderate Learning Difficulties (MLD)

d) Severe Learning Difficulties (SLD)

e) Profound and Multiple Learning Difficulties (PMLD)

**2.** **Social, Behavioural, Emotional and Well-being (SBEW)**

a) Social and Behavioural Difficulties (SBD)

b) Emotional and Well-being Difficulties (EWD)

b) Severe Challenging Behaviour associated with SLD or PMLD (SCB)

**3. Speech, Language and Communication Needs (SLCN)**

a) Developmental Language Disorder (DLD)

b) Language Disorder associated with a differentiating/ biomedical condition (LD)

c) Communication and Social Interaction Difficulties (CSID)

**4. Sensory (SE)**

a) Blind (BD)

b) Partially Sighted (PS)

c) Severe/Profound Hearing Impairment (SPHI)

d) Mild or Moderate Hearing Impairment (MMHI)

e) Multi-sensory Impairment (MSI)

**5. Physical Need (PN)**

a) Physical (P)

**Children with a medical condition**

Children who have an identified medical condition will be recorded on the school’s medical register. Those who do not require special educational provision will be recorded on the medical register only and will not be placed on the SEN register.

A pupil with a medical diagnosis or disability may or may not have a SEN but what is key is “does the pupil have a requirement for special educational provision to access the curriculum.”

A pupil can be recorded on both the SEN register and medical register if they have both a medical need and require special educational provision to be made for them.

The medical register is the responsibility of Mrs Naomi Compton.

The following is the list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population taken from [Department of Education Northern Ireland (2019) *Recording SEN and Medical Categories – Guidance for Schools,* Bangor: DENI](https://www.education-ni.gov.uk/sites/default/files/publications/education/SEN%20and%20Medical%20Categories%20Guidance%20-%20January%202019_4.pdf).

* Epilepsy
* Asthma
* Diabetes
* Anaphylaxis
* Autism Spectrum Disorder (ASD)
* Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
* Dyspraxia/ Development Co-ordination Disorder (DCD)
* Developmental Language Disorder (Medical) (DLD)
* Global Developmental Delay
* Down Syndrome
* Complex Healthcare Needs
* Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
* Depression
* Eating Disorder
* Psychosis
* Other Medical Disorder
* Cerebral Palsy
* Spina Bifida – with Hydrocephalus
* Spina Bifida – without Hydrocephalus
* Muscular Dystrophy
* Acquired Brain Injury
* Visual Impairment
* Hearing Impairment
* Physical Disability
* Other Medical Condition/ Syndrome

Additional Educational Needs

Definition of Additional Educational Needs (AEN) as stated in Every School a Good School – The Way Forward for SEN and Inclusion proposals (2009)

The concept of AEN consists of 4 categories:

1. SEN

2. Learning Environment e.g. EAL

3. Family Circumstances e.g. LAC or travellers

4. Social and Emotional e.g. short term problems eg bereavement

**Arrangements for coordinating the provision of SEN**

Although meeting the needs of pupils with SEN is a whole school issue, the overall responsibility for managing SEN provision resides with the Board of Governors and the principal of the school, Mrs Naomi Compton. Mrs Compton also carries out the role of Special Educational Needs Coordinator (SENCo). SENCO will soon become Learning Support Coordinator (LSC).

**Identification and Assessment of Special Educational Needs**

It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.

*(Code of Practice 1998, paragraph 2.14)*

Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness.

*(Supplementary Guide of the Code of Practice paragraph 5.12 - page 44)*

Assessment will be carried out in accordance with the school's Observation and Assessment policy document.

Diagnostic testing will take place to help identify children who may meet the EA's criteria for a Stage 3 Assessment for a Specific Learning Difficulty eg Autism. If necessary a discussion will take place with the parents prior to a consultation with Educational Psychology/RISE NI referrals.

**Raising Concerns/Observations**

* If a teacher is concerned about a child socially, emotionally or educationally, they will keep a record of the concern and note down relevant observations. The class teacher will consult with the SENCo and inform the child's parents. A decision about placing/not placing the child on the SEN register will be made.
* If a parent has concerns they will be given the opportunity to express these at the initial parent interview before the child starts Nursery School or at the first teacher/parent consultation held during the first term.
* Parents are free to contact the school at any time during the school year and request a consultation with the Class teacher or the SENCo

This can be done by arranging an appointment via the school secretary or Principal.

**Gathering Information**

* Teachers will use their professional judgement to identify and raise concerns.
* Observation sheets/assessment records will be completed by Nursery staff.
* During consultations, parents will be given opportunities to inform the school of any relevant information. For example: attendance at speech and language therapy, occupational therapy, involvement of paediatrician or any social or personal circumstances which may have an effect on the child's progress. Parents will be encouraged to keep the school updated with regard to this relevant information.

If concern remains, the class teacher and SENCo together decide to place the child on the SEN Register at Stage 1 and inform the child's parents in writing. The class teacher, in consultation with the SENCo, draws up an Individual Education Plan (IEP) with appropriate targets. These should reflect alternative teaching and learning strategies or different classroom organisation that may help to meet the child's needs. The class teacher should also monitor and review progress. The class teacher will liaise with the parents and give them a copy of the plan. Parents are asked to sign another copy for the school records.

**The Management of Special Educational Needs**

**The Three Stages of Special Education Provision**

In McArthur Nursery School, we adhere to the three stages of the Code of Practice. These stages focus on the level of intensity of the special educational provision required for a child to make adequate progress commensurate with their abilities and improve their outcomes. Responsibility for pupils with SEN at each stage lies with the school, given the day-to-day role of the school in a pupil’s teaching and learning, with increasing EA involvement when required. A summary of the three stages of special education provision is set out below:

## **Stage 1 includes:**

* School delivered special educational provision;
* A PLP is required (currently IEP);
* The majority of special educational needs will be met at this stage;
* The responsibility lies with the school;
* Operates in mainstream schools and classes; and
* Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child’s SEN.

The PLP (currently IEP) should contain the core information/evidence of the school action to inform a request, if considered necessary, for access to EA SEN services at Stage 2. The child will only move to Stage 2 once any external special educational provision is being implemented.

## **Stage 2 includes:**

* School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust;
* A PLP is required (currently IEP). A smaller number of children will need this provision;
* The responsibility lies with the school plus external provision from EA;
* Operates in mainstream schools and classes; and
* Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child’s SEN.

In the event of a child not making progress, despite the external support from the EA, the child may require consideration for a statutory assessment. A new online form designed to guide the user through the process is used to make a request for statutory assessment. The PLP (currently IEP) contains the core school information the EA will use to consider and if appropriate, make a statutory assessment.

The pupil will remain at Stage 2 when a request for a statutory assessment is being considered, is being made and, if appropriate until a Statement is made.

## **Stage 3 includes:**

* Pupils with a statement of SEN;
* School and EA delivered special educational provision plus any relevant treatment or service identified by the HSC Trust;
* A PLP is required (currently IEP);
* A smaller number of children will need this provision;
* The responsibility lies with the school and the EA –with input from the HSC Trust where relevant;
* Operates in mainstream schools, LS centres attached to mainstream schools or special schools;
* Reasonable adjustments, the school delivered special educational provision are implemented plus EA provision as set out in the Statement.

At Stage 3, the child has a statement and is receiving special educational provision (as set out in the Statement).

The pupil‘s PLP (IEP) should be revised, to reflect the content of the statement (as it relates to the PLP (IEP) including the SEN category (or categories); setting expected outcomes based on the objectives of the special educational provision and the nature and extent of the EA’s provision including any relevant service and treatment the HSC Trust are to provide; and any additional school provision or modifications to the curriculum, as itemised in the statement; the pupil's PLP (IEP) will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the annual/transfer review of the statement.

## **Exceptional Cases**

In most cases transition through the three-staged assessment process occurs in sequence. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a higher stage of need is necessary immediately.

# The Annual/Transfer Review

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a statement of special educational needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual/Transfer Reviews should be seen as part of the process of continuous monitoring of the child's progress. The Annual Review procedure is designed to:

* gauge the child’s progress towards meeting the objectives specified in the Statement;
* review the special provision made for the child, including placement; and
* consider the appropriateness of maintaining the statement of special educational needs.

The annual review is carried out by the school on behalf of the EA.

The Review will take place in school and is chaired by the principal (or another person as delegated by the principal).

Relevant forms and the EA’s guidance for this process are available by contacting Statutory Assessment and Review Service (SARS) of the school’s local EA office or they can be downloaded from the [EA website](https://www.eani.org.uk/publications/annual-review-notes-of-guidance).

**Record Keeping**

The SENCo keeps the following records in school:

* SEN Register;
* records of concern;
* individual education plans/(PLP)reviews;
* statements/annual reviews/transition plans;
* assessments/observations;
* individual pupil files;
* record of liaison/meetings with staff from the Education Authority’s SEN Support Services/Health and Social Care Trust
* minutes of meetings with parents; and
* support, advice, and training provided to staff.

**Monitoring the Progress of Pupils with Special Educational Needs**

It is the responsibility of the SENCo to ensure that the progress of pupils on the SEN register is monitored. This may be achieved by considering that:

* individual education plans are monitored and reviewed for quality, progression, and appropriateness through meeting with teachers on a regular basis;
* evidence is collated to demonstrate whether the pupil is making progress; and
* information gathered is used in future planning for intervention and to inform movement throughout the stages of the Code of Practice.

# Complaints

All complaints regarding SEN will be dealt with in line with school’s existing complaints procedures.

If you have any queries in relation to the special educational needs of a child with a statement or who is currently being assessed for a statement of special educational needs, you can contact the EA ( [www.eani.org.uk/parents/special-educational-needs-sen/sen-contact-details](http://www.eani.org.uk/parents/special-educational-needs-sen/sen-contact-details) ). Please contact your SEN Link Officer in the first instance. Contact details should be on the EA documentation issued to you alongside your child’s statement.

**Dispute Avoidance and Resolution Service (DARS)**

The Dispute and Avoidance and Resolution Service (DARS) ( [www.eani.org.uk/help-available/dispute-avoidance-and-resolution-service-dars](http://www.eani.org.uk/help-available/dispute-avoidance-and-resolution-service-dars) ) provides an independent, confidential forum to resolve or reduce the disagreement, in relation to special educational provision, between parents and school/Boards of Governors or the EA for pupils who are on the Code of Practice where previous attempts to do so have been unsuccessful.

Parents can contact the service which is provided by Global Mediation ([www.globalmediation.co.uk/service/dars/](http://www.globalmediation.co.uk/service/dars/) ).

Involvement with DARS will not affect the right to appeal to the Special Education Needs and Disability Tribunal (SENDIST)

## **Special Educational Needs and Disability Tribunal (SENDIST)**

The Special Education Needs and Disability Tribunal (SENDIST) ( [www.justice-ni.gov.uk/articles/special-educational-needs-and-disability-tribunal-0](http://www.justice-ni.gov.uk/articles/special-educational-needs-and-disability-tribunal-0) ) considers parents’ right to appeal against the decisions made by the Education Authority about their child’s special educational needs whenever an agreement cannot be reached.

This service also addresses claims of disability discrimination in school.

**Roles in the Management of SEN within McArthur Nursery School**

**The Role of the Governors**

The role of the Board of Governors of a mainstream school is to exercise its function in relation to the school with a view to ensuring that provision is made for registered pupils with special educational needs. The SEN governor is ….

Chapter 12 of the document ‘*Every School a Good School’* (DENI, 2010) relates specifically to the role of the governor in supporting pupils with special educational needs. Based on this information, The *SEN Resource File* (DENI, 2011) outlines that the Board of Governors has a statutory duty, in co-operation with the Principal, to determine the school's general policy and approach, establish appropriate staffing and funding arrangements and maintain general oversight of the school's work.

**The Role of the Principal**

According to the Code of Practice (1998) the principal will:

* Be responsible for the day-to-day management of the school's SEN/Dis/AEN provision
* Keep the Board of Governors informed of policy and SEN/Dis/AEN practice in the school
* Liaise with parents if/when necessary and contribute to Annual reviews
* Liaise with external agencies as required
* Provide opportunity for teacher training in SEN/Dis/AEN
* work with staff members to ensure consistency of practice and contribution of all staff to the realisation of the School Development Plan (SDP);
* provide a secure facility for the storage of records relating to special educational needs.
* Ensure the budget for SEN is allocated for provision and resources

# In Mcarthur Nursery School the Principal is also the SENCO

The principal in consultation with the SENCo oversees the professional development of all staff in his/her school. It is essential that all staff are kept up to date with SEN developments to provide effective teaching and support for pupils.

Following attendance at relevant internal or external education and training programmes, staff members should be encouraged to disseminate the information provided to build the capacity of their colleagues.

**The Role of the Special Educational Needs Co-ordinator (SENCo)**

In line with the recommendations in the Code of Practice (1998), the SENCo will:

* Be responsible for the day-to-day operation of the school's Inclusion and Special Educational Needs Policy and the coordinating of provision for children with SEN
* Respond to requests for advice from other teachers
* Liaise with all teachers and assist in the identification of children with SEN/Dis/AEN
* Maintain a register of children with SEN/Dis/AEN
* Oversee all the records kept on children with SEN/Dis/AEN
* Assist teachers to draw up and implement any individualised programme of work (Stages 2-5)
* Liaise with parents and other necessary external agencies, health and social services, and voluntary bodies
* Assist staff with monitoring and reviewing the progress of children with SEN/Dis/AEN
* Support staff with their continuing professional development in relation to SEN/Dis/AEN
* Attend relevant courses at the EA

**The Role of the Class Teacher**

The class teacher will have responsibility for all the children with SEN/Dis/AEN in his/her class. He/she should:

* Be aware of current legislation
* Be familiar with the procedure for the identification of and provision for children with SEN/Dis/AEN within both school and EA
* Gather information about the child and make initial assessment.
* Liaise with parents
* Inform the SENCo
* Liaise with other staff and professionals as appropriate
* Provide special help within the normal framework of the class situation and differentiate work if/when appropriate
* Be familiar with the 'Good Practice Guidelines' and implement appropriate strategies if/when necessary
* Create, implement and monitor and review the child's progress through the use of an Individual Education Plan
* Manage and develop resources for SEN/Dis/AEN for use in their classroom
* Inform substitute teachers of the SEN/Dis/AEN children and special arrangements/strategies being used in the classroom
* Involve additional adult assistants as part of the learning team
* Ensure confidentiality is adhered to at all times

**The Role of Classroom Assistants**

Assistants play a major role in the support of pupils with SEN. The Classroom Assistant should therefore:

* Work under the direction of the class teacher to assist in the teaching and learning of all pupils
* Be flexible in working with everyone to allow the class teacher time to be involved with individual children with SEN/Dis/AEN
* Keep the class teacher informed about the child's progress

When an assistant is allocated to a specific child s/he should

* work under the direction of the child's class teacher and the SENCo
* Be involved in planning
* Provide practical support
* Look for positives
* listen to the child/speak to staff on the child’s behalf;
* explain boundaries and operate these consistently and fairly;
* keep records and attend meetings if required
* share good practice.

# Pupil views

Schools, as far as reasonably practicable, should seek and have regard to the child’s views about their strengths, learning difficulties and education, taking into account their age and maturity.

When seeking the views of the nursery child it is important to firstly consider the child’s level of understanding and their ability to communicate, as this will help determine the best ways to capture their views. Eliciting the views of some children will be particularly challenging especially in the initial stages of their nursery school year and increased parental input may be needed to support this process.

Ways of seeking the child’s views may include:

* observations of the child’s preferences while at play;
* photographs
* use of questioning and recording answers.

Seeking the child’s views and supporting them to participate in making decisions about their learning is good practice. The child’s progress will be more effective when both they and, where appropriate, their parents are involved, and account is taken of their wishes, feelings, and perspectives.

**The Role of Peripatetic/Outreach Teachers**

The involvement of Peripatetic/Outreach (P/O) teachers will usually be the result of recommendations from Psychology and the BELB for a child on Stage 3-5 in line with the Code of Practice.

It is expected that the P/O teacher will

* Liaise with the SENCo and class teacher and keep them regularly updated
* Provide advice if/when required for the class teacher

**Partnerships with Parents**

In McArthur Nursery School close liaison between school and home is valued and viewed as an important step in meeting the needs of children with SEN/Dis/AEN.

Teachers, pastoral staff, SENCo (soon to be LSC) and other school staff all have a significant role in developing positive and constructive relationships with parents and pupils. We encourage this participation and value its contribution.

It is the school’s responsibility to inform parents when staff are considering placing the pupil’s name on the SEN register or moving the child between stages. It is essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, essential information may need to be made available by a parent upon a child’s entry to the school.

In accordance with the Supplement to the Code of Practice 2005 (paragraph 1.15) 'parents should be encouraged to be fully involved in the school-based response for their child, understand any purpose of any intervention made and told about the Board's Advice and Information Service (AIS).'

Parents have responsibilities in working effectively with the school. They should:

* Communicate regularly with the school and alert it to any concerns they might have about their child's learning or provision
* Fulfil their obligations to ensure that their child receives education suitable to their age, ability, aptitude and any SEN/Dis/AEN they may have.

**Links with other schools and agencies**

McArthur Nursery School will liaise closely with Primary 1 staff and inform their SENCo of any children with potential difficulties. An information session will be arranged at the end of the academic year before transition into Primary 1.

Discussion will take place with parents prior to liaison with other schools and/or outside agencies.

**ACCESSIBILITY**

**Physical Access**:

The main entrance to the school has no steps or raised areas. Wheelchair users would have access to all rooms inside the school and the outdoor play area. There is an adult disabled toilet in the school. All wash hand basins and toilets are at a level easily accessible to all children.

**Access to the Curriculum**:

The school will endeavour to ensure that every child, regardless of SEN/Dis/AEN, has access to a broad and balanced curriculum. Staff will use a range of learning and teaching strategies to suit different children.

The school development plan should take account of training needs for staff and these should be regularly updated to meet the needs of the range of SEN/Dis/AEN that may be present in the school.

**Access to Information**:

McArthur Nursery School is working towards a variety of ways to making information accessible to all members of the school community (including those whose first language is not English) through formal and informal consultations, written reports/forms and parent meetings.

**Reasonable Adjustments**:

McArthur Nursery School will endeavour to provide reasonable adjustments and relevant purposeful measures in order to provide for a child with SEN/Dis/AEN during the school based stages of the Code of Practice (1-3).

The school will liaise with the Board and seek advice for children during the Board based stages (4&5) in order to consider reasonable adjustments and relevant and purposeful measures which the school may be able to provide for a child with SEN/Dis/AEN.

**Special Facilities**

The school can use the parents/staff room for learning support. Children may be withdrawn from class individually or in small groups.

**Data Protection**

Parents can have copies of materials on request.

**Annual Report**

The Board of Governors will report each year on SEN/Dis/AEN Provision in school. This contains information on the number of statemented children, children that receive external support and those that accessed school-delivered special educational provision.

**Future Developments**

This policy is integral to all our policies, specifically Positive behaviour, Child Protection, Anti-Bullying and Assessment.

This policy has been drawn up in consultation with all the staff.

It has been adopted by the Board of Governors.

# Monitoring and evaluating the SEN Policy

The SEN policy will be reviewed annually. It will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. This policy will be brought to the Board of Governors for final approval.

Policy Date: \_ \_/\_ \_/\_ \_ \_ \_

Signature of Principal:……………………………………..

Signature of Chairperson of Board of Governors: …………………………………………

Review Date: \_ \_/\_ \_/\_ \_ \_ \_