



Regent House Preschool

Special Educational Needs and Inclusion Policy

All children are welcome to attend Regent House Preschool. Children are all individuals and require a variety of strategies in order to ensure they learn and develop. Regent House Preschool aims to work alongside Parents/Carers to meet the needs of all individuals in our care. This may involve working with outside agencies in order to identify needs and provide adequate support. The school SENCO (Special Educational Needs Coordinator) Mrs. R. Loftus will work alongside the Preschool Staff and Parents/Carers to ensure each child is provided with a high level of support at this early stage of their educational journey.

In the situation where a child's additional needs present a risk to the other children in the group, staff will be supported by the Manager, SENCO and Registered Person in Charge to carry out a risk assessment which identifies the specific risks. Procedures will be put in place to support the child, other children in the setting and the Preschool staff. This may include provision of additional training for staff, the purchase of specialist equipment or employment of additional staff.

Our aim is to provide for the developmental needs of each individual child in the Preschool.

Definition of Special Educational Needs

It is the policy of Regent House Preschool 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. It is noted that about 20% of children will have special educational needs at some stage in their school careers.

Aims of the School

It is the policy of Regent House Preschool that the aims for children with special educational needs are consistent with the general aims of the Preschool. Regent

House Preschool 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 Head of Preparatory & Preschool, Preschool Manager, SENCO, staff, Governors, Parents/Carers and, where appropriate, external agencies in order to create a positive learning environment.

At Regent House Preschool 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 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.

Admission Arrangements

Children with special needs are admitted to this school in the same manner as all other 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.

Facilities

The school building is accessible for wheelchair users. 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 staff to pupil ratio, which is one adult to eight children.

Arrangements for co-ordinating provision

The SEN Coordinator (SENCO) will manage the school's special educational needs provision and keep the Head of Preparatory & Preschool, Preschool Manager, Registered Person in Charge and Governors informed.

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

Roles

The Manager, staff and SENCO will be responsible for the day-to-day implementation of the Special Educational Needs and Inclusion Policy. The Manager and SENCO will ensure the fostering of appropriate attitudes, set standards, monitor the provision for pupils with special needs and the Preschool's pastoral care system.

The responsibilities of the Preschool Manager and SENCO include:

- Helping to identify children with special educational needs.
- Providing support and advice to colleagues to ensure effective teaching/care.
- Maintaining the special educational needs register, with records of pupils with special educational needs.
- Liaising with colleagues and specialists in drawing up the Individual Education Plan and setting targets for development for pupils.
- Establishing the service training requirements of the staff and contributing as appropriate to their training.

- Managing and developing appropriate resources.
- Liaising with Parents/Carers, support services and agencies.
- Reviewing and evaluating the effectiveness of the Preschool's policy.
- Ensuring detailed notes, observations and assessments are being carried out by the Preschool staff and any other staff working on a one to one with special educational needs children.

Support staff and outside agencies

There will be planned and regular opportunities for liaison between support staff and Preschool staff. Planning occurs at staff meetings involving teachers and Preschool staff. 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 Preschool. This Preschool 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. The child has been identified as having additional needs before commencing Preschool, therefore the Preschool 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/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 *Circular Number: 2021/06- "Recording Children with Special Educational Needs (SEN) in Schools –New Guidance -Move to Three Stages of Special Educational Provision"* which updates the *Code of Practice (September 1998)*.

The structure of Special Educational Provision

The Preschool follows the three stage approach as set out by the *Circular Number: 2021/06- "Recording Children with Special Educational Needs (SEN) in Schools – New Guidance -Move to Three Stages of Special Educational Provision"* which updates the *Code of Practice (September 1998)*. However, with the young age of the children being catered for in the Preschool and the short timescale that they attend, it may be that, after consultation with the Education Authority (EA) SEN Section, some of these stages may be shortened or passed over in order to obtain the best provision for the child. Each case will be considered on an individual basis and in consultation with the appropriate personnel.

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 and individual educational 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 Preschool. Children identified throughout the year will benefit from personalised learning plans and, where necessary, additional support from the Education Authority. 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

Regent House Preschool aims to work in partnership with Parents/Carers and to foster an atmosphere in which effective partnership between the Parent/Carer and the Preschool can flourish.

Procedure

All children in the Preschool, irrespective of their special/specific/additional needs, are encouraged (wherever possible and appropriate), to participate in all the setting's activities.

Our system of observation and record-keeping, which operates in conjunction with Parents/Carers, enables us to monitor children's needs and progress on an individual basis.

Our small class system ensures each child receives plenty of adult time and attention.

We work closely with the Parents/Carers of all the children in the Preschool to ensure that:

- The Preschool draws upon the knowledge and expertise of Parents/Carers in planning provision for the child.
- The child's progress and achievements are shared and discussed with Parents/Carers on a regular basis.
- Parents/Carers are aware of the arrangements for the admission and integration of children with additional educational needs, this may include adjusting a child's time at Preschool.
- We work in liaison with relevant professionals and agencies outside the setting to meet children's specific needs (with permission from the child's Parents/Carers). Our staff attend whenever possible, in-service and training on additional needs
- Any Individual Education Plans or behaviour plans will be planned and evaluated with Parents/Carers.

For further information please see:

<https://www.eani.org.uk/parents/useful-publications/the-code-of-practice-for-the-identification-and-assessment-of-special>

Monitoring and evaluation

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

Reviewed:
24/05/23

Approved by BOG:
30/05/23
21/09/23