

Good Shepherd Nursery Unit



Policies



Good Shepherd Nursery Unit

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY (Nursery Specific)

(This policy is an appendix to the IEN Policy of Good Shepherd Primary and Nursery School)

Rationale

"Special Educational Need" is defined as a learning difficulty, which calls for special educational provision to be made. The nursery staff respects each pupil as an individual with individual needs. All pupils, including those with Special Educational Needs, are entitled to a broad and balanced curriculum matched to their needs. We aim to equally integrate all pupils with Special Educational Needs into the Nursery Unit and undertake to make reasonable adjustments to ensure inclusion for all pupils. We recognise that all pupils can learn and make progress.

Aims

We therefore will ensure that:

- Staff have responsibility for meeting the individual educational needs of identified children.
- We actively seek to establish a good working relationship/partnership with parents/guardians as proposed in the Code of Practice and
 - We accept that parents are the first educators of their children and are actively encouraged to become involved in promoting their children's learning
 - The individual needs of the child determine the provision to be made.
- Pupils' individual needs should be identified and addressed as early as possible.

Policy Implementation

Identification and Assessment

We believe that the early identification and assessment of a pupil with special educational needs is the responsibility of **all** staff. Early identification is regarded as vital and is addressed through:

- Addressing parental concerns through discussion with the teacher during pre-entry meetings, other formal/informal meetings.
- Addressing the nursery staff's concerns.

- Continued professional development/training for nursery staff in categories of SEN: sensory, physical, medical conditions, communication and interaction, SEBD, cognitive and learning...
- Liaising with the SENCO regularly.
- Referral to and liaison with other agencies via the SENCO e.g. Health Visitor, Psychologist, Speech Therapist, WEST, Sure Start and other relevant agencies...
- WellComm screening
- Utilising key documents: SEN Resource File, SEN Early Years supplement, Code of Practice, supplement to COP, Good Practice Guidelines, TTI (Pre-school), BELB Early Years Learner Support Handbook, Learning to Learn, CCMS Guidance on Risk Assessment, Use of Reasonable Force, Pre-school Curricular Guidance, EYCBP Toolkit, Individual Educational Needs Policy (GSP&NS).
- On-going informal assessments i.e. observations.
- Adhering to Code of Practice Cycle - Appendix 1 / Code of Practice on the Identification & Assessment of SEN (Pre-school) - Appendix 2 and SEN Timeline provided by EYCBP (Education Authority) - Appendix 3

The identification and assessment of a pupil is based mainly on the professional judgement of the teacher. If we have concerns about a pupil's progress following general screening and informal assessment:

- We will initiate the code of practice cycle.
- A Pre-school record of concern at stage 1 (Appendix 4) will be completed and shared with parents and SENCO.
- Staff will gather evidence through observations and assessments capturing significant steps in learning and will be recorded in various forms: photographs, notes, and drawings...
- Group consultation may also be used as a strategy to gather information (Appendix 5).
- If necessary draw up a risk assessment /management plan (Appendix 6) and share with all staff/SENCO/Principal and parents.
- Review will take place within four weeks and resulting from this the child may remain at current stage/come off the SEN register or go to the next stage. This will be recorded on the Register of SEN (Appendix 7).
- If the child is progressing to Stage 2 an IEP (Appendix 8) with smart targets will be drawn up in consultation with parents and SENCO.
- Code of practice cycle is continued until the child either comes off the SEN register or there is the need to initiate Educational Psychology Procedures in order for diagnostic / statutory assessment to be carried out. The school SENCO will make referrals preferably by early January if possible.
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SEN Provision

The nature of provision will be dependent on the individual needs of the pupil and the resources available to the nursery. The strategies that may be utilised include:

- a. Extended settling-in period.
- b. Differentiated curricular provision.
- c. Increased adult support.
- d. Variation in practical resources.
- e. Utilisation of primary resources / support available as appropriate.
- f. Implementation of advice/guidance from other relevant agencies (e.g. occupational therapy, educational psychology, Pre-school Advisory Teacher).
- g. Utilisation of the reduced timetable policy as a support mechanism.
- h. Regular IEP review and target setting meetings with parents.

Liaison

Liaison will be organised on a formal and informal basis with parents, staff, outside agencies, the nursery teacher and the SENCO. The school management will secure appropriate time for this liaison to occur, and each correspondence will be recorded on the Activity Log for each child (Appendix 9).

Parental Involvement

We recognise that a positive working relationship with parents is crucial especially in the early years. Parents are encouraged to discuss concerns with the teacher prior to entry to nursery (Pre-school information form for parents - Appendix 10), informally at the beginning or end of the day or more formally by making an appointment or attending Parent Teacher meetings and IEP review meetings. We actively involve parents in working with the children on agreed targets. Parents are encouraged to discuss concerns with the teacher who will take appropriate action. The nursery staff will act as signposting agents for other services not available at the school, which have the capacity to support pupils with SEN requirements.

Staff Development

As outlined in our aims, the nursery staff, like all staff, will self-evaluate their training and development needs as they occur and communicate these to the SENCO/SLT/Principal. These will be addressed in line with the staff development policy and the priorities outlined in the School Development Plan.

Implementation of Policy

The responsibility for the implementation of this policy rests with all nursery staff and the SENCO. It is expected that all nursery staff, SENCO, parents/guardians and outside agencies will engage fully in all aspects of the policy so as to ensure early identification and intervention to support children with special educational needs. The implementation of the policy will be via the strategies outlined in the identification and provision sections.

Monitoring and Evaluation

The nursery leader, and nursery staff will monitor and evaluate this policy. A formal evaluation of the policy will take place every two years and any required adjustments will be made at that stage.

Review

This policy will be kept under continuous review. Responsibility for the review will rest with the SENCO, nursery leader and nursery staff. The next formal review will take place in October 2024

APPENDICES

- **Appendix 1**
 - Code of Practice Cycle
- **Appendix 2**
 - Code of Practice on the Identification & Assessment of SEN (Pre-school)
- **Appendix 3**
 - SEN Timeline provided by EYCBP (Education Authority)
- **Appendix 4**
 - Pre-school record of concern at stage 1
- **Appendix 5**
 - Group consultation
- **Appendix 6**
 - Risk Assessment
- **Appendix 7**
 - Register of Special Educational Needs
- **Appendix 8**
 - IEP
- **Appendix 9**
 - Activity Log
- **Appendix 10**
 - Pre-school information form for parents



Good Shepherd Nursery Unit

POLICY FOR TRANSITION FROM NURSERY TO PRIMARY SCHOOL

Rationale

We believe that good liaison between Nursery and Primary School is essential to ensure continuity and progression in children's learning experience. Both Nursery and Primary Staff at Good Shepherd Primary and Nursery School are committed to providing children with a smooth transition from pre-school to primary education. The Nursery Staff also ably support children in their transition to primary education who choose to attend other Primary Schools. We believe that information sharing is an important part in helping parents, carers and practitioners to recognise children's progress and understand their needs in a transition process. The effective sharing of information will enhance our provision during the period of change between settings, and will help children and families.

Aims

- To ensure a smooth transition from Nursery to Primary education for all children.
- To ensure all relevant information is shared with the child's new teacher so the children's previous knowledge can be built upon and learning opportunities can be tailored to suit their individual needs as appropriate.

Policy Implementation

- Children will be provided with opportunities to become familiar with the primary school environment during the Nursery Year e.g.:
 - School Hall for Jo Jingles and ring games.
 - Christmas Shows: Nursery and Foundation/Key Stage One
 - Special events and performances in conjunction with Foundation Stage classes.
 - Primary 7 play buddies
- **Term 3 planned Transition Activities:**
 - Free Play time in Foundation Stage / familiarisation with Foundation Stage Staff and indoor learning environments (shared area and classrooms), toilets and cloakroom. Member(s) of Nursery Team will accompany nursery children.
 - Play time in Foundation Stage playground / familiarisation with outside play area and routines. Member(s) of Nursery Team will accompany nursery children.
- **Following Induction meeting:**
 - Visits from P1 teachers to nursery: personal invites for nursery children to come and visit their P1 teacher in their P1 class.

- Nursery teachers accompany nursery children to visit P1 teacher and if all the children are content she will leave them for a short period of time and then accompany them back to Nursery.
- Nursery teachers will also liaise with staff in other primary schools to which some children will transfer and invite them to come and visit the nursery setting in order to share information on the children's progress, achievements and areas for further development, and highlight the learning environment and curriculum the children have experienced.
- In order to maximise learning opportunities for children with Special Educational Needs a Transition Planning Meeting will be arranged for Nursery Teacher/Assistant, Parents, P1 Teacher and other relevant agencies involved. Relevant Transition forms will be completed. (Appendices 1,2&3)
- Throughout the Nursery Year the Nursery Staff keep detailed observations and assessments of the children's progress, which is used to inform their end of year Pre-School Transition Form.
- Pre-School Transition Forms are shared with parents and passed on to the Primary 1 teachers as advised by CCEA before the end of the Nursery Year. P1 teachers are encouraged to discuss these with the Nursery Teacher prior to the children starting P1 in September.
- For children transferring to Good Shepherd Primary School there will be a transition handover day in August with allocated times to further discuss the children moving to Primary 1 and their needs and abilities.
- Nursery Staff will be available in the early stages of settling in period to provide additional support and reassurance for those children finding the transition to P1 difficult.

Implementation of Policy

The responsibility for the implementation of this policy rests with the nursery and foundation stage leader. It is expected that all nursery, primary one staff, parents/guardians and outside agencies will engage fully in all aspects of the policy so as to ensure the most effective transition for our pupils.

Monitoring and Evaluation

The nursery leader and staff in consultation with foundation stage leader will monitor and evaluate this policy. A formal evaluation of the policy will take place every two years and any required adjustments will be made at that stage.

Review

This policy will be reviewed in October 2024

APPENDICES

- **Appendix 1**
 - Transition Checklist
- **Appendix 2**
 - Pre-School to Primary Transition Form
- **Appendix 3**
 - Transition Planning Meeting



Good Shepherd Nursery Unit

ASSESSMENT POLICY (Nursery Specific)

(This policy is an appendix to the Assessment Policy of Good Shepherd Primary and Nursery School)

Rationale

By observing children in a systematic way, using either written notes, a selection of their work or photographic evidence, we are able to focus on each child individually, assess progress and plan next steps/experiences in line with that child's interests and needs.

Aims

- To use quality observations of children to inform and determine future learning
- To ensure children are offered appropriate opportunities for development.

Our assessment procedures are therefore closely linked to our planning and contribute to the creation of a Learning Journey for each child.

Implementation

- Parents and children are the starting point for our records – at our induction meeting in June parents are asked to complete an "All About Me" booklet (Appendix 1) and the EA Pre-school information form for parents (Appendix 2) telling us about their child's needs and interests.
- Staff observe children as part of their normal daily work during play, self-chosen activities and adult directed activities.
- Staff record what they see the child do or hear the child say in a range of contexts.
- These observations are analysed and assessments are made.
- Assessments highlight achievements and also areas for further development/support.
- Assessments are used to inform future planning and recorded in the child's 'Learning Journey' (Appendix 3). The 'Learning Journey' is used to track progress and development. Samples of a child's work and or photographs are also added.
- Progress records are shared with parents throughout the nursery year: informally on a day-to-day basis when the need arises, and formally at Parent Teacher Meetings in November, and a CEA transition report in June (Appendix 4).

- The child's year in nursery is also documented in a memorable way through the use of a 'My Year at Nursery Book'. This comprises photographs of each child's experiences throughout the nursery year and a completed CEA transition reports are also included. This is a special keepsake for the child and his/her parents.
- Transition information (including the 'Learning Journey') about pupils' progress will be shared with their primary one teacher. This will form a baseline for the primary one teacher. For additional information on how assessments, achievements and areas for development are shared with primary one teacher see policy for transition from nursery to primary school.

Staff Development

In order to effectively implement this policy the nursery staff will participate in appropriate staff development activities in line with the priorities established in the School Development Plan. The focus of such development activities will be to refine skills regarding making observations, using information effectively to inform planning and managing time effectively to ensure appropriate assessment and record keeping.

Monitoring and Evaluation

This policy will be monitored and evaluated by the nursery leader and staff.

Review

This policy will be kept under constant review and will be formally reviewed in October 2024 by the nursery leader and staff.

APPENDICES

- **Appendix 1**
 - All About Me Booklet
- **Appendix 2**
 - Pre-school information form for parents
- **Appendix 3**
 - Observation/Assessment pro-formas ("Learning Journey")
- **Appendix 4**
 - CEA Transition Report



Good Shepherd Nursery Unit

LEARNING AND TEACHING POLICY (Nursery Specific)

(This policy is an appendix to the Learning and Teaching Policy of Good Shepherd Primary and Nursery School)

Rationale

Good Shepherd Nursery Unit provides a friendly, secure, safe and caring environment for all our children. Every child will experience a rich variety of activities, which will be stimulating, challenging and enjoyable. The curriculum is structured to provide progression for all levels of ability and all rates of development.

Purpose

The purpose of this policy is to promote and ensure that the nursery community has a shared understanding of the following: -

- The contribution of Nursery Education to the child's learning, progress and development.
- The value of play.
- The importance of the planning, participation, monitoring and evaluating of the curriculum by professionals.

Aims

- To provide a safe and rich learning environment.
- To provide stimulating play activities, which are, age and stage appropriate.
- To help children develop the skills, knowledge, values and attitudes needed for learning.
- To develop children's self-esteem, self-confidence and independence.
- To enhance their social and emotional development.
- To provide opportunities for physical development.
- To create an environment where children's language can flourish and develop.
- To encourage a sense of wonder and curiosity in children.
- To offer opportunities and support for children to represent their learning through story, song, rhyme and art.

In addition we believe: -

- The nursery year is a unique episode in a child's life, to be enjoyed in its own right.
- Children in nursery learn and develop best through play.
- Children at this age have individual differences and needs, which must be recognized and met.
- All children should have equality of opportunity regardless of gender, race, culture or individual needs.
- Young children need encouragement, support and help from the adults in the nursery to learn.
- Parents are children's first educators and continue that role in partnership with the nursery staff.

Curriculum

The curriculum will be presented in six areas of learning: -

- Personal, Social and Emotional Development
- Language Development
- Early Mathematical Experiences
- Physical Development and Movement
- The World Around Us
- The Arts

Personal, Social and Emotional Development

Successful personal, social and emotional development is critical for young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. Nursery staff have a crucial role in securing children's personal, social and emotional development. Each child is valued as a member of the nursery and encouraged to develop social skills, self-esteem and confidence in themselves and their ability. Children are taught how to co-operate and play with each other and alongside others, to listen and be able to engage purposefully in their own play and group activities. All achievements are valued and celebrated.

Language Development

This area of learning includes communication, speaking and listening in different situations and for different purposes. Children are taught to practice and extend their range of vocabulary and communication skills. Attention and listening skills are promoted and developed. Children are given the opportunity to explore and enjoy learning about words and text in a broad range of contexts, and to experience a rich variety of books. They will engage in mark making and early writing in play situations. The Nursery staff screen all of our children in October using the GL WELLCOMM toolkit. This highlights children in need of speech and language intervention and areas of concern is recorded and used to inform further planning and teaching. All children are rescreened in May and information gathered contributes to the children's transition report at the end of the year.

Early Mathematical Experiences

This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working in play situations with numbers, shapes, space and measures. Mathematical concepts are developed through stories, songs, games and imaginative play, so that children enjoy using and experimenting with numbers, shapes, pattern...

Physical Development & Movement

This area is about improving fine and gross motor skills of co-ordination, control, manipulation and movement. Physical development and movement has two other very important aspects. It helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development and movement helps children develop a positive sense of well-being. We provide physical development home learning packs (fine and gross motor skills) to give parents ideas of how to further develop these at home.

The World Around Us

In this area of learning, children are developing knowledge, skills and understanding that help them to make sense of the world. Through a variety of topics children are given opportunities to solve problems, make decisions, experiment, predict, plan and question in a variety of activities and to explore and find out about their environment, people and places. When planning topics staff utilise as many resources as possible within the local environment in order to maximise the children's learning opportunities and experiences (see topic timetable Appendix 1).

The Arts

Developing children's creative and aesthetic development is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another. Young children are extremely expressive, with an enormous capacity for sharing feelings, emotions and imagination. Expressing and creating ideas, feelings and imagination as well as having opportunities to enjoy all manner of colour, shapes, textures,

sounds and sights are promoted. This learning Area is further enhanced by Jo Jingles provision throughout the nursery year.

Planning the Curriculum

Using the Pre-school Curricular Guidance long term plans are set out, in broad terms, reflecting the learning for the nursery children, over a year. (Appendix 2)

These plans aim to:

- take account of the age range of the children and their previous experiences
- ensure that children experience a broad and balanced curriculum, with all areas of learning being given appropriate emphasis
- give an outline of the skills, knowledge, and understanding of concepts and progression expected within each area of learning
- include seasonal, festive and other planned events that occur during the year
- inform medium-term planning

Medium term plans are based on curricular guidance. They outline the intended learning for a number of weeks, usually over the course of a month and are relevant to the current topic/theme. The learning intentions for each of the six curricular areas are highlighted. (Appendix 3)

Short term planning includes more detailed fortnightly learning and planned activities. These are subject to on-going evaluations by all staff to inform future learning and sustain improvement. (Appendix 4)

Monitoring and Evaluating the Curriculum

All planning is monitored regularly by the nursery leader to identify strengths and any areas for improvement.

- Nursery staff monitor and evaluate the effectiveness of their planning and provision on a daily, weekly and monthly basis.
- These evaluations of provision and children's progress inform future planning.
- Nursery staff reflect on current practice and evaluate the outcomes for each child examining the range and quality of learning experiences and resources offered, the opportunities for progression and challenge and the effectiveness of the teaching styles and strategies adopted.

The Role of the Board of Governors

- To develop an understanding of Nursery Education.
- To support the principal and staff in developing a safe and rich learning environment for all children.

The Role of the Principal and Nursery Leader

- To provide effective leadership to all aspects of the nursery environment.
- To ensure a team approach to teaching and learning among the nursery staff.
- To involve parents as the children's main educators. (Curriculum news letter)
- To liaise with all parties who contribute to the school community.
- To ensure staff have access to all relevant professional development courses.

The Role of the Staff (meeting children's needs)

- To give priority to settling the children happily into nursery and to promote their confidence, co-operation and self-esteem.
- To agree and implement the curriculum, management of the children, assessment and the general aims of the nursery.
- To plan effectively to meet the needs of all children.
- To value and encourage children's self-chosen play.
- To interact with children as they play, and use it as the main vehicle to promote learning.
- To promote the children's abilities to make choices and decisions for themselves.
- To have high expectations of the children's developing abilities.
- To model for the children, open communication, a sense of mutual trust, effective teamwork and respect for others.

Staff Interaction to ensure optimum Learning and Development

- Interact easily and spontaneously with children.

- Support the child's self-chosen play.
- Promote safe productive play.
- Exploit and maximize the learning potential of the activities and equipment.
- Encourage through open questioning/comments, children's curiosity, imagination, and ability to solve problems.
- Develop children's language and learning across the curriculum.
- Show a sense of humour and a high level of energy.

The Role of the Parents

- To support their child in ways that will enable him/her to make the best possible progress during the nursery year, e.g. making sure they are nurtured, well nourished and rested daily.
- To ensure their child is physically able and in good health to attend nursery.
- To take an active interest in the life of the nursery.
- To build on nursery experiences and learning in their role as main educators.
- To maintain good communication with nursery staff regarding any concerns or changes in their child's development.

The Organisation of the Nursery Day

Children are given time to engage in uninterrupted self-chosen play with access to a wide range of resources/equipment, materials and stimulating activities. (Appendix 5)

- All aspects of the pre-school curriculum are offered including music, story and physical play, indoors and outdoors.
- Routines such as toileting and snack are organised efficiently so children are not waiting about or curtailed in their play.
- The beginning and end of the session is organised to facilitate informal contact between staff and parents.

Monitoring, Recording and Reporting the Children's Progress (see also Assessment Policy)

- Staff systematically observe and assess children's learning and progress.
- Assessments and next steps in learning are recorded in a "Learning Journey"
- A record of each child's progress and development is completed
- Use information to inform parents and encourage them to help their children at home

Provision for Children with Special Educational Needs (see also SEN Policy)

- Staff organise activities and materials to provide for the special/individual needs of children.
- Ensure the children have equal access to the curriculum where appropriate.
- Provide the necessary support when the special educational needs are identified and if necessary implement individual education plans/ individual timetable/ reduced day
- Seek appropriate help and advice from other relevant professionals.
- Keep the child's parents fully informed and involved.

Links with Parents

- Parents are asked to share information about their child's needs and interests at Induction. This is invaluable information and forms a baseline for each child.
- Staff are available daily and give parents regular information on learning in the nursery through photographs/displays/newsletters and information hand-outs.
- Parents are encouraged to contribute to the Nursery through taking part and helping on nursery trips, sending in materials and resources to enhance learning.
- Staff ensure that parents feel welcome on a daily basis, and know that staff are approachable and will deal with enquiries promptly and effectively.
- Parents are encouraged to share information/views with staff.

Liaison with Others

- The nursery staff recognise the vital importance of a smooth transition from home to school, and from nursery to Primary 1. (see also Settling-In and Transition Policy)

- Nursery staff liaise with parents and Primary 1 staff to ensure settling-in and transition are positive experiences for all children. They are given verbal and written information on the children's progress.
- Primary 1 teacher(s) visit the nursery in the third term to begin to build relationships with the children.
- Primary 1 Teachers are also encouraged to keep contact with the nursery staff during the first term of Primary 1.
- Staff maintain relationships with other external agencies, e.g. Health Visitor, Dental Hygienist, Social Worker, Speech and Language Therapist, Educational Psychologist, etc. in order to improve the provision for the children including those with special educational needs.

The Community

- The nursery staff recognises the school/local community as a valuable resource, which enables them to extend the children's opportunities for learning.
- The staff uses the local community to make a contribution to the life of the nursery through educational visits, open days, trips, visitors, competitions and shows/performances.

Implementation of this Policy

Staff value high quality learning and teaching. In order to ensure this policy is successful, time is allocated weekly to allow nursery staff to meet in order to analyse observations made, draw up assessments, plan next steps in learning, gather resources and set up activities.

Monitoring and Evaluation

This policy will be monitored and evaluated by the nursery leader and staff.

Review

The nursery leader and staff will review this policy biennially. The next review date will be October 2024

APPENDICES

- **Appendix 1**
 - Topic/theme timetable highlighting links with community
- **Appendix 2**
 - Long term plans (Continuous provision)
- **Appendix 3**
 - Medium term plan pro-forma (Curricular Guidance)
- **Appendix 4**
 - Short term plan sample
- **Appendix 5**
 - Daily timetable



Good Shepherd Nursery Unit

SETTLING IN POLICY

Rationale

Good Shepherd Nursery Unit provides a friendly, secure, safe and caring environment for all pupils. Every Pupil will experience a rich variety of stimulating, challenging and enjoyable activities. The curriculum is structured to provide progression for all levels of ability and all stages of development. Recognition will be given to those pupils who have special educational needs.

This policy is designed to facilitate the smooth transition of Pupils from their home setting to the Nursery setting during the initial stages of the Nursery year.

Settling In

The Nursery Staff are concerned with the welfare and development of the Pupils in their care. The settling-in period is therefore of paramount importance. Every care will be taken to ensure that the transition from home to school is carried out in a sensitive manner. We aim to make each Pupil's transition from home to school as smooth and easy as possible. All Pupils should feel safe in their new surroundings and settle happily into their new environment. Parents should be confident that the Pupils are well cared for and that they feel secure.

Aims

- To make the Parents aware of basic principles of Nursery Education.
- To give Parents information about the daily routines.
- To ensure the smooth, stress-free and easy introduction to nursery education for ALL Pupils and their Parents/Guardians.
- To ensure there is adequate time during the settling in period for the Nursery Teachers and Teaching Assistants to get to know Pupils as individuals.
- To ensure that all Pupils progress into the education system in a natural and sensitive manner.
- To support Pupils in their new environment.
- To promote mutual trust with Parents and Children from which positive relationships will grow.

Policy Implementation

We believe that settling well into nursery is a vital first step into education for both the Child and the Parents and also represents the beginning of the home school relationship which is intrinsically linked to Children's progress not only in these early years but also throughout their educational journey. A positive first experience of school can improve motivation, interest and enjoyment of school, which is crucial for all later learning. Our settling in process is about sensitivity, reassurance, developing independence, motivation and happiness.

The Nursery is a very busy environment and to make the most effective use of time for both the children and the staff, it helps greatly if the children are fully toilet trained before starting. For those pupils with exceptional difficulties, it may be necessary to extend their settling in period.

In order to achieve our aims the following steps will be implemented:

- An initial Induction Meeting is held with Parents, during which Parents are given information about Nursery Policies and Routines and invited to attend an Open Day at the Nursery Unit with their Child.
- Parents are provided with a range of information at the Induction Meeting e.g. a Welcome Book and Policies including Child Protection, Intimate Care, Positive Behaviour Management and SIMS Contact Information for them to read, sign and return at the Open Day. Parents can discuss these further with their Child's class teacher if there is anything they need clarification on.
- Parents and Children are invited to come together to a Stay and Play session at the Nursery Unit. This gives both the Parents and the Children an opportunity to meet their Nursery Teacher and Teaching Assistant and explore the Nursery setting. It also gives Parents an opportunity to share any additional, relevant information about their Child with the staff e.g. abilities, likes, dislikes, fears, special needs requirements, medical history etc. which they have recorded in their Child's *All About Me Book*.
- Children are admitted to Nursery in small groups (approximately 6 pupils) during the month of September. This allows the children time to grow accustomed to both the Nursery Setting and the Staff. It also enables the Nursery Staff to help each child feel secure and valued, build up their confidence and self-esteem.
- Children stay initially from 8.45am - 11.00am. This allows the Children time to become familiar with the Nursery Routines from the beginning, and also allows Nursery Staff sufficient time to engage with each Child during the course of the day and to get to know each Child individually.
- For those pupils experiencing exceptional difficulties it may be necessary to extend their settling in period. In such situations a reduced timetable may need to be implemented. The implementation of a reduced timetable will only be effected in agreement with Parents. In such circumstances, flexibility on staff and Parents behalf is critical to ensure a successful outcome for the Pupil.
- The Nursery also operates a staggered intake for Nursery Dinners with the Children being introduced to the dinner routine in the last week of September (once all groups have started). This allows the Children to become familiar with the Nursery Dinner Routine and also enables the Nursery Staff to identify Children who may need extra support. For those pupils experiencing exceptional difficulties it may be necessary to start dinner at a later date.

The wellbeing of the Children and their positive experiences of Nursery are at the centre of our Settling In Policy and it is crucial that all Children experience a smooth transition from Home to Nursery supported by Parents and Nursery Staff working in partnership.

Monitoring and Evaluation

This policy will be monitored and evaluated by the Nursery Leader and Staff.

Review

The Nursery Leader and Staff will review this policy biennially. The next review date will be October 2024



Good Shepherd Nursery Unit

NURSERY CURRICULUM POLICY

Rationale

Pre-school children require a curriculum that provides equality of opportunity; promotes their physical, social, emotional, creative and intellectual development and ensures that they feel secure and valued.

The term 'curriculum' is used to describe the planned experiences, which are appropriate for pre-school children. These experiences are purposeful, flexible and allow children to follow their own interests and develop at their own pace. They also promote active learning and help children develop skills and dispositions that they will need to be lifelong learners.

Aims of the policy

Through the nursery curriculum policy we aim to provide a range of enjoyable, challenging play opportunities and other experiences to develop 'Thinking Skills and Personal Capabilities' and the learning associated with:

- The Arts
- Language Development
- Early Mathematical Experiences
- Personal, Social and Emotional Development
- Physical Development and Movement
- The World Around Us

Policy Implementation

- Prior to children starting nursery, staff gather information about the children from parents/carers and other professionals, which they take, into account when planning experiences to promote learning.
- Staff observe and assess children at play, review and evaluate the children's responses to the learning opportunities provided regularly and maintain appropriate records. The information gained from these processes will enable staff to take account of the needs of individual children, offer suitable challenges and provide for progression in play activities, modelling when appropriate.
- Planning - all nursery staff are involved in the planning process. Together, we identify the learning we intend to promote through activities, which are interesting, varied and progressive. Our planning is flexible and may change to take account of our observations of children's responses and the outcomes of play.
- **Long term planning** sets out in broad terms the range of experiences and intended learning for the year, including topics, seasonal, festive and other planned events.
- **Medium term planning** is monthly and
 - Links to the long term plan

- Takes account of the children's interests, stages of development and previous learning
- Identifies progression in experiences/learning
- Has a cross-curricular approach using topics or themes
- Highlights learning and language to be promoted
- Is evaluated to inform future planning
- **Short term planning** occurs fortnightly and
 - Takes account of recent observations and assessments of the children
 - Informs the staff's work on a daily basis, ensuring best use of time, space and resources
 - Identifies the potential to promote new learning and reinforce previous learning
 - Provides for the needs of individual children
 - Is flexible to allow for unplanned activities and respond to children's idea/interests
 - Provides opportunities for the observation and assessment of children
 - Ensures challenge within play activities
 - Is evaluated daily/weekly to inform future planning
 - Identifies the range of resources available within each play area

Whilst the nursery curriculum embraces six distinct areas:

- The Arts
- Language Development
- Early Mathematical Experiences
- Personal, Social and Emotional Development
- Physical Development and Movement
- The World Around Us

Children will experience it in a holistic way through play and other relevant experiences including a thematic approach for planning e.g. stories, rhymes, songs educational visits and trips.

Time will be allocated to allow staff to reflect on and evaluate practice to ensure the best possible provision of the curriculum. Staff will strive to provide materials, which are safe, clean, fresh, attractive and accessible to children thus maximising their experience of the curriculum. Staff will avail of any relevant INSET to assist the review, development and improvement of existing provision.

Monitoring and Evaluation

This policy will be monitored and evaluated by the Nursery Leader and Staff.

Review

The Nursery Leader and Staff will review this policy biennially. The next review date will be October 2024



Good Shepherd Nursery Unit

EDUCATIONAL TRIPS & VISITS POLICY

Young children derive considerable benefit from taking part in trips out of Nursery, or having visitors come into Nursery. During these Nursery trips/visits they have opportunities to participate in activities and experiences not available in the daily nursery environment. These trips/visits help children develop a wide range of valuable personal and social skills while developing language and communication skills. Trips and visits are planned by the staff to be part of the curriculum programme.

Information for parents

Details of trips/visits will be given to parents in written form prior to each visit/trip.

Permission will be sought from parents, or those with parental responsibility. These slips must be returned to nursery before a child will be permitted to go on any trip.

All reasonable adjustments will be made by nursery staff to enable all children to attend trips/visits, however, if for some reason parents decide that they do not wish their child to attend they must make alternate arrangements for their child during the trip/visit.

Parents will:

- be informed of the purpose of the trip/visit
- the date and times of the trip/visit
- be informed of transport arrangements
- details of the activities their children will be involved in
- be informed of arrangements of supervision
- be aware of special clothing or equipment to bring
- reinforce acceptable behaviour and safety prior to the trip/visit

In order to satisfy adult/child ratios it will be necessary to include volunteers and parents in the adult ratio.

Parents coming on the trips will be briefed by the teacher prior to the trip. This will outline their roles and responsibilities during the trip in relation to general safety and child protection.

PARENTS WHO HAVE VOLUNTEERED TO HELP ON TRIPS WILL BE ASKED TO READ AND SIGN THE PARENT VOLUNTEER REGISTER

Children will be informed of:

- when the trip/visit will be and how they are expected to behave
- details of the activities they will be involved in
- Health and Safety rules - delivered verbally during the session by the teacher
- arrangements for supervision/groups

Educational Visits- Procedures

Step 1 - Identification of educational objectives

Step 2 - Completion of planning

Step 3 - Risk assessment

Step 4 - Briefings for all involved

Step 5 - The visit/trip

Step 6 - Evaluation

Practical Procedures

A copy of the class register, parent contact details & mobile phone will be brought on all trips.

Transport

Buses are hired to transport children. All buses hired are fitted with seat belts. The children are taught that they must always wear their seat belt. The company is insured to transport young children.

First Aid Kit

A first aid kit / care plans / inhalers are brought on every trip.

Risk Assessment

This is a method for examining and subsequently controlling aspects of the trip/visit by allowing staff in the nursery setting to judge the level of risk involved and what needs to be put in place to reduce to an acceptable level to permit the trip/visit to go ahead.

This is achieved by: -

Eliminating the identified hazards altogether

or

Containing the hazards by introducing effective control measures to reduce, to acceptable levels, the risks to which they give rise.

Risk Assessment comprises the following steps:

- Identifying the hazards
- Evaluating the potential risks
- Establishing additional safety and/or control measures

By far the preferred option in terms of risk reduction is hazard elimination. An example of risk reduction through the installation of control measures might be increasing the recommended adult/child ratio for the trip/visit. An assessment of the trip will be undertaken by the nursery staff and school principal before going on the trip.

Review

This policy will be reviewed biennially. The next review date will be October 2024



Good Shepherd Nursery Unit

HEALTH & SAFETY (Nursery Specific)

(This policy is an appendix to the Health & Safety Policy of Good Shepherd Primary and Nursery School)

Rationale

We believe that a healthy child is not just one who is free from illness. A child is growing and developing in body, mind and personality all the time and full health includes achieving optimum potential. In maintaining a safe, healthy and stimulating environment we aim to promote the health and wellbeing of everyone in the Nursery Unit.

Implementation

HEALTH

1. Illness

- Parents are requested to inform the Nursery if their child contracts an infectious condition.
- Parents are to follow the infectious control in school guidance to see when it is safe to return to school after illness
- Nursery staff will contact parents/named representative if a child is taken ill at school.
- Any information regarding notifiable diseases will be communicated to the School Medical Service.
- With parental consent and medical training, staff will administer prescribed medication for chronic/long term conditions only e.g. asthma. Nursery staff **will not** administer regular antibiotics. Medical guidance from a GP or specific Nurse will be necessary. Strong supportive arrangements will be developed with parents to support the implementation of this policy. Care plans will be drawn up where appropriate with medical staff.
- Non-prescription medicines **will not** be administered by nursery staff eg Calpol.

2. Accidents and Emergencies

- An appropriate staff member will administer first aid.
- All accidents will be dealt with in a sensitive manner, the needs of the child will be considered foremost.
- First Aid box will be correctly stocked and placed in a location made known to all staff.
- Parents will be contacted immediately for any head or eye injury and other serious injuries.
- All accidents will be recorded and reported according to EA accident reporting procedures.
- Parents will be informed of all accidents and appropriate action taken.
- If a child needs medical attention, parents will be contacted immediately.
- If a parent cannot be located, a member of the nursery staff will accompany the child to the GP or A & E department and remain with the child until treatment is completed or until a parent/guardian arrives.

3. Parental Responsibility

- At the Induction meeting in June prior to their child starting nursery, parents are asked to complete a medical form outlining their child's health and any specific medical conditions/dietary needs/allergies. It is the parents' responsibility to keep nursery staff updated on any medical needs throughout the nursery year.
- Parents will be asked to give written consent in order for their child to be changed in the event of a toilet accident (Intimate Care Policy)

SAFETY

1. Security

- Parents will be made aware of arrangements for access to the nursery, especially when arriving and departing to ensure the safety of all children.
- Parents will be required to sign their child in late or sign them out early if they are taking their child from Nursery
- All visitors to the nursery will report to a staff member on arrival.
- Gates leading to outdoor play areas will be kept closed.

2. Educational Visits (see Policy)

- Written parental consent for all outings will be obtained at the beginning of the school year.
- Staff will ensure an adequate ratio of adults to children on all outings.
- Information regarding the outing will be disseminated to all parents and volunteers prior to the trip.
- The nursery staff will carry out a risk assessment.
- Children will be transported in approved vehicles.

3. Fire Safety

- All staff will follow fire safety procedures as laid down in Good Shepherd Primary and Nursery School Emergency Evacuation Procedure.
- All staff/students will be aware of emergency exit and assembly point (upper playground).
- Nursery Team will be responsible for checking all children have vacated the building - bathroom area, story room, playroom, cloakroom, outdoor area.
- The designated fire safety Warden (Mrs Warne/ Mrs Kyle) will check the nursery environment before leaving the building/area.
- Nursery teachers will take their daily register sheet and lead children to assembly point.
- Planned evacuation of the building will occur in conjunction with fire drill procedures in the primary school.

4. Control of substances hazardous to health.

- Any spill/leakage of a substance presenting a health hazard will be reported to the principal/caretaker immediately.
- All cleaning materials, which are potential hazards to young children, will be kept in the cleaner's store or put out of children's reach.

5. Behaviour Management

- See Positive Behaviour Management Policy

HEALTH AND SAFETY PROCEDURES

The following procedures will be undertaken by staff to promote health and safety within the nursery:

- Nursery staff will carry out an indoor/ outdoor risk assessment annually to keep risks at a minimum
- Monitor safety of equipment indoors and outdoors, any defects reported to the Nursery Leader/principal.
- Outdoor area examined by Caretaker prior to use for potential hazards e.g. broken glass which will be removed as soon as possible.
- Floors will be kept clear of spills at all times.
- Adult scissors and sharp knives kept out of children's reach.
- Hygiene and cleanliness of nursery setting and equipment will be maintained by:
 - Aprons and table coverings to be washed when required or at least weekly.
 - Proper hand washing procedures promoted; soap/hand driers/towels available in bathrooms.
 - Tissues/wipes available at children's level - proper use encouraged.
 - Soiled clothing to be double bagged and returned to parent.
 - Preparing food appropriately.

- Any damage/defects to the building will be reported immediately to the principal.

Health, hygiene and safety - The Nursery Curriculum

- Through our Personal, Social, Emotional Development programme we aim to help children establish positive attitudes towards health, hygiene, safety, exercise and rest.
- See Healthy Eating Policy also.

Review

This policy will be reviewed biennially. The next review date will be October 2024



Good Shepherd Nursery Unit

HEALTHY EATING POLICY

At Good Shepherd Nursery Unit we promote a healthy lifestyle. We believe that the nursery setting provides an excellent opportunity for promoting positive habits and attitudes to healthy eating and being active as part of a healthy lifestyle. The provision of nutritious food positively enhances not only a child's health, but also allows the child to take full advantage of the learning opportunities provided in nursery.

At Good Shepherd Nursery Unit, we regard snack and lunch times as an important part of the children's day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

At snack time, we aim to provide healthy and nutritious foods which meet the children's individual dietary needs. Children are required to wash their hands before eating and to use tongs to select food at self- service snack station

Aims

- To raise awareness of healthy eating
- To promote healthy eating in the nursery setting.
- To provide a nut- free safe environment
- To inform parents and children about the benefits of healthy eating.
- To encourage and develop children's skills so they can make informed choices about food and drink
- To help children develop positive attitudes to diet, health and oral health
- To develop healthy eating and drinking activities that can benefit children, staff and parents.

Implementation

All children in the nursery will have a healthy snack made available to them, taking account of dietary requirements and any known allergies.

Morning snack is provided daily to include a selection of fruit or vegetables, crackers, cereals, yoghurts, raisins, pancakes or toast. While we try to encourage the children to try new foods and textures it is important that we are guided by the healthy snacks that the children will eat and enjoy.

Milk and Water will be served with morning snack and lunch.

The staff will actively encourage parents/carers to reinforce good eating habits at home.

Parents/carers will be advised if their child is not eating well.

Cultural differences in eating habits will be respected.

Parents of children who are on special diets will be asked to provide as much written information as possible about suitable foods, and in some cases may be asked to provide the food themselves. Any child with a dietary requirement or allergy shall have their name displayed in the food preparation area. This will ensure that permanent/supply staff/volunteers are aware of each child's needs.

A member of the nursery staff has been trained in Food Safety and Hygiene

In the first term a member of staff will sit with children while they eat and provide a model for social skills and healthy eating. They will also encourage good eating skills and table manners. Staff will promote and develop the children's' independence at snack and lunch time.
During the second and third term it is expected that snack will require minimal adult supervision.

Review

This policy will be reviewed biennially. The next review date will be October 2024



Good Shepherd Nursery Unit

INTIMATE CARE POLICY (Nursery Specific)

In order to comply with Child Protection Policy and EA Guidelines we will ensure good practice is maintained in the toileting and changing of children.

In all instances staff will inform another member of staff before changing a child's clothing. Measures will be taken by Good Shepherd Nursery Staff to eliminate risk to the children and staff and at all times staff will respect a child's privacy and will encourage independence and good hygiene practice.

A child's clothing will only be changed if:

- A toilet accident has occurred
- A child is sick
- A Child's clothes become wet through play e.g. water play, painting etc.
- For any other reason a child becomes wet or dirty.

Parents will be informed if their child has been changed and a written explanation provided giving the reason for changing their child.

Any parents who **do not** wish staff to change/ assist their child(ren) should make alternative arrangements.

All parents must leave a change of clothes for their child on their child's peg in the cloakroom. This should include vest, pants, socks and a change of outfit such as top and trousers. Please make sure these clothes are clearly labelled with your child's name. If staff have changed your child for any reason, please make sure the clothes are replaced the next day.

Please complete the consent form below if you have read the above policy and give permission for the staff of the nursery unit to change or assist your child when necessary. Return this consent form to your Child's teacher at Open Day in June prior to your child starting nursery in September.

Review

This policy will be reviewed biennially. The next review date will be October 2024



INTIMATE CARE POLICY:

Name of Child: _____

Class Teacher: _____

I hereby give permission for a member of Good Shepherd Nursery Unit Staff to attend / assist my child should s/he need any assistance changing their clothes.

Signed: _____

Date: _____



Good Shepherd Nursery Unit

CHILD PROTECTION (Nursery Specific)

(This policy is an appendix to the Child Protection Policy of Good Shepherd Primary and Nursery School)

Good Shepherd Nursery Unit is committed to implementing the DENI guidelines on Child Protection and will liaise with outside agencies, where appropriate.

The central principles of our Child Protection Policy are that **every** child has the fundamental right to be safe from harm and to have proper care given to their physical, emotional and spiritual well-being and children's concerns will be listened to and taken seriously.

In any instance the child's welfare must always be paramount.

We are also committed to keeping parents informed of safeguarding procedures. At Nursery Induction in June prior to a child starting in September all parents are given a copy of Good Shepherd's Child Protection Policy and guidelines leaflet. These outline roles and responsibilities in dealing with concerns which may arise regarding a child's safety and well-being. Parents are asked to familiarise themselves with these documents and to sign to say that they have received and read the Child Protection Policy.

Review

This policy will be reviewed biennially. The next review date will be October 2024



CHILD PROTECTION POLICY:

I have received, read and am familiar with Good Shepherd Primary and Nursery School's Child Protection Policy.

Name of Child: _____

Parental signature: _____

Date: _____



Good Shepherd Nursery Unit

RISK ASSESSMENT POLICY (Nursery Specific)

This policy is designed to assist the school in fulfilling their legal duties in assessing risks. Risk management is the consideration of the risks that arise and then putting in place sensible health and safety measures to control them.

In accordance with our duties under the Management of Health and Safety at Work Regulations 2000, the school is required to undertake regular risk assessments and take any necessary action arising from these according to provisions set out in the Health and Safety policy and elsewhere.

At Good Shepherd Nursery Unit we believe it is essential that children are provided with safe and secure environments in which to interact and explore rich and diverse learning and development opportunities. We ensure that, as well as conducting formal risk assessments, staff will constantly reappraise the environments and activities to which children are being exposed and make adjustments to secure their safety at all times.

Monitoring and Evaluation

This policy will be monitored and evaluated regularly by the Nursery Leader and Staff.

Review

This policy will be reviewed formally biennially. The next formal review date will be October 2024



Good Shepherd Nursery Unit

POSITIVE BEHAVIOUR MANAGEMENT POLICY

(Nursery Specific)

(This policy is an appendix to the Positive Behaviour Management Policy of Good Shepherd Primary and Nursery School)

Rationale

The Governors and staff of Good Shepherd Nursery Unit believe that it is important to promote self-discipline and encourage children to respect the needs, feelings and dignity of themselves and others in a caring environment in which they feel valued.

Through the effective implementation of this policy the Nursery staff, in partnership with the parents, will contribute to the school's ethos in promoting the well-being of the whole pupil.

Aims

We aim to:

- provide an environment in which appropriate and acceptable behaviour is promoted.
- develop a positive attitude to behaviour through constant praise and reinforcement.
- foster in each pupil a sense of self-respect, respect for others and property.
- focus on appropriate and acceptable behaviour rather than inappropriate and unacceptable behaviour.
- develop the growth of self-discipline.
- keep disruptive behaviour to a minimum by having clear, simple rules and routines, thorough preparation and above all a varied and stimulating curriculum.
- provide all children with opportunities to achieve success and raise self-esteem.

Policy Implementation

In order to achieve these aims staff in the nursery will:

- share and agree this policy with parents. A copy of PBM Policy is included in Nursery Induction pack given to parents in June prior to their child starting Nursery in September.
- devise a set of golden rules/"good choices" with the children and reinforce them during welcome time, group time and throughout the nursery day.
- The golden rules will be displayed within the nursery setting
- utilise the visual display of the happy tree where appropriate exemplary behaviour is rewarded by "going on the stars" for "good choices" and inappropriate behaviour is discouraged by using a verbal reminder, thinking cloud and the rain cloud when children make "bad/ poor choices" and need to be reminded about the rules/"good choices".

- praise and endorse positive behaviour. Staff will endeavour to catch pupils making good choices and emphasise this good behaviour for others to imitate. Throughout the nursery year the pupils will be rewarded with praise/ stickers/ student of the week
- role model appropriate and acceptable behaviour.
- provide a varied and stimulating curriculum designed to meet the individual needs of all pupils.
- encourage responsibility for themselves, others and property e.g. helping to tidy up.
- help children to talk about and manage their emotions through Circle time and social stories.
- handle behavioural problems in a developmentally appropriate fashion, respecting individual pupil's level of understanding and maturity for example by distraction, discussion or by withdrawing the child from the situation for some thinking time. On occasion it may be necessary to remove a child to another area of the nursery for a short time.
- talk to the child about the consequences of his/her behaviour and encourage him/her to make amends, e.g. to say 'sorry' to those they have hurt or upset.
- work in partnership with parents to address recurring unacceptable/inappropriate behaviour. This may involve using objective observation records to help staff and parents understand the possible cause of the behaviour and to decide jointly how to respond appropriately.
- Nursery teachers will record all incidents and any communication with a child's parent's in the Home - School correspondence book. Example of communication telephone, written letter, any meetings informal or arranged
- If a child is hurt as a result of another child's behaviour, both parents will be informed (names will not be given)
- formulate and agree age-appropriate behavioural targets for individual children where necessary.
- inform the principal and the SENCO when inappropriate /unacceptable behaviour is persistent and unmanageable. At this stage it may be necessary, to draw up an IEP and Risk Assessment and with the parent's permission, make a referral to the Educational Psychology or the Behaviour Support Service.
- if a child puts himself/herself or others at risk, staff can fast- track the stages by contacting the Principal and contact the child's parents without delay to support de-escalation.
- Communicate with parents when necessary
- Keep a record of serious or repeated incidents of misbehaviour
- In certain circumstances it may be beneficial to the child if an adjustment is made to their day as a temporary measure/ de- escalation strategy in order for them to have a positive experience in Nursery. This will be agreed in consultation with parents and any other relevant outside agencies. The child's best interest will be at the centre of all decisions.

Review

The nursery leader and staff will review this policy biennially. The next review date will be October 2024