



Additional Support for Learning Needs Policy

Rationale

It is our belief that all children have the right to nursery education regardless of their additional education or physical support needs in order to reach their full potential.

Aims

We aim to:

- Welcome all children
- Treat all children as equals
- Provide learning opportunities for all children in the nursery
- Provide activities which are appropriate to the individual child
- To work collaboratively with parents and other agencies to ensure that children's individual needs are met and barriers to learning prevented or removed.

Objectives

- To follow guidelines set out in the Care Standards
- To maintain high standards of quality
- To follow Scottish Office Performance Indicators of inclusion and early intervention.
- To follow the six principles at the heart of Additional support for Learning Act 2004

Implementation

To achieve these aims we will:

- Assess each child's needs and accommodate them as required
- Provide appropriate training for staff
- Seek the support from other agencies e.g. occupational therapist and allow them access to the nursery
- Offer support and guidance to the parents and family
- Encourage the child to participate in all areas of the nursery activities
- If appropriate, consider a Co-ordinated Support plan.
- Provide equipment / resources to promote progress in development and learning
- Encourage and praise the children and report their progress to parents on a regular basis.
- Encourage the parent to be involved in the learning process at nursery
- Listen carefully and acknowledge the parent/carer views and opinions
- Promote a positive awareness of all children in line with our Equal Opportunity and Race Relations policy.

Following the six key principles of The Additional Support for Learning Act 2004

Principle 1: The development, welfare & safety of each child or young person with additional support needs are at the heart of our policy

The Additional Support for Learning Act relates to the needs of **all children and young people 3-18**. This policy reflects the need to see our children as individuals and not simply as members of a group or establishment and to assess and meet their individual needs.

It relates to a broad range of factors and circumstances which can give rise to additional support needs.

Children who need our support cannot make progress in learning or in personal development, will not achieve, will not feel safe and supported unless we work together to overcome the barriers they face.

Principle 2: We work in partnership with parents and carers

We ensure parents and carers play a central role in making all decisions and that their views and opinions are listened to and recorded.

We recognise that assessing need can only be done by listening to and working closely with parents and carers

We ensure that a child with additional support needs has a key person to support them and to liaise with parents/carers.

In addition, we listen to and consult with children. The Children's Charter, for example, is a piece of work that powerfully reflects the views of children.

It's only when we listen to children and their parents and carers that we can make sure that the plans we put in place really do meet the needs of the child at their centre.

Everyone at Hyde N Seek plays a part in creating an ethos in which children and young people feel they are listened to. Listening is central to ensuring that the planning cycle is an approach that actually delivers and meets the needs of the child it encircles.

Principle 3 The commitment to, and provision of high quality education and care in an inclusive setting are central to our approach to addressing the additional support needs of children

All staff promote the inclusion of all children in the life and learning of the nursery. We work together to identify and support children as early as possible to ensure they can be included.

We work together particularly at times of transition to ensure that children and young people can continue to make progress.

Principle 4: Collaboration with partner services and agencies is essential

We work closely with other professional colleagues and partners to prevent, where possible, barriers to learning and personal development arising. We work together to ensure that planning and provision for children and young people with additional support needs is as integrated as possible

Principle 5: All staff members and partner agencies hold responsibility for ensuring that the policy is implemented to equally high standards that are sustained

We will keep reviewing this and other policies which support inclusion in the light of the experience and views of all of our stakeholders.

We will make sure that all staff members understand what to do if difficulties arise and how disputes and disagreements can be resolved.

We will put in place sufficient and appropriate support for staff development to ensure that everyone involved can fulfil their responsibilities and continue to improve provision for additional support needs.

Principle 6: Provision for additional support needs will be reviewed on an ongoing basis in order to identify priorities for change and improvement

Within the nursery and when working in partnership with area managers, integration and inclusion managers and quality improvement officers, there is an increasing emphasis on self-evaluation and quality assurance of everything we do.

In our day to day work and more formal approaches to quality assurance, we will regularly review the ways in which we plan and provide for children with additional support needs. In doing this we will involve take account of the views of all stakeholders.

Responsibilities

- All staff are responsible for upholding this policy

Associated material:

Social Care Standards

Scottish Executive Child at the Centre

Additional Support for learning – GCC

The Scottish Social Services Council Codes of Practice

Additional Support for Learning Act 2004

The Education (Additional Support for Learning) (Scotland) Act 2009

