



McMillan Nursery School

INCLUSION POLICY

McMillan Nursery School is committed to meeting the special educational needs of pupils and ensuring that they make progress.

We aim to:

1. Ensure that pupils participate in all areas of learning and increase their independence.

We have photos of the areas of provision available in nursery. This will enable children to have picture cues when selecting activities.

2. Promote good working relationships with parents and carers of children with Special Educational Needs (SEN).

We have regular contact with parents to talk about their child's progress, giving advice and/or resources for them to use at home.

3. Ensure that nursery offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of achievement and attainment.

Targeted Learning Plan (TLP) form begins with children's strengths and interests in order to develop targets appropriate for their own learning style.

4. Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.

5. Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of special educational needs pupils.

Key Person (KP) , Special Education Needs Co-ordinator (SENCO) and parents work together on planning children's targets, A copy of TLP's (Targeted Learning Plan) will be kept in nursery to inform planning.

6. Ensure that nursery staff liaise with special schools and outside agencies effectively to meet the needs of staff and pupils.

We work with other agencies in forming TLP's making sure that they are appropriate for the child.

ROLES AND RESPONSIBILITIES

The Governing Body has identified a governor with particular responsibility for SEN provision in the nursery. This will ensure that the

full governing body is kept informed of how the school is meeting statutory requirements.

The SENCO and head will identify areas for development in special educational needs and contribute to the schools development plan.

All staff will be involved in the formulation of the SEN policy. Staff will monitor their pupils in all areas. All staff will work closely with the SENCO.

ADMISSIONS

Parents may register their child's name onto the waiting list from the age of two years. Places are allocated according to the policy of Lancashire Education and Cultural Services Directorate, that is:

- Children with statements for SEN and those with exceptional/ strong SEN reasons for attending a particular school/ setting.
- Exceptional/ strong medical, social, welfare reasons (associated with the child and/ or the family) for attending a particular school/ setting.

Children with additional needs are supported by staff who are funded from nursery budget. Some children are supported by additional staff partly funded by the I.D.S.S. This is called A.I.S. funding.

The Headteacher and governors will monitor the arrangements to ensure that there is a reasonable balance within the nursery and that appropriate provision is made for these children.

Prior to an Admissions Panel meeting, the parents and the child will be offered the opportunity to visit the nursery so that all can be sure that the nursery is the right place for the child. Information will also be sought from the health visitor, from the Child Development Centre and from Social Services as appropriate.

The application for a place will be considered, as a priority, at the usual time by the Headteacher, Chair of Governors, a parent governor and the SEN Governor. Consideration will be given to whether we feel able to adequately meet the needs of the child.

Once it has been decided that a place will be offered, the parents of the child are given the opportunity to visit the nursery again to discuss their child's needs in more detail.

Admission arrangements will be flexible to meet the individual needs of the child.

ACCESS FOR DISABLED

To ensure access for pupils or parents with disabilities, the nursery is equipped with ramped entrances, disabled toilets, and laundry facilities and the services of experienced SSA's. This is in line with current legislation.

RESOURCING

We are keen to develop our stocks of materials suitable for use with children with special educational needs. Many materials are as useful to the rest of the children as to those identified as having special needs. Funds will be allocated and resources planned on the basis of the materials and equipment that are necessary in order to meet the needs of individual children.

IDENTIFICATION, ASSESSMENT AND REVIEWS

When children are first admitted to nursery they are monitored and observed by their teacher. If a teacher has a concern about a child, they will tell the SENCO who will ensure that the child will be discussed at the next available staff meeting. Depending upon the child's needs they may be further observed and parents involved, the teacher may use an early year's check list, an action plan may be drawn up, (see behaviour policy), or they may be placed on Early Years Action and Targeted learning Plans (TLP'S) drawn up. These include information about

- *The child's achievements
- *Short term targets for the child
- *Additional information from parents and outside agencies
- *The outcome of the action taken

If staff are still concerned about a child who despite receiving targeted early education experiences:

- *Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified areas of weakness.
- *Continues working at levels significantly below those expected for children of a similar age in certain areas.
- *Continues with emotional or behavioural difficulties which substantially interfere with the child's own learning or that of the group, despite having an individualised action.
- *Has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.
- *Has communication and /or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The teacher/SENCO in consultation with parents may decide that the child may need further support to help them progress and will collect all known information about the child. In some cases outside professionals from health, social services or the educational psychology service may already be involved with the child. If the external professionals have not already been involved the SENCO will make a referral to the appropriate agency if the parents agree. Children now involved with outside agencies

will be placed on Early Years Action Plus. Request for A.I.S. funding may also be made at this stage.

TLP's will be reviewed half termly at targeted learning plan meetings. These will be discussed with parents and their contributions welcomed.

For a very few children the help given through Early Years Action Plus will not be sufficient to enable the child to progress satisfactorily. It will then be necessary for the nursery, in consultation with parents and any external agencies already involved to consider whether a statutory multi disciplinary assessment may be appropriate. Where a request for statutory assessment is made to Lancashire Education Authority (LEA) the child will have demonstrated significant cause for concern and the nursery will provide evidence of all intervention.

Some children may have a statement on entry to nursery; others may undertake the process throughout their time at nursery. Within six weeks of the statement being issued the nursery will meet with the parents to discuss targets for the child. After six months a review meeting will be held when all involved agencies and parents meet to discuss the progress of the child and consider the need for any alteration to the statement. During May/June a transition meeting will be held involving the school to which the child will transfer to.

CURRICULUM AND ACCESS TO THE FULL LIFE OF THE NURSERY

We ensure that children will access all areas of the curriculum. The layout of the nursery ensures access for children with limited mobility. Continuous provision facilities ensure easy access to the full range of curriculum choices, promoting independent learning.

The outdoor area is fully accessible and provides a variety of surfaces - tarmac, grass, ramps and steps, safety surfaces etc.

All children participate according to their individual interests and stages of development.

SUCCESS CRITERIA

- The children's needs are identified efficiently and suitable action taken to provide for them.
- TLP targets are met
- Progress is recorded on nursery records
- Children achieve on the summative assessments
- Feedback from outside agencies who work closely with nursery staff.
- We work closely with parents and ask for their views.

COMPLAINTS

Any complaints about our provision will initially be dealt with by the Headteacher. In the event of the matter not being dealt with to the satisfaction of the parent, the matter will be referred to a complaints committee, comprised of the Headteacher, Chair of Governors and special needs governor. If the matter is still not dealt with satisfactorily, it will then be brought to the attention of the Area Special Educational Needs Officer.

TRAINING

We are committed to giving the children our best care and encourage teaching and non-teaching staff to develop their expertise in all aspects of Special Educational Need and attend appropriate courses.

OUTSIDE AGENCIES

Nursery works closely with outside agencies, this may be to seek advice when we identify a child with special needs or they may visit nursery to work with a child who already has been identified as having special needs. Planning and TLP's will take account of the advice and information provided by support agencies such as the health visitor, occupational therapist, psychologist etc.

PARENTS

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. This nursery recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and best ways of supporting them. All parents/guardians of children with SEN will be treated as partners and supported to play an active and valued role in their child's education.

LINKS

Nursery has established links with feeder schools and special schools. Parents will be encouraged to visit schools enabling them to make the right choice for their child. They will then encourage parents and children to visit together, taking part in the school's induction programme, if this is offered. On some occasions staff from nursery will also visit the child's new school, or the parents may be accompanied by the SEN liaison officer. Before moving to a new school a transition meeting will be held, to which the new teacher, parents, relevant outside agencies and nursery staff will be invited.