

CASTLE DOUGLAS NURSERY (ELCC)
POLICY FOR CHILDREN WITH ADDITIONAL SUPPORT NEEDS

The Nursery should identify and plan for each child's individual learning requirements and provide appropriate support for children with additional support needs in order to allow them to make the best possible progress.

The Nursery should aim to promote an atmosphere of inclusion, with encouragement, acceptance and respect for achievements, in which all children can thrive. The Nursery should also show sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.

- Existing additional support needs (such as special educational needs, disabilities or health problems) should be identified at enrolment. Some children with additional support needs will already have the support of a pre-school teacher (Educational Visiting Teacher). This service will continue to support and advise families and Nursery staff.
- The Nursery will identify any particular support needs in any areas of learning and develop an effective strategy to meet those needs.
- The Nursery will, as far as possible, allow children with additional support needs to fully participate in all the activities by providing additional support, adapting activities and environments and by using specialist equipment as appropriate.
- The Nursery will work together with staff from other agencies (e.g. Speech Therapists) to provide the best learning opportunities for each individual child.
- Staff will inform parents of the needs and progress of their child and work in partnership with them.
- Staff will continuously monitor each child's progress in the key areas of the curriculum and will regularly update the record of each child's development and achievements.

- Ongoing assessment and recording will be used to aid early identification of any additional support needs.
- There are specialist support agencies whose advice can be requested by Nursery staff and families.
- Every child in Nursery has a Care plan which details all relevant information to meet their needs whilst attending the setting. This will include any specific health needs.

If a child is identified as having additional support needs the following action will be taken:

- Staff should consult with parents explaining that there is some cause for concern, ascertaining parents' views and giving them ideas of how they can help at home.
 - Staff will gather information about the child and inform both the head teacher and the appropriate agency, e.g. the school doctor, health visitor, educational psychologist, range of therapists.
 - Staff will keep parents fully informed of any consultations with other agencies.
 - Staff will provide special help, as identified by appropriate professionals, using different resources and methods to better meet the needs of the child.
 - Records will be kept to indicate what has been tried and progress will be reviewed regularly.

Key principles to secure appropriate early education provision for children with additional support needs:

- All providers should make available on request information about the provision they make for children with additional support needs. This might range from support for the more routine aspects of developmental delay to the needs of children with significant, low incidence disabilities.

- In exercising choice and agreeing a placement, both parent and provider should satisfy themselves that the provider in question could make appropriate provision for the child's needs.
- Where the parent feels that the provider of first choice cannot make satisfactory provision for their child with significant low incidence disabilities, the parent should consider other local authority or commissioned centres in the area that are in a position to do so.
- The education service will maintain its commitment to children aged 3 to 5 years with special educational needs or significant low incidence disabilities by making appropriate early education provision within the existing network of Nurseries, which have enhanced support capability.
- Where a child with a Co-ordinated Support Plan (CSP) is supported within a local authority centre, the person identified as responsible for the implementation of appropriate provision will be the Head Teacher and the overall legal responsibility will rest with the local authority.
- Staff will work with other professional agencies to develop an Individualised Educational Programme (IEP) to provide the best possible provision for the child with additional support needs.
- It is important to share information with Primary One staff, arranging visits and preparing the child for their new placement. The importance of continuity of approach should be highlighted for children with additional support needs.

Fiona Baird

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Next update due January 2021