



# CAMPBELL COLLEGE

Est 1894

## **Kindergarten & Junior School**

# **Additional Needs & Inclusion Policy**

### **Mission Statement for Special Educational Needs**

Our primary aim is to ensure that all children are encouraged, valued and accepted regardless of their ability or their disability. All pupils will be given the maximum opportunity to reach their full potential. We aim to give pupils access to all aspects of the Northern Ireland Pre-school curriculum at a level appropriate to their age, ability and aptitude, with the correct level of support according to individual needs. In order to achieve this, staff will identify the level of ability of each child and provide suitable, challenging learning opportunities.

### **Policy Rationale**

The purpose of this policy is to advise parents and staff on the procedures to be followed in the:

- Identification of Special Educational Needs
- Assessment of Special Educational Needs
- Provision for pupils with Special Educational Needs.

## **Principles**

- The knowledge, views and experiences of parents are vital
- The views of the child should be considered depending on his age, ability and aptitude and any special educational needs he may have
- The needs of all pupils who experience learning difficulties must be addressed through early identification and appropriate action
- All children should have access to a broad and balanced education including the Northern Ireland Pre-School Curriculum
- The class teacher is responsible for the progress of each individual child within the class.
- There must be close co-operation and liaison between the class teacher and the Special Educational Needs coordinator
- To work collaboratively with other agencies to meet the child's individual needs for example speech therapists and educational psychologists.

## **Objectives**

- To enable children with special educational needs to develop self esteem, confidence in themselves and to fulfil their full potential
- To encourage children with special educational needs to become fully involved in all aspects of Kindergarten life
- To provide suitable learning objectives for children with special educational needs and or disability
- To use resources, such as skilled staff, appropriate materials, teaching schemes, classroom management strategies, teacher time and parental support in a variety of ways to provide relevant experiences and allow child to have full access to the pre-school curriculum.
- To identify learning difficulties as early as possible
- To involve parents in any strategies put in place to support their child, and to regularly inform them of their child's progress.
- To inform future teachers of a child's particular needs or learning difficulties so that preventive as well as remedial approaches can be developed and the transition to compulsory education is as smooth as possible.
- To attend regular training on special needs issues and to keep other staff members informed.

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

- Assessing the needs of the children
- Liaising with parents
- Liaising with external agencies
- Supporting colleagues and providing in service training
- Providing appropriate resources
- Planning appropriate support strategies
- Contributing to educational advice as part of the statementing process
- Organizing staff development
- Maintaining school resources
- Evaluating the effectiveness of special educational needs provision throughout the school
- Advising and informing the Board of Governors
- Contributing to curriculum policy
- Teaching individuals, groups and team teaching

## Identification and Assessment

All children are given time to settle in and become familiar with the routines of Kindergarten.

Kindergarten staff will use several methods to assess the needs of an individual child:

- Observation of child and conversation with carers, both on initial visit to setting and on induction day.
- Visit to child's pre pre-school setting and use of any transition forms which are received from these settings.
- Talking to parents, accessing information on general health, home routines, other family members, behaviour at home etc.
- Referral to the Personal, social and emotional section of Pre-school transition forms to assess children at the settling in period.
- Written observations of child during the settling in period and assessment of the ability to access the Pre-school curriculum.
- Liaison with any other professionals involved in the child's care.
- Liaison with the school's SENCO.

## Provision

Provision will be flexible enough to meet the changing needs of the children and will be reviewed and adapted regularly.

When deciding the support to be given we will consider:

- The needs of the child
- The views of teachers involved
- Parental opinion
- The views of the child
- The time and resources available
- All staff will be fully informed of the child's needs and of any measures put in place to support the child.

## Types of Support

- After assessment and discussion an individual learning plan may be put in place, in order to best support the child within the setting.
- Staff with the support of SENCO will continuously assess and monitor the progress of the individual child and make resources available so that the education plan can be followed in class.
- Where statementing has already taken place a special needs teacher works with the child and the class teacher.
- The child is withdrawn by a special needs teacher for intensive work in a specific area.
- The use of a visual timetable will be used where appropriate to enable child to understand the routines of the day.
- Children with a physical disability will be supported in order to allow them to move around the school and be involved in all aspects of kindergarten life. Staff will be given relevant training in order to ensure that any physical contact is appropriate.
- Where a child has a specific medical need and has either medicine or equipment in Kindergarten, there will be clear instructions displayed and discussed with all staff. Medicine and equipment will be kept in a clearly marked medical bag, which will accompany the child if he leaves the classroom and on off-site trips. Again if there is the need for staff training in order to support the child this will be put in place.

## **Risk Assessment**

We will at all times strive to meet the child's individual needs.

A comprehensive risk assessment will be carried out and any reasonable adjustments made will be made, in order to allow the child to access all areas of the pre-school curriculum.

## **Partnership with Parents**

We at all times aim to work in true partnership with parents, listening to their views and keeping them fully informed of their child's progress.

Campbell College Kindergarten and Afterschool operate an open door policy, giving parents the opportunity to discuss any concerns they may have. We value their contribution to their child's welfare and education, and acknowledge that parents know their children best.

## **Complaints Procedure**

We aim to work with parents when things go wrong in order to resolve problems. If after discussion with the class teacher and SENCO parents are still unhappy, they should take their concerns to the Head of Junior School.

Please refer to our Complaints Policy for further information.

**Revised August 2017**