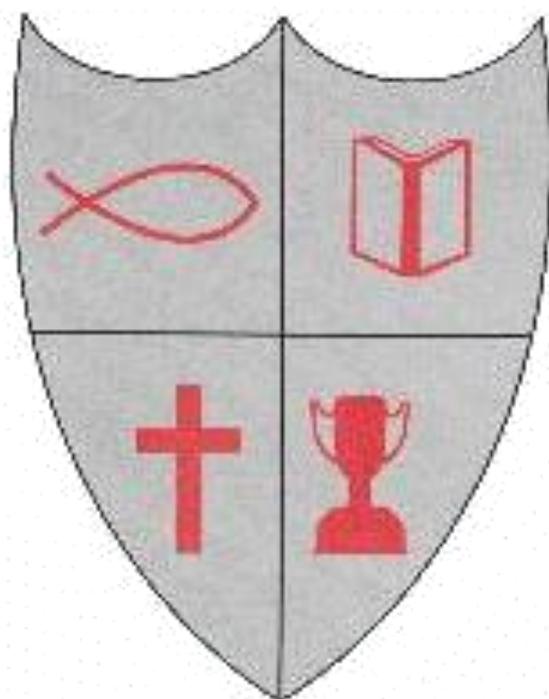


Aughnacloy Primary School



Special Needs Policy

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Summary Statement

As a staff we aim to provide a broad, balanced curriculum in order to promote the spiritual, moral, intellectual and physical development of each child. We are committed to meeting the needs of all pupils by offering appropriate forms of education provision through the partnership of teachers, parents and external agencies.

Special Educational Needs

'Special educational need' is defined as 'a learning difficulty, which calls for special educational provision to be made.

'*Learning difficulty*' a child has a learning difficulty if he or she has significantly greater difficulty in learning than the majority of children of his or her 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.

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."

SENDO strengthens the rights of children with special educational needs to be educated in mainstream schools.

General Principles:

The principles and philosophy that underpin our work with children are those set out in the 'U.N.Convention on the rights of the child' (UK Agreement, 1991) and enshrined in the Children (NI) Order, 1995 (effective from November 1996). In particular the principle we support is that every child has the fundamental right to be safe from harm and with proper care by those looking after them given to their physical, emotional spiritual well being.

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 3(best interests of the child)

"The best interests of the child must be a top priority in all things that affect children."

Article 12(respect the views of the child)

"Children have the right to be heard"

Article 23 (children with disability)

"A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children."

Learning Difficulties Fall Into Four Main Categories:

1. Intellectual/Cognitive Difficulties

Slow learners

Specific learning difficulties

2. Sensory and Physical Impairments

Hearing loss

Visual impairment

Physical impairment

3. Speech and Language Difficulties

Delayed and disordered development

Autism

4. Emotional and Behavioural Difficulties

Attention deficit disorder

Objectives

1. To provide a broad, balanced, flexible and differentiated education as a right for all, in a happy, sensitive and secure environment.
2. To use assessment procedures which are aimed at identifying learning difficulties as early as possible.
3. To implement an effective record-keeping system.
4. To devise educational plans where it is necessary.
5. To encourage parental involvement and co-operation between various professionals in the diagnosis and treatment of special needs.
6. To provide an appropriate range of strategies and resources for teaching, learning and assessing.

7. To monitor current practice to ensure provision is effective by:

- a) liaising with the SEN co-ordinator
- b) outside agencies
- c) and by INSET

8. To promote the dignity and self-esteem of children irrespective of their ability.

Role of the SEN Co-ordinator

The Special Needs Co-ordinator is Mrs Karen Moore.

She will be responsible for:

1. Overseeing the operation of the school's Special Education Needs Policy;
2. Liaising with and advising fellow teachers;
3. Co-ordinating SEN provision;
4. Maintaining the school's Special Educational Needs register and overseeing the records on all pupils with special educational needs;
5. Liaising with parents;
6. Liaising with external agencies;
7. Contributing to in-service training of staff;
8. Assessment, testing and record keeping;
9. Reviewing procedures.

Role of Class Teacher

1. Retains overall responsibility for the children in her class who have special educational needs.
2. Works in conjunction with SENCO to identify learning difficulties and to draw up Educational Plans.
3. Maintains appropriate records on children with special needs.
4. Ensures that in planning and delivering the curriculum, provision is made for children with differing levels of needs and ability.
5. Keeps close contact with parents to ensure continuity in learning between home and school.

Admission Arrangements

Aughnacloy Primary School has an Open Enrolment Policy. In the event of over subscription, a child with special educational needs is not given lower priority than another applicant.

SENDO

'If a statement is maintained a child shall be educated in a mainstream school unless it is incompatible with:

- The wishes of the parents
- The provision of efficient education of other children

The ELB shall comply with a parental wish unless

- The school is unsuitable to the child's age, ability or aptitude or to his special educational needs
- The efficient education for the children with whom he would be educated
- The efficient use of resources

***Article 23 (children with disability)** "A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children."*

INFORMATION about the school's policies for Identification, Assessment and Provision

We, at Aughnacloy Primary School will adopt the following model as outlined in the Northern Ireland Code of Practice

Procedures are put in place to identify children with special educational needs at the earliest possible time.

Pupils will be placed on the Special Needs Register when the following criteria has been satisfied:

1. The child is in class P1-P7.
2. Learning difficulties of the child have been investigated and documented;
3. Parents have been consulted;
4. Child being placed on register is consistent with guidance provided in the Code of Practice;
5. Placement is subject to approval by the Special Educational Needs Co-ordinator and is kept under regular review.

Arrangement for providing access to a balanced and broadly based curriculum (Differentiation)

The needs of slow learners will be reflected in the curriculum planning at a number of levels. Differentiation will be addressed as an issue in classroom planning. Individual teachers will be encouraged to provide for all abilities within the classroom context.

Each class will use a variety of differentiation –

Example

By task

By input

By outcome

By texts/resources used

By classroom assistants as directed by the class teacher

Arrangements for co-ordination of provision

To ensure a wide approach

1. The class teacher is responsible for day to day identifying and monitoring of SEN pupils.
2. The Principal, SENCO and Staff will liase regularly for consultation and information sharing including
 - a) support for the class teacher
 - b) withdrawal or in class support for the individual concerned
 - c) appropriate arrangements for statemented children

Review Procedures

When children have been placed in the register their progress will be regularly monitored and reviewed by the class teacher, SENCO and the Principal. It will often be sufficient to conduct a review at the end of term.

The review will focus upon:

1. progress made by the child
2. effectiveness of the additional arrangements
3. future action

Necessary action will be taken. A continuum of provision will be maintained.

Arrangements for Complaints

Parents are encouraged to contact the school if they feel that we are not meeting the high standards we set ourselves.

This should be done in the following way, where it is expected that most difficulties will be resolved at either stage one or two.

1. Contact Class Teacher
2. “ SENCO
3. “ Principal
4. “ Board of Governors (Parent Representative)
5. “ Board of Governors (Chairperson)

DISPUTE AVOIDANCE RESOLUTION SERVICE (DARS)

This service is available to parents and schools at all stages of the Code of Practice.

Children are placed on the school's Special Needs register only when:

- a) Parents are invited to discuss this course of action
- b) parents are fully informed of the implications stemming from placement on the register
- c) Parents consent is given

Arrangements for SEN In Service Training including use of teachers and facilities beyond the school

Through regular consultation with the staff, the principal will highlight areas to be developed within each school year. The principal, SENCO and staff will call upon expertise, within and beyond the school to address designated areas of concern.

Liaison with outside agencies

Aughnacloy Primary School has established links with a range of outside agencies such as the Education Psychologist, Peripatetic Services and the Curriculum Advisory Services. Contact will be made as the occasion demands.

Arrangements for Pupils Changing Schools

When the child transfers to another school, i.e. at the end of Primary stage or on moving home, his/her records and relevant information will be forwarded with the pupil and a photocopy retained by the school.

Partnership with Parents

Parental involvement is vitally important throughout the seven years that their child is at Aughnacloy Primary School.

1. Parents may arrange appointments to discuss their child's progress with class teachers at any stage throughout the school year.
2. Formal parent/teacher meetings are held during the 1st term each year.
3. The SENCO will meet parents to inform them that their child is being placed on the Special Needs Register or to initiate a statement and for follow-up reviews. An advice and information leaflet will be given to parents.
www.education-support.org.uk
www.selb.org/specialeducation
4. The SENCO will always be available by appointment to talk to parents about any problems that they may have about their child's progress.

Criteria for evaluating the success of the school's SEN Policy

The annual and termly reviews for children with Special Needs will serve a dual purpose. Firstly this is an opportunity to consider progress to date and agree new targets for the child. Secondly, the parental input is considered essential in evaluating the overall efficiency of current practices in Special Needs. This information is then fed into the overall evaluation process.

The Five Stage Model Key Principals

Provision for a child with SEN should match his/her needs.

There should be careful recording of a child's needs, the action taken and the expected outcomes.

Appropriate consideration should be given to ascertainable wishes and feelings of the child.

Parents should be closely consulted.

Outside specialists should be involved when appropriate at any stage but particularly preceding any referral to the Board for a statutory assessment.

The 5 Stage Model

Stage 1 Class teachers and SENCO (Special Help)

Stage 2 School SENCO and Class teachers (IEP)

Stage 3 School and outside specialist(s) (IEP)

Stage 4 Board and school (Statutory assessment)

Stage 5 Board and school (Statement)

Stage 1 Procedures

<u><i>Class teacher will:</i></u>	<u><i>School SENCO will:</i></u>
Inform SENCO & Principal	Place the pupil on the school Special Needs Register
Gather information about the pupil and make an initial assessment and assess pupil's needs	Help class teacher/tutor to gather information
Consult parents	Advise and support all those who teach the child
Provide or arrange special help within the normal curriculum	
Monitor and review progress	

Stage 2 Procedures

<u><i>Class teacher will:</i></u>	<u><i>School SENCO will:</i></u>
Retain responsibility for working with the pupil in classroom	
Assist in gathering of information	Assist the class where necessary, in drawing up of an Education Plan
Assist in the drawing up of an Education Plan	Ensure liaison between all relevant teachers
Monitor and review progress	Consult pupils and assist the class teacher to monitor & review progress
	Inform the Principal

Stage 3 Procedures

<u><i>Class teacher will:</i></u>	<u><i>School SENCO will:</i></u>
Retain responsibility for working with the pupil in classroom	Keep Principal informed Inform the Board
Assist in the drawing up of an Education Plan	Draw on advice from outside specialists
Monitor and review progress	Consult pupils and parents

Outside Specialists will:

Assist and advise as appropriate	Assist the class teacher, where necessary, in the drawing up of an Education Plan
Monitor and review progress	Assist class teacher to monitor and review progress

Referral for Statutory Assessment

By the time the Principal considers referring a child for statutory assessment, there should be:

Written information on:

- educational and other assessments
- views of the parents and of the child
- the child's health
- any involvement by Social Services or Educational Welfare Services

Written evidence of:

- the school's action under Stages 1, 2 & 3 Education Plans for the child
- the outcome of regular reviews
- the nature of the involvement of other professionals

Stage 4 Procedures

<u><i>School will:</i></u>	<u><i>Parent can:</i></u>
refer child to Board with reasons and supporting evidence	Request a statutory assessment for their child. Provide evidence for the statutory assessment

Board will: Consider need for statutory assessment, and –

<u><i>If proceeding:</i></u>	<u><i>If not proceeding:</i></u>
Notify parents and provide details of procedures, time scales, provision	Inform parents and school principal providing reasons
Inform school principal and HSS Trust	Provide parents with details of procedures for Appeal
Seek parental, educational, medical, psychological, social services and other advice	

Stage 5 Procedures

Board will: Consider in the light of evidence gathered through statutory assessment, whether to draw up a Statement, and:

<i><u>If proceeding:</u></i>	<i><u>If not proceeding:</u></i>
Draw up a proposed statement and send this to parents with copies of all advice submitted.	Inform parents with reasons for the decision
Inform parents of procedures for amendments meetings and placements	Issue a note in lieu of a statement together with copies of all the advice submitted
Consult parents and school with respect to placement.	
Issue final statement and arrange the special education provision	
Review the statement annually	

Review Date :

<i>Test</i>	<i>Purpose</i>	<i>Response</i>
<u>P.1/2</u>		
Language Link	To assess Receptive Language	Programme of activities to develop receptive language skills
Running Records	To find reading level	Read new books at 'Instructional level' Read familiar books for fluency
Early Literacy test	To find literacy age	Differentiated work
Numeracy Core Competences P.1 & P.2	To assess understanding of mental maths concepts	Differentiated work

<u>P.2/3</u>		
Early Literacy test	To find literacy age	Differentiated work
Running Records	To find reading level	Read new books at 'Instructional level' Read familiar books for fluency
Star reading test	To find ZDP book band	Read book at level to develop comprehension skills
Numeracy Core Competences P.2 & P.3	To assess understanding of mental maths concepts	Differentiated work
P.3 NFER-Progress in English 7	To give a rich and detailed measure of individual and group performance	Differentiated work/referral to Code of Practice
Group Reading Test	Monitors pupil's progress in reading	Read books at 'Instructional level'
Accelerated Reader	To find ZDP book band	Read book at level to develop comprehension skills

P.3-NFER-Progress in Maths 7	To give a rich and detailed measure of individual and group performance	Differentiated work/referral to Code of Practice
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<p><u>P4/5</u></p> <p>NFER-Progress in English 8 & 9</p> <p>NFER-Progress in Maths 8 & 9</p>	<p>To give a rich and detailed measure of individual and group performance</p>	<p>Differentiated work/referral to Code of Practice</p>
<p>Group Reading Test (form B)</p>	<p>Monitor progress in reading and help screen and identify pupils who require further diagnostic assessment</p>	<p>Differentiated work</p>
<p>Accelerated Reader</p>	<p>To find ZDP book band</p>	<p>Read book at level to develop comprehension skills</p>
<p>Parallel Spelling Test</p>	<p>Enable teachers to chart children's progress in spelling</p>	<p>Differentiated spellings</p>
<p>Numeracy Core Competences P.4 & P.5</p>	<p>To assess understanding of mental maths concepts</p>	<p>Differentiated work</p>

<u>P.6</u>		
NFER-Progress in English 10	To give a rich and detailed measure of individual and group performance	Differentiated work/referral to Code of Practice
NFER-Progress in Maths 10		
Group Reading Test 6-14 (form D)	Monitor progress in reading and help screen and identify pupils who require further diagnostic assessment	Differentiated work
Parallel Spelling Test	Enable teachers to chart children's progress in spelling	Differentiated spellings
Accelerated Reader	To find ZDP book band	Read book at level to develop comprehension skills
Numeracy Core Competences P.6	To assess understanding of mental maths concepts	Differentiated work

<p><u>P.7</u> NFER-Progress in English 11 NFER-Progress in Maths 11</p>	<p>To give a rich and detailed measure of individual and group performance</p>	<p>Differentiated work/referral to Code of Practice</p>
<p>Group Reading Test 6-14 (form X)</p>	<p>Monitor progress in reading and help screen and identify pupils who require further diagnostic assessment</p>	<p>Differentiated work</p>
<p>Parallel Spelling Test</p>	<p>Enable teachers to chart children's progress in spelling</p>	<p>Differentiated spellings</p>
<p>Accelerated Reader</p>	<p>To find ZDP book band</p>	<p>Read book at level to develop comprehension skills</p>
<p>Numeracy Core Competences P.7</p>	<p>To assess understanding of mental maths concepts</p>	<p>Differentiated work</p>

<p><u>Reading Recovery</u></p> <p>Marie Clay Reading Recovery Tests</p> <p>Running records</p>	<p>Letter identification</p> <p>Concepts about print</p> <p>Duncan word test</p> <p>Writing vocabulary</p> <p>Hearing & recording sounds in words</p> <p>To find 'instructional' reading level</p>	<p>Reading Recovery lessons linked to test findings</p> <p>Read new books at instructional level</p> <p>Read familiar books for fluency</p>