

Special Educational Needs Policy



To be reviewed: 2018/2019

OUR success is doing OUR best!

SPECIAL EDUCATIONAL NEEDS POLICY

1a. Introduction

Rational/Mission Statement

St. Mary's Primary School accepts and shares the responsibility for nurturing the values, attitudes, beliefs and practices of our Catholic faith in our children. We wish to promote a way of life inspired by the life and teachings of Christ. We work as a team to provide a stimulating environment, in which each child can feel safe, secure, cared for and happy. A "Child-centred" approach is adopted in all issues. Excellent relationships and effective communication with all partners involved in the education of our pupils is views as central to achieving our vision and aims.

The Board of Governors, Principal and all members of staff embrace these ideas, values and beliefs and are firmly committed to the aims of Catholic education.

We aim to:-

- ❖ Work closely with our parents and parish in the development of the Catholic faith of our pupils
- ❖ Get to know individual children, respond to their needs and help them to achieve their potential
- ❖ Develop - a positive self-image in the children, respect for themselves and respect for others
- ❖ Promote the spiritual, moral, emotional, social, physical, creative, cultural and intellectual development of the children
- ❖ Equip the children with the skills to cope with the challenges, difficulties, choices, pressures and influences in a modern world.
- ❖ Develop in the children an understanding of the need to care for the environment and the world in which we live
- ❖ Develop an appreciation of pupils' own culture and respect for the values of others

1b. Objectives

At St. Mary's PS we endeavour to:

- ❖ Encourage inclusive practices
- ❖ Promote a sense of belonging and community
- ❖ Ensure that all pupils with SEN/disability have a positive self-image
- ❖ Provide a classroom environment conducive to learning that is caring and supportive
- ❖ Develop pupils' full potential – socially, emotionally, physically and intellectually
- ❖ Enable pupils to be active partners in their learning
- ❖ Promote early intervention through a variety of means
- ❖ Take reasonable steps to ensure that each child's inclusion is compatible with the efficient education of the other pupils
- ❖ Ensure that no child with a disability/SEN is disadvantaged or treated less favourably in any way in comparison with those with no disability/SEN
- ❖ Develop knowledge, skills and understanding which ensure progress, promote success and develop self-confidence
- ❖ Develop and make use of all resources in support of pupils with disability/SEN
- ❖ Use effective monitoring and evaluation
- ❖ Involve parents/carers and encourage their co-operation
- ❖ Work with outside agencies to meet the needs of the child

1c. 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 his age and/or has a disability which either prevents or hinders him from making use of education 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 the Disability Discrimination Act 1995)

1d. Management of SEN within the Policy.

Roles and Responsibilities:

Board of Governors (CoP Para 2.3 – 2.6)

In keeping with the Education (NI) Order 1996 and the Code of Practice in the Identification and Assessment of Special Educational Needs 1998 the Board of Governors will:

- Determine and keep under review, its policy in relation to the provision of education for the children with Special Educational Needs/disability. In so doing, when it seems necessary or desirable to co-ordinate provision for children with SEN/disability, it should consult the Boards and other Boards of Governors, and the Council for Catholic Maintained Schools.
- Have regard to its SEN policy in carrying out its functions
- Report annually to parents on the steps taken to implement the school's SEN policy
- Report annually to parents on any special arrangements for the admission of pupils who have a disability/SEN but for whom no statement is maintained
- Take steps to prevent pupils with a disability/SEN from being treated less favourably than other pupils
- Provide the facilities necessary to assist access to the school by pupils with a disability/SEN
- Endeavour to secure the necessary SEN provision
- Ensure that needs are made known to all who are likely to teach the pupils
- Ensure that the teachers in the school know the importance of identifying disability/SEN and providing for them
- Ensure that pupils with a disability/SEN join in the activities of the school together with pupils who do not have SEN, in so far as is reasonably practical and compatible with their receiving the necessary SEN provision, the efficient education of other children in the school and the efficient use of resources

The BoG representative for disability/SEN is currently Mrs A. Cullinan-Keown

Principal

- The Board of Governors should, in co-operation with the Principal, determine the school's general policy and approach, establish appropriate staffing and funding arrangements and maintain general oversight of the school's work
- The Principal has responsibility for the day to day management for all of the school's work, including its disability/SEN provision, and should keep governors informed, working closely with the SENCo.

SENCo

The SENCo will:

- Have responsibility for the day-to-day operation of the school's SEN policy
- Co-ordinate disability/SEN provision
- Maintain the disability/SEN register, with records on pupils with a disability/SEN
- Liaise with parents of children with a disability/SEN
- Respond to requests for advice from other teachers
- Liaise with external agencies
- Establish the SEN in-service requirements of the staff and contribute, as appropriate, to their training.

Teachers

- Responsible for meeting the needs of children in their class
- Present materials appropriate to pupil's age, maturity, learning needs/disability
- Identify barriers to learning
- Implement the appropriate programme/Education Plan to address the needs of the children
- Monitor progress
- Liaise with the SENCo/other support services
- Involve parent and pupil

Classroom Assistants

- Work in partnership with the teacher
- Become fully involved in the children's provision, monitoring and reviews under the direction of the teacher

Pupils

- Take responsibility for learning
- Become more active learners
- Experience success

Parents

- Be fully involved in supporting learning
- Work in partnership with the school

1e. Admissions

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.

In order to determine the suitability of a proposed placement of pupil with a statement, and in line with SENDO legislation, the Board will take into account:

- The wishes of the parent
- The provision of efficient education for other children in the class/school
- The efficient use of resources

1f. Special Facilities/Resources

- Reading partnerships
- Maths Recovery
- Numeracy Catch Up
- Alpha to Omega

1g. Complaints Procedures Relating to SEN procedures;

- As internal complaints procedure – beginning informally with SENCo, formally with SENCo/Principal, Board of Governors
- Advice and Information Leaflet
- Dispute Avoidance and Resolution Service Leaflet

SECTION 2. IDENTIFICATION, PROVISION, MONITORING AND EVALUATION OF SEN PROCEDURES

2a Identification

All staff members are responsible for early identification of children with SEN through professional judgement, testing, information gleaned from parents, previous teachers, external agencies etc. and also:

- Through checklists, weekly tests, observations, others (parental concerns) etc. and norm-referenced screening tests (*in appendix*)
- Results of screening tests are collated into class and analysed
- Identify children who are underachieving or with inconsistent/low results (SENCo/Assessment Manager)
- Diagnostic tests
- Complete record of concern form if necessary
- Place on the register after thorough analysis, consultation with parents, classroom assistant etc.

The school adheres to the five stage approach as outlined in the Code of Practice.

2b. Provisions at Stage 1-3 of Code of Practice

Stages 1 and 2 of the CoP – School Provision

Stage 1:

Teachers identify a child's special educational needs/disability and consult with the school's SEN co-ordinator to place the child on the SEN register. Parents are informed. The class teacher takes initial action.

Stage 2:

The SEN co-ordination takes lead responsibility for co-ordinating the child's special educational/disability provision, working with the class teacher.

- Action plans/IEPs are drawn up and implemented – generally one per term
- Consult the Good Practice Guidelines for relevant purposeful measures that are appropriate, and to identify reasonable steps/adjustments that could be made
- Encourage an inclusive curriculum to ensure integration of SEN pupils

- Differentiation within class teacher's planning
- Appropriate withdrawal
- SEN resources available within school, programmes, ICT etc.
- Available staff skills that support SEN pupils
- Implementation of any provision/strategies as a result of external advice, support, training

General advice and support can be requested from Children and Young People's Services at any stage of the Code of Practice by any member of staff.

Stage 3 of the CoP – School Provision and external support

Stage 3

Teachers and the SEN co-ordinator are supported by specialists from outside the school.

At Stage 3 a school may refer a child to Psychology Service for further assistance in addressing the needs of the child. Psychology will give recommendations to the school and may refer to another external support service for additional support. School based provision continues as appropriate.

- Additional expertise sought to improve progress
- External specialist intervention with the pupil as appropriate
- The external support service help to draw up the IEP in partnership with the school

2c. Provision at Stages 4 and 5 of CoP

Stage 4

Following an application (SAR 1) to the Board from the school or parent, the Board considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

School provision

The class teacher, in consultation with the SEN co-ordinator, draws up and Education Plan while waiting for the outcome of the SAR 1 application.

Stage 5

The Board considers the need for a statement of special educational needs/disability; if appropriate, it makes a statement and changes, monitors and reviews provision.

School provision and external support

The school implements the recommendations of the Statement of SEN, regularly monitoring and reviewing provision.

2d. Record Keeping

- Teacher draws up IEPs, implements and reviews. Copies are given to the SENCo. SENCo holds working IEPs. Reviewed IEPs, statements, tests, reports from outside agencies etc. are kept in the child's folder in the staff room
- SENCo maintains the register, updating each term
- SENCo keeps record of training attended and disseminated

2e. Monitoring Progress of Pupils with SEN

- Targets of IEPs are monitored for progression
- Evidence that the pupil's class work and/or social skills are progressing etc.
- Reviews of IEPs and other relevant and purposeful measures that focus on educational outcomes and inform future planning and inform movement either up or down through the Code of Practice stages

2f. Evaluation of the School Procedures for SEN

- SENCo meets termly with class teachers to evaluate progress etc. of pupils and the efficacy of the provision
- In-class observation to ensure appropriate teaching and learning strategies are used
- Targets of IEPs are monitored for progression and evidence of the children's work is examined
- Impact of training, advice and support from other agencies on strategies and provision
- Attendance of SEN pupils
- Involvement of pupils/parents is monitored
- Evaluate the efficacy of the intervention programmes i.e. Reading Partnership is evaluated using Salford Word Reading Test, Numeracy Catch Up is evaluated using assessments, withdrawal is assessed using high frequency word checks, running records etc.
- Inclusion in all areas of school life
- Class screens and pupil profiles monitored annually
- Provision for statemented children is reviewed annually and provision amended as required
- SEN overall review annually through information retrieved through the monitoring and evaluation systems in school

- Report on progress and the efficacy of the SEN programmes, is drawn up by the SENCo and submitted to the Principal for the BoG
- Effectiveness of the SEN planner

SECTION 3. PROFESSIONAL DEVELOPMENT AND PARTNERSHIPS

3a Professional Development

- Principal oversees professional development of all staff in consultation with the SENCo
- Those who attend training disseminate and share knowledge with other staff
- SENCo to keep record of staff training

Qualifications/experience of staff

- SENCo and classroom assistants are Reading Partnership trained
- SENCo and P. 1/2 classroom assistant are Numeracy Catch Up trained
- SENCo is Maths Recovery trained
- Principal is Alpha to Omega trained
- Principal – ATS Approved Teacher Status
- Principal – AMBDA –Associate Member of the British Dyslexia Association