

## **Additional Learning Needs Policy (ALN)**

**At Chuckles Nursery we will provide an environment in which all children are supported to reach their full potential and use of a person-centered approach to plan support for children and young people with ALN**

**The aims of this policy are:**

- to create an environment that meets the needs of each individual child;
- to ensure that the Additional learning Needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's Educational Needs;
- to enable all children to have full access to all elements of the nursery's curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

At Chuckles nursery we strive to provide a broad and balanced curriculum for all children for them to become confident children with a growing ability to communicate their own views and ready to make the transition into school.

The Foundation Phase curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, team members will set suitable learning challenges and respond to children's diverse learning needs, Including removing barriers to learning allowing children with additional needs to access the curriculum alongside their peers.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting (formal checks, from practitioner observations and from detailed assessment of the child's needs) From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has additional needs. All the information should be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has additional needs, equally, difficult or withdrawn behaviour does not necessarily mean that a child has ALN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, should be adopted.

Children may have Additional learning Needs either throughout or at any time during their nursery development. This policy ensures that curriculum planning and assessments for children take into account the type and extent of the difficulty experienced by the child.

The designated additional learning needs co-ordinator (ALNCo) for Chuckles Nursery is

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**The role of the ALNCo will be:**

- Liaison with parents and other professionals in respect of children with additional learning needs including the next step of a child's education.
- Advising and supporting other team members in the setting
- Ensuring that appropriate Individual Development Plans are in place
- Ensuring that relevant background information about individual children with additional educational needs is collected, recorded and updated
- Ensuring that parents are aware of the local parent partnership services

**Educational Inclusion**

At Chuckles Nursery we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community. Through appropriate curricular provision, we respect the fact that children have different educational and behavioral needs and adopt a range of different teaching approaches and experiences to reflect this.

Identifying and assessing ALN for young children whose first language is not English requires particular care. Our practitioners will look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from ALN or disability. Difficulties related solely to learning English as an additional language are not ALN.

The building is accessible for wheelchair users and provision can be made for snacks/meals to be served within the ground floor areas to ensure all children are included in all parts of the nursery routine. The nursery also has team members trained in basic sign language.

**Responsibilities for team members**

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

It is particularly important in the early years that there is no delay in making any necessary ALN provision. Delay at this stage can give rise to learning difficulty and

subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

### **How children will be identified and supported**

All our children are assessed when they join the nursery - we use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Additional Learning Needs Co-ordinator (ALNCo), the child's Key person will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices such as 1 to 1 sessions and use of visual cue cards. The Key person will keep parents informed and draw upon them for additional information. If the ALNCo, Key person and parents feel that the child would benefit from further support, the ALNCo will then take the lead in further assessments of the child's needs, this will include completing an early years profile for the child and also discussing the child with the local authority ALN officer.

We will record the strategies used to support the child within an Individual Development Plan (IDP). The IDP will show the short-term targets set for the child and the key worker will be responsible for continually reviewing this.

If the child continues to demonstrate significant cause for concern, a referral will be made to relevant agencies (i.e. speech and language) or a request for statutory assessment will be made to the LEA. The ALNCo will start the procedures. A range of written evidence about the child will support the request.

### **Behaviour management**

Some children may have significant behaviour problems. Staff use a range of strategies for dealing with difficult behaviour, but some children may require further support. In these cases, the ALNCo, and parents will work to clearly outline key targets for the child to work towards achieving, as well as the strategies and support being offered to the child.

### **Partnership with parents**

At Chuckles nursery we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Additional learning needs.

We have termly meetings with parents to review the progress of their children. We inform the parents before requesting any outside intervention, and we share the process of decision-making by providing clear information relating to the education and care of their child.