

SPECIAL EDUCATIONAL NEEDS POLICY

MISSION STATEMENT

St. Jarlath's Primary School aims to serve effectively the educational needs of primary school children living in the local area. The school promotes an inclusive ethos where every pupil has an entitlement to develop to his/her full potential alongside their peers. As a school we aim to "Find Success in Every Child".

Definitions of SEN and Disability:

Definition of SEN:

"Special Educational Need" is defined as "a learning difficulty which calls for special educational provision to be made"

A child has a learning difficulty if he has significantly greater difficulty in learning than the majority of children of his age and/or has a disability which either prevents or hinders him from making use of educational facilities generally provided for children of his age in ordinary schools. (CoP Par 1.4)

Definition of Disability:

"Someone who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities." Part 1 of Disability Discrimination Act 1995

Aims:

We shall therefore seek to:

- encourage inclusive practices within the classroom
- provide a classroom environment conducive to learning, which is both caring and supportive
- promote a sense of belonging and community
- identify pupils with potential special educational needs as early as possible

- take reasonable steps to ensure that children with SEN/disability are educated within the classroom setting as long as this is compatible with the efficient education of the other children
- work with outside agencies to meet the needs of the child, eg. peripatetic service
- provide a range of SEN provision to match the range of SEN/disability eg Speech and Language Link
- monitor and evaluate effectively the above provision

SEN MANAGEMENT

Roles and responsibilities:

Within the school the Board of Governors has a duty to ensure that the SEN policy is implemented. The Board's SEN representative is Mr. Cavlin, who has attended training by the SELB to facilitate his role. The SEN process is monitored by the school principal, Mrs. Loughran, who keeps the governors informed and works closely with the SENCo, Mrs. Campbell to co-ordinate the SEN provision. (see CoP para 2.12 for SENCO's duties). The classroom teacher is also responsible for meeting the needs of the children in his/her class. They should present materials appropriate to pupil's age, maturity and learning need/disability. They should monitor progress, liaise with the SENCo and involve the parent/other support services if necessary. If a classroom assistant is employed he/she should work in partnership with the class teacher under his/her direction. Pupils too, should take some responsibility for their learning.

Provision for Special Educational Needs in St. Jarlath's is reviewed annually in line with the school development plan. The special educational needs support is largely incorporated into the class teacher's differentiated schemes of work. Foundation teachers provide targeted support to identified pupils.

ADMISSIONS ARRANGEMENTS

The admission arrangements with respect to the majority of pupils with special educational needs are consistent with the school's general arrangements for all other pupils. Children with statements of special educational needs are placed in schools at the request of the Education and Library Board. When seeking to place a pupil with a statement, the Board will take into account the wishes of the child's parents and the provision of efficient education for other children in the class or school and the efficient use of resources to determine the suitability of the placement, eg. Speech and language Link/Reading Partnerships This is in line with SENDO legislation.

IDENTIFICATION

Identification of children with special educational needs may take place prior to the child's admission to the school. At the same time, all staff are responsible for early identification of children with SEN. This can be carried out in the following ways:

- through professional judgement
- through checklists, weekly tests, observations
- results of screening tests/diagnostic tests (in appendix)

All test results are analysed by the class teacher/head of key stage 1/2/SENCo. Those children who have low/inconsistent results may be placed on the register after thorough analysis and consultation with parents.

PROVISION

The special needs provision is largely incorporated into the class teachers differentiated schemes of work. At stages one to three of the code of practice, teachers consult the good practice guidelines and the resource file for schools to support those children with SEN provided by the SELB draw up IEPs accordingly. At present, St. Jarlath's Primary School provides additional support in literacy and numeracy to pupils with SEN two afternoons a week This is facilitated by 2 members of Key Stage 1 staff. However additional expertise is sought to improve progress. Pupils may be put forward for literacy screening and if they meet the criteria, they will

receive peripatetic teaching for one/two or three blocks in the following school year. The computer programme LEXIA is utilised throughout the school from P3 to P7 in order to improve literacy skills and progress is monitored. External specialist intervention from the Behaviour Support Team can also be sought if a child is displaying inappropriate behaviour. At stage five of the code of practice, when a child has been statemented, a classroom assistant is normally employed.

MONITORING

In St. Jarlath's, monitoring of children's progress is carried out by the class teacher. The targets in the IEPs are reviewed termly and the outcomes are reported to the SENCo to enable further movement to take place regarding the child's position on the register. Samples of pupils' work showing progress are gathered when each review is being completed. This evidence can be used to inform future planning and inform movement either up or down the code of practice stages.

EVALUATION

This will be carried out by retrieving and evaluating information such as the percentage of pupils achieving EP targets, SEN pupil attendance, number of pupils moving up, down or off SEN stages or the number of SEN referrals. Those pupils with statements have their statements reviewed annually and provision is amended as required. Those children in primary seven with statements have their statements reviewed in term 1 to facilitate the transfer procedure to post primary education. If concerns arise regarding SEN provision within the school advice can be sought from the school itself or the Board can offer assistance through SENaIS and DARS (see glossary).

RECORD KEEPING

The school SENCo keeps the SEN records in her classroom. Each teacher collects and keeps pupils' samples of work in their pupil folders. Correspondence from support services eg. psychologist, health and social services is also stored by the SENCo with the SEN records. The SEN register is updated annually for the C2k audit and termly by the SENCo.

PROFESSIONAL DEVELOPMENT

At St. Jarlath's we are committed to the professional development of all our members of staff in areas relating to SEN. The principal oversees this professional development and insures that training is provided if required e.g. epi-pen training. There is a record kept of all staff training. Those who attend courses disseminate and share knowledge and good practice with other staff. Three of our classroom assistants have been trained to carry out Reading Partnership

PARTNERSHIPS

Parents:

In recognition of the necessity to involve parents in the partnership of a child's education, we encourage regular contact to raise any child's related concerns. Parents are invited into the school during the first term to discuss how their child has settled into their new class and if the need arises the teacher/parent can arrange other meetings throughout the school year. If a pupil has special educational needs the parent will be involved at all stages of the Code of Practice.

Pupils:

Whenever possible, and if appropriate, the views of the pupils are sought whenever decisions are being made about their IEPs. In some cases, pupils will be aware of their IEP targets so that positive self-esteem can be fostered and they have the opportunity to experience and celebrate success.

Internal Partnerships:

Formal and informal meetings with the principal, SENCo, class teachers and classroom assistants take place when the need arises, eg. if a child has not reached the targets set out in the education plan or if the child is being moved up/down within the code of practice.

External Partnerships:

External support services play an important part in helping the school identify, assess and make provision for pupils with SEN. The school makes use of facilities and services from outside the school including links with support services for SEN e.g.

- Psychology Service
- Bereavement Support Service
- Peripatetic Support Service
- Behaviour Management
- CAPS and CAMHS

LINKS WITH OTHER AGENCIES

When a child with special educational needs is making the transition from St. Jarlath's Primary School to one of the local secondary schools every effort is made to transfer the relevant details and documentation to that particular school if the school requests this information. If there is a child with a statement of special educational needs, the review of this statement will be completed and its outcome delivered to Special Education Section, Armagh, by the end of term one.

Useful Websites www.education-support.org.uk (SENAIS regional website)

www.selb.org/specialeducation (SENAIS SELB website)

This policy this policy will be reviewed in light of changes in legislation or practice. This will happen in consultation with all staff members.

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GLOSSARY

Code of Practice

This is produced by the Department of Education. It has been written to guide the school and the Educational Board. It gives guidance about the help that they should offer to children, and the Board and the school should refer to this when they are working with the child and the parents of that child.

Dispute and Resolution Service (DARS)

This is a telephone help-line service for parents who are not satisfied with the outcome of their child's special education provision and want further support, or clarification of the options available to them.

Special Educational Needs

A child is deemed to have special educational needs if he or she has a learning difficulty which calls for special educational provision to be made.

Special Educational Needs Advice and Information Service (SENAIS)

The aim of the Advice and Information Service is to ensure that parents of children with Special Educational Needs (SEN) know where and how to access information and advice in relation to the needs of their children so that they can make appropriate and informed choices and decisions. (See attached leaflet).

Special Educational Needs and Disability Order (SENDO)

This legislation strengthens the rights of children with special educational needs to access mainstream education and provides pupils with disabilities with protection against disability discrimination in their education.

Appendix

STANDARDISED ASSESSMENT PROCEDURES:

Primary One -B.P.V.S., Speech and Language Link, Internal Assessment

Primary Two - M.I.S.T., Internal Assessment

Primary Three - Quest; P.I.E.7, P.I.M.7,

Primary Four -GRT (II), P.I.E.8, P.I.M.8; NRIT

Primary Five - GRT (II), P.I.E.9, P.I.M.9;

Primary Six - GRT (II), P.I.E.10, P.I.M.10, NRIT;

Primary Seven - GRT (II), P.I.E.11, P.I.M.11;