

**BALLYCLARE NURSERY SCHOOL**  
**SPECIAL EDUCATIONAL NEEDS POLICY**

Ballyclare Nursery School values each child as an individual and fully recognizes that any child with special educational needs has a right to be educated in mainstream schools. All pupils within the Nursery will have access to a broad and balanced curriculum based on the needs of each child and every child with special needs will be fully integrated within the nursery environment. The school will strive to ensure that pupils with special educational needs are given the same access to any activity as other children in our care have, unless their condition prevents such access. The Principal and S.E.N.C.O. will closely monitor the length of each child's session to ensure that provision is matched as closely as possible to individual needs and progress.

Staff will work closely with parents to sure that the child is happy, supported and extended during their time with us and that parents are kept continually informed.

The nursery's special educational needs policy will be reported on by the Principal at the Annual General Meeting. Any parent of a special educational needs child who is dissatisfied with the school's provision will be supported and advised by the S.E.N.C.O. and by the Principal. The N.E.E.L.B.'s complaints procedure forms will be available if needed.

It is the policy of this nursery school that staff will identify children with special educational needs as early as possible and make suitable provision for their needs to the best of their ability and according to the Northern Ireland Code of Practice. The school will maintain a Special Educational Needs Register (Stages 1 - 5) containing specific information on every child involved. The staff will adopt the five stage approach recommended in the N.I. Code of Practice, beginning at the stage appropriate to each child. Annual reviews of children at stage five involving the parents, the Principal, the S.E.N.C.O., N.E.E.L.B. Educational Psychologists and any other outside agencies involved will be organized at a time suitable to all involved. Nursery staff will carry out reviews of other children on the register as appropriate. Individual Educational Plans will be completed for those children on the school's special needs register at stage two or above and an action plan will be completed for any child at stage one. Parents will be consulted, supported and kept fully informed throughout the various stages of the procedure.

All provision within the school will be coordinated by the S.E.N.C.O., Mrs. Judith Young, who will be supported by the Principal, Mrs. Karen Castles.

Staff must ensure the quality of nursery education offered to all children enrolled would not be severely compromised by the acceptance of any special educational needs case. Each case, as referred by NEELB's Educational Psychologist or by a Health Visitor or Social Worker will be assessed on its own merits and discussed by all staff involved. Should staff feel that the admission of any child with severe special educational needs would severely affect the running of a classroom, the Principal would have to insist upon a trial period and additional funded Nursery Assistant help prior to finally offering the child a place.

The resources allocated to the Nursery for special educational needs will be used to provide for the needs of all special needs children at the discretion of the Principal and the S.E.N.C.O.

Staff will be released for in-service training as and when provided by N.E.E.LB. or by other agencies and full use will be made of the service provided by N.E.E.LB.'s Educational Psychology Department. Staff acknowledge the importance of providing relevant information to feeder Primary Schools and are fully aware of the need for discretion and confidentiality.

The S.E.N.C.O. will liaise with Health Visitors, Social Workers, Speech Therapists, Occupational Therapists, Physiotherapists, G.P.s etc. as the need arises.

The special educational needs policy of this school will be reviewed on an annual basis.

1 September 2009

Review Date: 1 September 2010