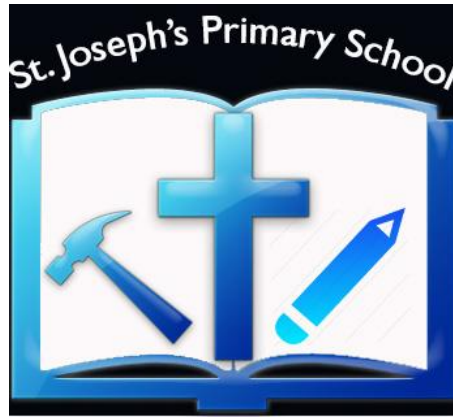


St. Joseph's Primary School, Meigh



Special Needs Policy

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| Agreed by Governing Body | October 2019 |
| Review Date | October 2021 |
| Review Schedule | Biennial |
| Person(s) Responsible | Principal/Safeguarding Team |
| Signed (Chair of Governing Body) | |

This document is a whole school policy and endeavours to convey the idea of a united school whereby we aim to secure the best for all pupils as individuals. This approach means that every effort is made to promote a positive school climate that recognises that all children are unique and equal in worth and to ensure that all children with special educational needs have the right to a broad and balanced curriculum. All staff work together within the ethos of our Catholic school in partnership with parents to ensure that every pupil develops to their full potential, not just academically but also spiritually, emotionally and socially reflected through our school motto: 'Let your light shine.'

Learning Difficulty

A child has 'special educational needs' if he/she has 'a learning difficulty which calls for special educational provision to be made'. 'Learning difficulty' means that the child has significantly greater difficulty in learning than the majority of children of his/her age, and/or has a disability which hinders his/her use of everyday educational facilities. Special educational provision means that which is different from or additional to that which is made for his/her peers. (Education Order 1996)

Disability

'Someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities.'
Disability Discrimination Act (1995)

SEN Provisions of SENDO

'The new law will strengthen the right to an ordinary school place for children with a Statement, unless it is against the wishes of parents or it is incompatible with the efficient education of others. Children who have Special Educational needs but do not have a statement, must, except in specific circumstances, be educated in an ordinary school.' Article 3(1) SENDO 2005

Key Principles of Inclusion

'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school'.
Removing Barriers to Achievement (2004)

In order to make sure that we meet our pupils' needs and include them in all aspects of school life, this SEN policy links closely with all our other policies in supporting pupils such as; Behaviour, Child Protection, Health and Safety and First Aid and the Administration of Medicines. It also links with our policies for pupils with Additional Needs such as Gifted and Talented or English as a Second Language.

For example

*A pupil may be Gifted or Talented in one area yet have communication difficulties/ASD

*A pupil may have English as an Additional Language but also have a Specific Literacy Difficulty.

*A pupil may have a medical need which has an impact on their learning.

We recognise that the definition of SEN embraces a breadth of learning difficulties varying in type, duration and severity. Children with special needs may fall into one or more of the following main categories:

The following areas encompass all aspects of SEN/disability:

1. Cognitive and Learning

- a) Dyslexia/Specific Learning Difficulty (DYL)
- b) Dyscalculia (DYC)
- c) Dyspraxia/Developmental Coordination Difficulties (DCD)
- d) Mild Learning Difficulties (MILD)
- e) Moderate Learning Difficulties (MLD)
- f) Severe Learning Difficulties (SLD)
- g) Profound and Multiple Learning Difficulties (PMLD)
- h) Unspecified learning difficulties (U)

2. Social, Emotional and Behavioural

- a) Social, Emotional and Behavioural Difficulties (SEBD)
- b) Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder (ADD)

3. Communication and Interaction

- a) Speech and Language Difficulties (SL)
- b) Autism (AUT)
- c) Asperger's Syndrome (ASP)

4. Sensory Difficulties

- a) Severe/profound hearing loss (SPHL)
- b) Mild/moderate hearing loss (MMHL)
- c) Blind (BL)
- d) Partially sighted (PS)
- e) Multi-sensory impairment (MSI)

5. Physical

- a) Cerebral Palsy (CP)
- b) Spina Bifida and/or Hydrocephalus (SBH)
- c) Muscular Dystrophy (MD)
- d) Significant Accidental Injury (SAI)

- e) Other (OPN)

6. Medical Conditions/Syndromes

- a) Epilepsy (EPIL)
- b) Asthma (ASTH)
- c) Diabetes (DIAB)
- d) Anaphylaxis (ANXS)
- e) Down's Syndrome (DOWN)
- f) Other medical conditions/syndromes (OMCS)
- g) Interaction of Complex Medical Needs (ICMN)
- h) Mental Health Issues (MHI)

7. Other

- a) Other (OTH)

Guidance for Schools: Recording Children with Special Educational Needs – SEN Categories (Department of Education)

Meeting special educational needs can be accomplished through the provision of a special means of access to the curriculum and by attention to the emotional climate in which the education takes place.

Consequently, our aims are:

- To identify a child with special educational needs as early as possible
- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive
- To develop sensitivity to individual needs and a climate of support in which self-confidence and self-esteem can grow
- To adapt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems
- To ensure that children with special educational needs have access to a broad and balanced curriculum
- To provide, where applicable, differentiated provision to meet the child's requirements using multi-sensory teaching strategies, as outlined in Resource File for SEN in developing a Dyslexia Friendly Classroom
- To affect a programme of support and referral that will enable children to receive the help they need quickly and effectively
- To inform parents / carers of the needs and progress of their child and to work with them
- To co-operate with other appropriate agencies

Arrangements for Co-ordinating Provision

Board of Governors have a responsibility:

- Take account of the provisions in the DE Code of Practice on identifying and assessing special educational needs
- Use their best endeavours to provide for pupils identified with SEN and that parents are notified of their child's special needs
- Maintain and operate a policy on SEN
- Ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching
- Allocate funding for special educational needs and disability

The Principal has a responsibility to:

- Oversee the whole school approach to special educational needs
- Appoint a teacher who is responsible for special educational needs throughout the school
- Release SENCo and monies to attend relevant courses
- Designate funds for relevant in-service training for all staff
- Allow time in staff meetings for SEN feedback
- Release SENCo and/or appropriate members of staff to attend relevant meetings with outside agencies
- Maintain contact between the school and parents/carers explaining all SEN policies and procedures
- Support staff when dealing with SEN children
- Implement correct procedures for referral and statements of pupils
- Update governors on SEN provision

The Special Educational Needs Co-ordinator (SENCo) has a responsibility to:

- Co-ordinate the day to day operation of the school's special educational needs policy
- Revise the policy when necessary (in consultation with the school staff)
- Liaise with and advise colleagues
- Co-ordinate provision for children with special educational needs
- Maintain the school's special educational needs register and oversee the records on all pupils with special educational needs
- Contribute to the in-service training of staff
- Liaise with parents/carers of special educational needs
- Liaise with external agencies

- Share SEN Action Plan with governors

Each Curriculum Co-ordinator has a responsibility to:

- Support and advise colleagues.
- Ensure provision of relevant curriculum and resources for all pupils with special educational needs.

Each class teacher has a responsibility to:

- Identify those children within his/her class who has a special educational need
- Make an assessment of the most appropriate way of meeting this need
- Draw up a suitable differentiated programme of learning using multi-sensory teaching strategies eg. promoting a Dyslexia Friendly Classroom
- Monitor the success of this programme and modify as appropriate
- Periodically review the child's progress
- Provide a learning environment which encourages the child's self esteem and willingness to be taught
- Seek the support of colleagues to ensure the best interests of the child are served
- Liaise with support teacher, classroom assistant, SENCo, Literacy and Numeracy Co-ordinator
- Keep the parent/carer involved in the educational provision of their child

Special Needs Teacher/Learning Support Teacher

- Be aware of current legislation
- Be familiar with the administrative process within the school
- Be involved in testing and recording data for the SEN Register
- Work closely with all members of staff to identify pupils' needs
- Implement the delivery of suitable programmes for all identified pupils with SEN/Disability which promote progression within an inclusive setting
- Contribute to EPs which inform learning and teaching
- Monitor and review progress
- Be involved in the Annual Review process and
- Attend professional development training

Classroom/Domestic Assistants have a responsibility to:

- Support child/children who have a statement of SEN or who are in need of additional support due to learning or other difficulties
- Work under the guidance of Principal, SENCo and class teacher
- Be familiar with relevant contents of the statement and the pupil's IEP
- Assist the class teacher to enable the child to access the curriculum
- Prepare / modify resources under the guidance of the teacher

- Support the child as a member of a collaborative group
- Relate pupil difficulties, in confidence, to the class teacher

Reference should be made to the document titled 'Guidance on the Management, Deployment and Development of Assistants in School' (DE) and other relevant information that you may find on the EA website.

Pupil

'The child should, where possible, according to age maturity and capability, participate in all the decision making processes which occur in education.'

(Supplement to the Code of Practice – pars 1.19)

Key decisions for a particular pupil might include:

Contributing to the assessment

Contributing to education plans through setting targets

Working towards achieving agreed targets and

Contributing to the review of EPs, Annual Reviews and the Transition process in Year 7

Parent/Carer

'The relationship between the parents of a child with SEN and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school based action..... Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important.'(Code of Practice 2.21)

It is essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, important information may need to be made available by a parent upon a child's entry to the school.

It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN register or moving the child to a higher or lesser stage of need. Parents should be invited as necessary to:

Meet with staff to discuss their child's needs

Attend review meetings

Inform staff of changes in circumstances

Support targets on EPs

Admissions

The admission arrangements with respect to the majority of pupils with SEN must be consistent with the school's general arrangements for all other pupils.

Children with Statements of SEN are placed in schools at the request of the Education Authority.

When seeking to place a pupil with a Statement, the EA 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.

This arrangement is in line with SENDO legislation.

Accessibility

At present pupils with SEN/Disabilities have equal access to all areas of the school building.

The school is accessible to wheelchair users.

There is a well-equipped SEN teaching/resource room.

Access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude and attainments.

Identification of SEN, Assessment, Support and Review Arrangements

Each class teacher is responsible for the learning and development of all the children within his/her class, including those with special needs.

It is the class teacher's responsibility to assess and identify children and notify the SENCo that there is a cause for concern or that an individual education/behaviour plan is necessary.

Assessment for special needs begins in P1 where a SEN Record of Concern will record the teacher's concerns regarding a particular child. After four / six weeks, if progress is not met, the child is placed on the SEN Register and a Stage 2 IEP is then completed and acted upon.

Teacher assessment and classroom observation is used in all classes to inform the teacher of any special needs and the above procedure of completing a Record of Concern will take place.

It is viewed by the school that the use of standardised tests are important in terms of guiding and informing school developments. If a pupil scores below 85% in CAT4, a decision will be made if selection for support programmes / inclusion on SEN Register is required.

However, it is realised that standardised scores are only a guide to assessment of an individual's or group's need and that other factors have also to be considered, not least the judgement of the class teacher.

In relation to pupils who display learning difficulties, which can be partially or fully attributed to poor attendance, then the Education Welfare Officer will be contacted.

Children are assessed using the following:

P1

Baseline (GL)

P2

High Frequency Words (HFW)

Middle Infant Screening Test (MIST)

P3

Quest / Quest Diagnostic Test, if necessary

NFER Progress Test Maths

NFER Progress Test English

P4

Quest (if necessary)

CAT4

NFER Progress Test Maths

NFER Progress Test English

Using ICT

End of Key Stage One Assessment in Cross-Curricular Skills (Depending upon Union advice)

P5

NFER Progress Test Maths

NFER Progress Test English

P6

CAT4

NFER Progress Test Maths

NFER Progress Test English

Using ICT

P7

NFER Progress Test Maths

NFER Progress Test English

End of Key Stage Two Assessment in Cross-Curricular Skills (Depending upon Union advice)

Salford Sentence Reading Test (if and when necessary)

Running Records and PM Benchmark Kit 1 used throughout school

Baseline Assessment in Maths Catch-up Programme (if and when necessary)

BPVS 3 (if and when necessary)

Neale Analysis of Reading Ability (if and when necessary)

Assessing Number Skills / Numeracy Progress Tests / Hodder Education (if and when necessary)

Support will be available via:
Dyslexia Friendly Classroom strategies
Forward Together Programme
Reading Partnership
Quest
Speech and Language Programme/Talking Partners
Catch-up Maths Programme
Maths Booster Programme
Sensory Motor Group
Support / class teacher
Classroom assistants
Outside Agencies

A Resource File for schools to support children with SEN is available to staff.
This file aims to identify and share the very good practice used and developed by our teaching profession to meet the needs of children with SEN in inclusive classrooms in our schools. Within the Resource File, guidance and advice is available on the following areas:

Understanding Memory Difficulties

Reading, Writing & Spelling for Children with SEN

Dyspraxia and related difficulties in the classroom

Dyslexia: Strategies, modifications and adjustments to support the development of a Dyslexia Friendly Classroom

The Autistic Spectrum

Understanding & Managing Social, Emotional & Behavioural Difficulties (SEBD)

Mathematics for Children with SEN

Moderate Learning Difficulties (MLD)

ICT for Inclusion

Individual Education Plans (IEP)

Physical Disability

Sensory Difficulties, Visual & Auditory

Speech, Language & Communication Difficulties

SEN Register

The SENCo will record details on the special needs register. Reviews of education/behaviour plans will be undertaken each February and June and will include samples of work/running records/ photo etc. related to targets. Each child's individual file will be kept in the Main Office. Each teacher will have copies of children's most recent IEP/IBP in their Teacher's File.

The process of identification and graduated approach of action, assessment and provision in accordance with the Special Educational Needs Code of Practice are as follows:

The Five Stages

Stage 1: teachers identify and register a child's SEN and, consulting the SENCo, take initial action.

Stage 2: the SENCo takes lead responsibility for gathering information and for co-ordinating the child's SEN provision, working with the class teacher.

Stage 3: teachers and SENCo are supported by specialists from outside the school.

At Stages 2 and 3 of the Code of Practice the SENCo and class teacher should consider potential benefits of:

The Good Practice Guidelines.

SEN Resource File

Encouraging inclusive activities to ensure integration of the pupil.

Differentiated teaching.

Withdrawal for more intensive support.

SEN resources available within school; support programmes, ICT, etc.

Available staff skills which support pupils with SEN.

Implementation of any provision/strategies as a result of external advice, support and training provided by EA/other services.

Review of the Stage 3 Education Plan

The review of the Stage 3 Education Plan should normally be conducted by the SENCo, in consultation with the class teacher and where possible, parents and child. Relevant external support services may also be present, particularly if the child's progress has not been satisfactory. The review should focus on the child's progress and whether this has been adequate.

If intervention remains appropriate the child will remain at Stage 3 for a further period of time.

If the progress has been satisfactory and intervention is no longer required, the SENCo, following consultation, may agree that the child no longer needs external support at Stage 3 and may decide to move the child back to Stage 2 and action appropriate to that stage will be taken.

If the relevant and purposeful measures at Stage 3 have not resulted in adequate progress, following consultation with the SENCo, teacher, external support services and parents, the Principal may request a Statutory Assessment.

Stage 4: the Board considers the need for statutory assessment and, if appropriate makes a multi-disciplinary assessment.

Stage 5: the Board considers the need for a statement of special educational needs; if appropriate, it makes a statement and arranges, monitors and reviews provision.

Education Plans

An educational plan is a plan which outlines specific targets for a pupil or group of pupils to achieve. The targets should, where possible, be agreed with parents and child. The plans will be reviewed, and based upon the reviews, a new educational plan will be drawn up.

Resources

Teacher and pupil resources are available to support pupils with special educational needs and are kept in the Learning Support Room. Legislation and literature about specific areas of special educational needs are also kept in the Learning Support Room.

The Annual Review

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a Statement of Special Educational Needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual Reviews should be seen as part of the process of continuous monitoring of the child's progress.

The Annual Review will

Gauge the child's progress towards meeting the objectives specified in the statement.

Review the special provision made for the child, including placement.

Consider the appropriateness of maintaining the Statement of SENs.

Relevant school staff will undertake the Review on behalf of the EA.

The Review will take place in school, chaired by the Principal (or other person as delegated).

Relevant forms and EA guidance for this process is available from Special Education Exceptional Cases

In most cases transition through the five staged assessment process occurs in sequence. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a higher stage of need is necessary immediately.

Record Keeping

SEN Register

Records of Concern

Education plans/Reviews

Statements/Annual Reviews

Assessment results/data

Individual Pupil Files

Record of liaison/meetings with EA/Health Services

Staffs' Support, Advice and Training Records

Monitoring the Progress of Pupils with SENs

EPs monitored for quality, progression and appropriateness through meeting with teachers.

Evidence that the pupil is making progress.

Quality reviews of EPs and other relevant and purposeful measures that focus on educational outcomes to inform future planning and inform movement either up or down through the Code of Practice Stages.

Professional Development

The Principal oversees the professional development of all staff in his/her school in consultation with the SENCo.

The SENCo keeps a record of all training relating to SEN.

Staff keep up-to-date with developments in the whole area of SEN in order to provide effectively for pupils.

Any staff attending INSET disseminate the training with colleagues.

Partnerships

In St. Joseph's Primary School we have developed partnerships with each of the following:

EA Support Services

Autistic Spectrum Disorder (ASD)
Behaviour Support
Language & Communication
Specific Literacy Difficulties (SPLD)
Visual Impairment

Other Support Services

Child & Adolescent Mental Health Services (CAMHS)
Child Development Clinic (CDC)
Occupational Therapists
Speech Therapist (Ms Angela Quinn)
Pupil Personal Development Service
In June the SENCo meets the SENCo of the receiving school, St. Paul's

Contacts

Contacts

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|--|-------------------|--------------|
| Special Educational Needs Support Service | Mrs Mary Loughran | 028 37520719 |
| Support Service For Pupils With Special Learning Difficulties In Literacy (SpLD) | Ms Aine McCreesh | 07825140910 |
| Educational Psychology | Mrs Kerri Hall | 028 30266443 |
| SEN Advice and Information Service | Ms Liz Savage | 028 37415355 |

Other Learning Support Services - Contacts Details in booklet in Main Office

Websites

Regional Website: www.education-support.org.uk
Special Education Website: eani.org.uk

Complaints

All complaints regarding SENs in our school will be dealt with in line with school's existing complaints procedures.

SEN Advice and Information Service

EA have an SEN Advice and Information Service to provide support in relation to children with Special Educational Needs.

Details of this service can be found on EA website.

Dispute Avoidance and Resolution Service (DARS)

DARS was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or ELBs for pupils who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS.

Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from Special Education Section.

Involvement with DARS will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). Parents/Guardians may contact this service directly.

Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the ELB with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). This body considers parents' appeals against decisions of ELBs and also deals with claims of disability discrimination in school.

Monitoring and Evaluating the Policy

This policy will be reviewed in the first term of each year.

Criteria for success will be judged by:

The achievement of the aims set out at the beginning of the policy.

The implementation of all identification, assessment support and review procedures.

Policy Date
Signature of Principal
Signature of Chairperson of Board of Governors
Review Date