



Parklands Nursery School & Playgroup
Spinney Hill Road
Northampton
NN3 6DW

Tel: 01604 642118
Fax: 01604 495369
www.parklandsnurseryschool.co.uk

Head Teacher: Mrs Sarah Brooking

PARKLANDS NURSERY SCHOOL AND PLAYGROUP

POLICY FOR INCLUSION

At Parklands Nursery School and Playgroup we believe that all children should have access to a broad and balanced early year's curriculum, and that this should be made available in a form suited to the child's individual needs. We feel it is very important to involve parents/carers in their child's education and firmly believe in developing a partnership between home and school. We feel it is important to work with other agencies and professionals when necessary.

We aim to identify children's individual needs from a very early stage, working closely with parents/carers, monitoring the children's progress, and seeking help within and outside the school whenever necessary. All children are expected to be part of the school session, but recognise that there may be occasions when it is necessary to withdraw a child for short periods (e.g. in order to give one-to-one attention). These arrangements would always be discussed with parents/carers.

AT THE START

All our children are special but there are times when a child may have specific needs that require additional support. Before starting Nursery we visit all the children at home. This is an opportunity for parents to discuss their child's interests, their strengths and their needs. At this time the parents are encouraged to complete an 'All about Me' booklet. This helps us form a picture of each child. When starting Nursery we observe all the children, looking particularly at the children's well-being and involvement, and with this and through staff discussion, we can identify children's different needs in the following areas:

- Physical health and function
- Communication skills
- Perceptual and motor skills
- Self-help skills
- Social skills
- Emotional and behavioural development





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All children's well-being and involvement is monitored, to identify any specific needs a child might have, whether it be short term or long term. The children that do need extra input come under the heading 'Early Years A'. When we have identified each child's individual needs then we meet those needs by:

- Giving extra adult support
- Changing/adapting the pattern of the session
- With parent support, shortening the Nursery session and/or the number of sessions attended in the week.

We provide for differentiation through:

- Individual settling in programmes
- Planning open-ended activities
- Flexible planning so that the adult can move with the children.
- Flexible times for group times at the beginning of the year

Any conclusions we draw from observations and staff discussions will be discussed with the parents/carers when and if there is any cause for concern. When this extra provision is put in place and if the children concerned do not make sufficient progress, then with consent from the parents/carers, we will contact other professionals to help us.

ADMISSION TO THE NURSERY

We ask parents for early notification of any possible special educational needs when the application form is completed. Parents who have a child with special educational needs may submit a priority admission form and may be allocated a Nursery place ahead of other children on the waiting list.

COMPLAINTS PROCEDURE

If a parent is not satisfied with the way in which the Nursery school is dealing with a child's needs, and has discussed the situation with the Head teacher, he/she should refer the complaint to the Governing Body. If the parent is still not satisfied then they need to contact the Education Officer responsible for the school. If the parent wishes for support then they can contact 'SNIPS'.

IMPLEMENTATION OF THE SEN PROCEDURE





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SEN coordinator:

The SEN coordinator in the school is the Head Teacher.

Staff:

The Nursery staff have a wide range of experiences of working with children. These range from working in Nursery to some experience in specialist provision. Staff undertake regular in service training, some of which is directly concerned with SEN. The Nursery also currently has 3 L.S.A.s. They support the children in the Nursery and provide 1:1 support where necessary.

Parental involvement:

Parents/carers are involved with their child's nursery education right from the start. We feel the education process is a partnership and we want to develop this. Each child has a key worker and this person works closely with the family, setting up individual programmes with each child. If there is a need to make any different arrangements in the Nursery for a child, then the parent/carer will be informed.

Different languages:

When parents/carer need information to be received in a different format, then the Nursery can call upon the LEA services to help us to meet this need.

Sharing information with other professionals:

The parent/carer will always see and be informed about any information shared with other professionals. All the key workers keep records on each child's progression. At the end of the year the Nursery Teachers will complete a transition document for each child. This goes with the child to the next setting.

Support Services Available:

I.P.S. These services help and support the Nursery and parents/carers in providing the best for each child.

Contact number 01604 630082

Speech and Language services. Contact number 01604 232337

SNIP for support and information about Educational needs. Contact number 01604 636111





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Governors' Role:

The Governors of Parklands Nursery School will ensure that all children will be appropriately provided for wherever possible. They will endeavour to work closely with parents/carers, staff, and other agencies where possible. The named Governor will keep informed of all procedures required by the Northants Inclusion policy. The named Governor will keep the Governing Body informed on all aspects of Special Needs in the Nursery, and ensure that the Governors Annual Report to Parents contain a report on the implementation of the schools Inclusion Policy.

Reviewing Inclusion Policy and Practice:

The Governing body is informed by reports from the Head Teacher and Nursery staff regarding the implementation of the Inclusion policy. The named Governor will visit the Nursery School and Playgroup regularly and review the work within the School. The named Governor will report to the Governing Body. The Governors will report to parents in the Annual Report on provision in the school during the previous year.

Individual Record:

All children will have an Admissions Profile completed, at the end of the first term, by the key worker. The information gathered will be from

- Parent/carer on the home visit and from the 'All about Me' booklet.
- The Well-being and Involvement observations completed in the first term.
- Staff discussions
- On-going record sheets.
- Photographs and work collated in the child's profile folder

The child with SEN that has already been identified may have additional information from health and social services.

Early Years Action

When the Nursery/Playgroup staff identifies any children that need extra help or support in their first term, then those children will be identified under **Early Years Action**.

Provision within Nursery





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Action

There will be individualised arrangements for 'Settling in', for learning and teaching resources:

- Adult time: planned involvement and monitoring of progress
- Provision: different learning equipment of resources
- Individual and/or group work
- Training
- Guidance and advice from IPS support staff.

The triggers for continued intervention through **Early Years Action** could be the practitioners or parents concern about a child who despite receiving appropriate early education experiences:

- Makes little or no progress even when teaching approaches are particularly targeted to improve child's area for development.
- Working at levels below those expected for children of a similar age.
- Persistent emotional and behavioural difficulties.
- Has sensory and/or physical problems.
- Has communication and/or interaction difficulties.

For those children not making progress and/or have been identified with a need, then there needs to be an **I.E.P**; this should include information about short-term targets set for the child, the adult involvement, and the provision to be put in place, and when the plan is to be reviewed.

For those children not making progress with this support then advice and support needs to be sought from outside agencies.

Early Years Action Plus

The triggers for **Early Years Action Plus** could be, despite receiving an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress.





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- Continues to work below that expected of children at a similar age.
- Has emotional or behavioural difficulties which interfere with the child's learning or that of the group.
- Has sensory or physical needs.
- Has on-going communication or interaction difficulties.

Requests for Statutory Assessment

If a child continues to have difficulties and/or makes little progress then, in consultation with parents, it will be necessary to consider whether there needs to be a statutory assessment.

THE PARENT/CARER WILL BE INVOLVED IN EVERY STAGE; WILL ALWAYS BE INFORMED IF AN OUTSIDE PROFESSIONAL IS COMING INTO NURSERY TO SEE THEIR CHILD, OR DISCUSS THEIR CHILDS PROGRESS WITH THE SENCO AND/OR KEYWORKER.

