Saint Patrick’s Primary School Holywood



Special Educational Needs & Disability and Inclusion Policy

June 2017

**School Vision**

In a modern world, through our Catholic faith, we endeavour to develop pupils for living and learning, today and tomorrow.

**School Mission Statement**

We believe that each child will succeed through experiencing quality in:

*. A broad, balanced and challenging curriculum*

*. An enriching program of extra-curricular activities and educational visits*

*. A caring ethos, based on the values of Catholic education, within which all*

*pupils feel accepted, respected and loved as individuals.*

*. A happy and challenging atmosphere encouraging success in a stimulating learning environment*

*. Innovative teaching and the development of thinking skills and mental strategies*

*. Addressing the educational needs of pupils of all abilities*

*. A natural and positive partnership between school, home, church and the wider community.*

*. Respect for other traditions, values and beliefs within the context of education for mutual understanding*

Special Educational Needs and Inclusion Policy is set within the whole school’s vision.

**Context and Rationale**Central to the ethos of St. Patrick’s Primary School is the determination to provide an environment and an experience in which learning and the growth of expertise can take place, within a supportive, stimulating, happy and co-operative community. Respecting each child’s unique personality, experiences, interests, strengths and weaknesses, we aim to maximise the development of our children and to work towards realising their individual potential. St. Patrick’s Primary School aims to provide an environment in which diversity and inclusion are valued. To this end teachers will monitor children’s progress and provide appropriate experiences and tasks to stimulate, challenge and reinforce learning. In doing so, teachers will identify both children of exceptional ability and children who display significantly greater barriers to learning than their peers.

This policy has been developed within the current context of legislation, guidelines and proposals for Special Educational Needs and Disability (SENDD).

* The Education ( Northern Ireland) Order 1996
* The Code of Practice on the Identification and Assessment of Special Educational Needs. (Operative date: 1st September 1998)
* Special Educational Needs and Disability (Northern Ireland) Act 2016 (referred to as SENDDA) (Due to become operative 2018/2019)
* Special Educational Needs and Disability (Northern Ireland) Order 2005 (referred to as SENDO)
* The supplement to the Code of Practice on the Identification of Special Educational Needs 2005
* Guidance for schools: Recording children with Special Educational Needs 2005
* Disability Discrimination Code Of Practice for Schools 2006
* “Supporting Pupils with Medication Needs”, guidance document from The Department of Education and The Department of Health, Social Services and Public Safety 2008
* Provisional Criteria for Initiating Statutory Assessments of Special Educational Need and for making Statements of Special Educational Need. (Operative date: 1st September 2009)
* Good Practice Guidelines (Operative date: 1st September 2009)
* The Resource File for Schools in Meeting the Needs of Children with Special Educational Needs (2011)

**Inclusion**

St. Patrick’s Primary School adopts an inclusive ethos for all members of the school community.

Inclusion of children with SEND is promoted in line with The Supplement to the Code of Practice Document, 2005, section 5.

The school will consider criteria and guidance detailed within the “Provisional Criteria” and “Good Practice Guidelines” documents, in order to provide reasonable adjustments and relevant and purposeful measures that it may be able to provide for a pupil with SENDD.

**Definition of Special Educational Needs**  
The Code of Practice 1998 was issued by the Department of Education under Article 4 of the Education (NI) Order 1996 and became operative in September 1998.

The term “Special Educational Needs” is defined in the legislation as a “Learning difficulty which calls for special educational provision to be made.” A child has special educational needs if he has a learning difficulty which calls for special educational provision to be made for him.

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

“Special Educational Provision” means educational provision which is different from, or additional to, the provision made generally for children of comparable age. (Code of Practice 1998, Page 1)

**Definition of Disability**

SENDO 2005:

A person is regarded as being disabled for the purposes of SENDO if he/she 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”.

This is the same definition as that used in the Disability Discrimination Act 1995.

This definition may include pupils with cerebral palsy, diabetes, epilepsy, muscular dystrophy, autism, depression and M.E. This list is not definitive.

The school will work with parents, the Education Authority and outside agencies in order to provide reasonable adjustments and relevant and purposeful measures that it may be able to provide for a pupil with a disability.

**Definition of Additional Educational Needs**

The diagram below details the themes involved with Additional Educational Needs taken from the NI SEND Review Proposals (2009).

Additional Educational Needs

Special Educational Needs (SEND)

Learning Environment (e.g. English as an Additional Language

Family Circumstances e.g. looked after children (LAC), Travellers

Social and Emotional e.g. children suffering from short term problems like bereavement

**Categories of Special Educational Needs**

The department of Education has identified seven areas of Special Educational Need. Within each area there are a number of SEND categories which are as follows:

1. Cognitive and Learning

* Dyslexia/ SpLD (DYL)
* Dyscalculia (DYC)
* Dyspraxia/ DCD
* Mild Learning Difficulties (MLD)
* Moderate Learning Difficulties (MLD)
* Severe Learning Difficulties (SLD)
* Profound and Multiple Learning difficulties (PMLD)
* Unspecified (U)

1. Social, Emotional and Behavioural

* SEBD
* ADD/ADHD

1. Communication and Interaction

* Speech and Language Difficulties (SL)
* Autism (AUT)
* Aspergers (ASP)

1. SENDsory

* Severe/ profound hearing loss (SPHL)
* Mild/moderate hearing loss (MMHL)
* Blind (BD)
* Partially Sighted (PS)
* Multi-SENDsory Impairment (MSI)

1. Physical

* Cerebral Palsy (CP)
* Spina Bifida and or Hydrocephalus (SBH)
* Muscular dystrophy(MD)
* Significant accident injury (SAI)
* Other (OPN)

1. Medical Conditions Syndromes

* Epilepsy
* Asthma
* Diabetes
* Anaphylaxis
* Down’s Syndrome
* Other Medical Conditions
* Interaction of Complex Medical Needs
* Mental Health Issues

1. Other

Guidance for schools: Recording Children with Special Educational Needs, Dept. ED. 2005

**Aims of SEND provision in St. Patrick’s Primary School** Aims for SEND reflect the aims for the whole school. In providing for children with SENDD, a number of whole school aims will be addressed. These will be to:

* Identify pupils with SEND as early and as accurately as possible, using a variety of approaches and in consultation with parents and any other outside agencies
* Ensure full access to the Northern Ireland Curriculum for pupils with SEND and the provision for high quality education within a broad, balanced, relevant and differentiated curriculum.
* Meet the needs of all pupils who have SEND by efficient use of available resources.
* Ensure that all pupils with SEND feel valued. To offer curricular, pastoral and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress and enhancing success and self-confidence.
* Offer a broad curriculum which will promote intellectual, emotional, social and physical progress to equip all pupils for their current stage and for the future.
* Encourage parental involvement in all aspects of SEND provision, particularly with regard to the content of IEPs and the role which parents are expected to play in ensuring the success of the educational provision.
* Include pupil contributions, where appropriate in terms of age and understanding, in creating targets for IEPs and strategies for achieving success.
* Maintain close co-operation between all services and agencies involved with a child, in order to achieve an effective multi-disciplinary approach to meeting their needs.
* Teach pupils with SENDD, wherever possible, alongside their peers.
* Maintain an up to date SEND Register.
* Encourage a range of teaching strategies that accommodates different learning styles and promotes effective learning.
* Create a caring and supportive environment, where the school ethos fosters a positive attitude towards the efforts of all children, with particular sensitivity towards those who experience difficulty.
* Promote collaboration amongst teachers, learning support staff and supervisory staff in the implementation of the SEND policy.
* Work closely with all Education Authority (EA) departments and other outside agencies, in order to improve the quality of support available for each pupil with SENDD.

**Admission Arrangements**

Children with SEND are admitted to St. Patrick’s Primary School in accordance with the school’s Admission Policy.

When seeking to place a pupil with a statement, the EA and the Board of Governors 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 as well as the efficient use of resources, to determine the suitability of the placement.

This arrangement is in line with the SENDO legislation.

**Structure of Special Educational Needs and Disability Provision**

**Code of Practice on the Identification and Assessment of Special Educational Needs - The Five Stage Approach**

In the Code of Practice relating to special educational needs, the procedure for assessment, planning and provision is set out in five stages. While individual children’s needs vary greatly and the provision may range from temporary and minor to permanent and major, it is hoped that many children will have their needs addressed in the short term.

# **Stage 1**

# **If a teacher has some concerns about a child’s learning, they may place the child at Stage 1 of the SEND Code of Practice. These concerns may be related to any of the identified categories of Special Educational Needs. The following steps will be taken:**

* The class teacher informs the Special Educational Needs Co-ordinator (SENCO) about concerns.
* The SENCO adds the child’s name to the Special Needs Register.
* The class teacher gathers information and monitors the child and if necessary, provides special help within the classroom.
* The class teacher will draw up a Record of Concern, including details of the concerns and details of actions to be taken to improve the child’s learning.
* Parents are consulted and informed by the class teacher
* A review may see child’s name removed from register, remain at Stage 1 or move on to Stage 2.

# **Stage 2**

Initial concerns may indicate need for Stage 2 support or it may be as a follow on from a Stage 1 review. The following steps will be taken:

* The class teacher liaises with SENCO to prioritise provision.
* The SENCO provides advice and support as available.
* The class teacher and SENCO draw up an Education Plan in consultation with parents who are requested to sign the child’s IEP and who will receive a copy of the agreed IEP
* A review may see child revert to Stage 1, remain at Stage 2 or move on to Stage 3.

# **Stage 3**



Where a child is placed at Stage 3 of the SEND Code of Practice, the school will seek the advice and support of outside agencies, which may include the Educational Psychologist.

* The SENCO, class teacher and support services draw up an Education Plan in consultation with parents who are requested to sign the child’s IEP and will receive a copy of the agreed IEP
* Parents are kept informed and consulted by the SENCO with regards to any development
* A review may see child revert to Stage 2 or 1, remain at Stage 3 or the Principal may request statutory assessment if child fails to make progress.

# **Stage 4**

Where a child has been placed at Stage 4 of the SEND Code of Practice, the school requests that a statutory assessment be carried out by the EA’s Special Education Branch.

* Evidence will be submitted relating to the assessment and provision in stages 1, 2 and 3 and at review meetings.
* The Special Education Branch carries out an assessment in liaison with parents and then with the school (the Principal/SENCO and class teacher) and other agencies.
* The school continues to be responsible during this process.
* The outcome of this assessment may see child revert to Stage 3 or 2, or progress to Stage 5.

**Stage 5**

**Where a child is placed at Stage 5 of the SEND Code of Practice, a** statement is written by EA containing:

* Details of the child
* An outline of special educational needs (including abilities and difficulties)
* Educational and development objectives (timescale, provision required, arrangements for setting of short term targets etc.)
* Details of non-educational needs
* Details of provision to address non-educational needs.

**Risk Assessments**

At any stage of the SEND Code of Practice, it may be necessary for the school to carry out a risk assessment in conjunction with relevant outside agencies, in order to identify the specific needs of an individual child.

**SEND Advice and Information Service**

The EA is also required to provide SEND information to parents of children with SEND. Parents can contact the Advice and Information Service (AIS). Most of the Advice and Information is available on a regional Website: [www.education-support.org.uk](http://www.education-support.org.uk)

**Dispute Avoidances 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/Board of Governors or EA for pupils with SENDD. 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 the EA’s Special Education section.

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

**Special Educational Needs and Disability Tribunal (SENDDIST)**

Where agreement cannot be reached between a parent and EA with regards to a child’s special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal or SENDDIST. This body considers parents’ appeals against decisions of EA and also deals with claims of disability discrimination in schools.

**Arrangements for co-ordinating provision**

**The Role of the Governors:**

**The board of governors of the school 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 Role of the Principal:**

The Principal will:

* Be responsible for the day to day management of the school’s SEND provision.
* Liaise with the SENCO and be updated regarding children with SENDD.
* Keep the Board of Governors informed of policy and SEND practice in the school.
* Liaise with parents if and when necessary and contribute to Annual Reviews.
* Provide opportunity for teacher training.
* Ensure the budget for SEND is allocated for provision and resources.
* Provide support to the SENCO, teaching and support staff in relation to children with SENDD.

**The Role of the Coordinator (SENCO)**

**The SENCO will:**

* Be responsible for the day to day operation and implementation of the SEND and Inclusion policy.
* Be responsible for collecting and recording information about children with SENDD.
* Provide support and advice to teaching and support staff in terms of provision for children with SENDD.
* Coordinate the provision for children with SEND throughout the school.
* Be responsible for monitoring IEPs throughout the school.
* Be responsible for maintaining the SEND register and the SEND record.
* Liaise with parents in regards to any issues pertaining SEND. As the SENCO is also a full-time class teacher, appointments should be made for parents to meet with the SENCO to discuss any issues at an agreed time.
* Attend relevant training sessions and identify and contribute to INSET for staff.
* Liaise with external agencies and keep a record of all consultations.

**The Role of Other Co-ordinators:**

* The Literacy and Maths Co-ordinators will monitor the overall progress of these subjects throughout the school as set out in the assessment policy.
* They will liaise with the Assessment Co-ordinator, SENCO and teaching staff as appropriate to support children with SENDD.

**The Role of the Class Teacher:**  
In striving to meet the needs of individual children, a range of teaching strategies and classroom management styles may be required. These will be noted in the teacher’s planning and their effectiveness considered at times of monitoring and evaluation. In general, teachers will ensure that:

* Activities are provided to encourage children to work at their own levels in groups or as individuals. This may include skills being introduced in appropriate amounts and in a logical order and concepts being established through the varied revisiting and practice of knowledge and skills.
* Sensitivity will be shown towards children whose limitation in talking and listening, reading, writing and/or number work influence their learning in other areas of the curriculum; appropriate support will be given to help overcome such barriers.
* Tasks will be as stimulating as possible and a variety of available resources will be used to provide for different learning styles and to motivate children.
* Children with specific hearing or sight difficulties will be carefully positioned in the room.
* Whenever possible, children will be made aware of expectations in terms of time, behaviour, work etc. and be encouraged to share the responsibility for their progress.
* Whenever possible progress will be celebrated/rewarded
* Withdrawal support may be put in place, if a child meets the agreed criteria (see Withdrawal Support section).
* Children with behavioural difficulties will be carefully positioned in the room to enable all members of the class to progress; if this requires isolation, it will be short term and where applicable, will be in line with the child’s Behavioural Risk Assessment.
* Where applicable, children with behavioural difficulties will have a specific rewards and sanctions plan put in place, to encourage children to make good choices in relation to their behaviour. This may also include a home/school diary.

**The Role of the Learning Support Teacher**

* Liaise closely with the SENCO.
* Be involved in the assessment and recording of data for children with SENDD, where applicable.
* Work closely with all members of staff to identify pupil needs.
* Implement the delivery of suitable programmes for all identified pupils who meet the criteria for withdrawal support, which promote progression within an inclusive setting.
* Contribute to IEPs, which inform teaching and learning
* Monitor and review progress
* Attend relevant professional development training and feedback to staff where appropriate.

**The Role of the Classroom Assistant:**

* Supporting pupils
* Supporting teachers
* Supporting the school
* Work under the direction of the class teacher to assist in the teaching and learning of all pupils within the classroom.
* Be flexible in working with everyone to allow the class teacher time to be involved with individual children with SENDD.
* In circumstances where Classroom Assistants are involved in withdrawal activities with a child or group of children, the Classroom Assistant will refer to the programme set by the class teacher or learning support teacher, in correspondence with the child’s IEP and will provide the class teacher with evaluative feedback.
* In cases where the Classroom Assistant is allocated to a specific child (Stage 5), the CA should work under the direction of the child’s class teacher and the SENCO, to enable the objectives set out in the child’s statement to be met as adequately as possible.

# ****The Role of Parents****

* At all stages of the Code of Practice parents will be kept informed and encouraged to be actively involved in their child’s learning.
* The class teacher and SENCO will inform the parents about the concerns, targets and action taken, and discuss ways in which they might co-operate in partnership for the child’s benefit.
* Parents will be encouraged to contact the school at any time to clarify or follow-up any SEND queries. Where a meeting with the SENCO or class teacher is required, this will be arranged by appointment.
* Parents will have the opportunity to speak with teachers at parent interviews regarding their child’s progress and may be invited to additional interviews to discuss specific SEND issues.

**At all times cooperation between the school and parent(s) is essential.**

**The Role of Outreach Teachers:**

Where children meet the relevant criteria, external agencies may be used on an advisory or guidance capacity or may provide additional support to the child. This includes outreach support, behavioural support and ASD advisory team. Pupils may receive additional support from an outside agency, on a one to one basis, if they meet the agency’s criteria.

**Identification of Special Educational Needs, Disability and Additional Educational Needs in St. Patrick’s Primary School**  
Relevant testing will be carried out during the year to identify the needs of children (See Appendix).

Diagnostic tests used may include:

* NFER
* NRIT/CAT
* At Foundation stage all areas of the curriculum will be assessed through observation, teacher judgement and classroom assessments.

In identifying children with SENDD, information will also be gathered from various sources and these may include:

* Responses to general class work and homework
* Class tests, exams etc.
* Consultations with the Learning Support Teacher and SENCO
* Overview of reports and comments from previous years
* Observation of class behaviour
* Talking to parents about health, routines, perceptions of the child etc.
* Standardised tests
* Outside agency reports

**Withdrawal Support Provision**

**Aims of Withdrawal Support**

* To focus on early intervention for children for whom class teachers have raised concerns, in terms of learning and progression and/or for children who have an IEP for learning difficulties.
* To support class teachers and teaching support staff in providing effective provision for children with SENDD.
* To give children with SEND the best opportunity to achieve the learning targets set out in their IEPs.

**Criteria for Accessing Withdrawal Support**

Consultations will be held at the beginning of each academic year between class teachers, SENCO, school principal and Learning Support Teacher to analyse assessment data and discuss the needs of individual pupils within each class and/or year group.

The Learning Support teacher will have a limited timetable in which to organise support through group withdrawal sessions. This means that not all children will be able to be supported by the Learning Support teacher. It is therefore necessary to use assessment data to highlight those children whose learning is significantly below that of their peers.

In years two and three, school-based assessments of emergent literacy and numeracy skills will be used and where children’s attainment falls below a given score, these children will be eligible to receive support. In years four to seven, assessment data produced by NFER Progress in Maths and English and relevant intelligence assessments will be used.

The threshold for withdrawal support may differ from year to year, depending on the needs of the children throughout the whole school in that given year.

Where possible, and where children have not met the criteria to receive withdrawal support from the Learning Support Teacher, children may meet criteria for receiving targeted withdrawal support provided by a classroom assistant. The classroom assistant will deliver support based on the targets of IEPs under the supervision of class teachers, the Learning Support Teacher and SENCO. The Classroom Assistant will receive training where relevant and will report back to staff involved in the pupil’s learning.

This program of withdrawal support will be subject to budgetary restrictions.

**Parental Support**

At St. Patrick’s, we believe that in order for a child to make the best possible progress, it is esSENDtial that the school, the child and the parents work together in partnership. Children who receive the right support at school and at home, are best placed to achieve and reach their learning targets.

As a condition of withdrawal support, we require parents to sign a contract agreeing to support their child to meet their targets by completing all assigned written and learning homework, provided by the Learning Support Teacher. Children receiving withdrawal support will be provided with a home/school book, which details any homework to be completed and is required to be signed by parents at least four times per week. Signing of this contract is compulsory before children begin withdrawal lessons.

At the beginning of each academic year, the parents of those children identified as meeting the criteria, will be invited to attend a presentation, which details the nature of withdrawal support. If a parent is not able to attend the presentation, they must arrange a meeting with the Learning Support Teacher or SENCO, before withdrawal lessons can commence.

Where parental support is not provided and evidenced as required, parents dcwill receive a letter reminding them of the conditions of the contract for withdrawal support. Following this, if parental support continues to be insufficient, children may no longer be eligible to receive withdrawal support. Parents will be informed of any decisions in writing.

We understand that it can be difficult to know how to approach support learning at home. Thus, there will be opportunities for any parents wishing to receive training on how to help their child with homework. This will be provided by the Learning Support Teacher

**Procedure for the Selection of Children to be Discussed with the School Educational Psychologist**

Teaching staff and SENCO will use their professional judgement, along with any relevant qualitative and quantitative data, to identify children causing significant concern. The SENCO will meet with the Educational Psychologist at the beginning of each academic year to discuss how best to meet the needs of these pupils. Those who meet the criteria for a complete assessment by the Educational Psychologist will be placed on a school priority list. (Access to the Provisional Criteria for Initiating Statutory Assessments can be found at <http://www.belb.org.uk/Downloads/eqia_provisional_criteria.pdf>). As the school has a limited amount of allocated time with the Educational Psychologist, children will be placed on the list in order of greatest need. This list will be drawn up by the SENCO, in conjunction with the Principal and will be based on the advice of the Educational Psychologist.

**Accessibility**

The main entrance to the school is accessible to wheelchair users. The school has an accessible toilet if required. The school will endeavour to ensure that every child, regardless of SENDD, has access to a broad and balanced Northern Ireland Curriculum. The school adopts a variety of ways of making information accessible through formal and informal consultations, written form and parent meetings.

The school will endeavour to provide reasonable adjustments and relevant and purposeful measures in order to provide for a child with SEND during the school based stages of the Code of Practice. The school will liaise with the Board of Governors and seek advice for children during the EA based stages of the code of Practice.

**Links with other policies**

**The Special Educational Needs and Inclusion policy is an integral part of all the school policies. It is linked to the school’s Pastoral Care, Anti Bullying, Positive Behaviour, Child Protection, Literacy and Numeracy policies which together strive to promote inclusion and effective learning for all pupils.**

**Links with other schools and agencies:**

**The School is linked to:**

* **Holywood Nursery and other preschool providers**
* **Other Holywood Primary Schools**
* **P7 Transition School**
* **Longstone Special School**
* **Cottown Outreach**
* **ASD Advisory Service**
* **ASCET**

**Parental Concerns Procedure**

**The flowchart below indicates how parents can inform the school of any concerns.**

I have a concern about my child.

I can phone the school to arrange an appointment to discuss my concerns with the class teacher.

If I am still concerned, I can arrange a meeting to talk to the SENCO.

If I am still concerned, I can arrange to talk to the Principal.

If I am still concerned, I can write to the Board of Governors.

**Monitoring , Review and Evaluation**

* The SENDior Leadership Team and Board of Governors will be kept informed of the SEND provision on a regular basis.
* This policy has been drawn up in consultation with staff, parents and the Board of Governors.
* This policy will be monitored, evaluated and updated where appropriate, in the academic year 2019/2020.
* It has been adopted by the Board of Governors

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chairperson Date**

**Appendix 1**

**Information regarding the use of**

**External Educational Psychology reports**

**Draft (10/04/18)– subject to approval by BOG following sub-committee meeting on 8th March 2018**

**School-based advice :**

**Prior to embarking on the process of an external Educational Psychology report, we would recommend that parents seek advice from appropriate staff within the school.**

**Use of External reports :**

**Where parents seek an educational assessment outside of the Education Authority Educational Psychology Service, they should take cognisance of the following points:**

* **Copies of the report should be forwarded to the SENCo in support of current practice and/or support within the school programme.**
* **Children in need of support will be provided for within the existing school SEN programme, were appropriate and in line with the criteria for support.**

**Stage 3 Referral to the Education Authority’s Stage 3 Statutory Referral Panel**

* **An external Educational Psychology report may not be sufficient in themselves to move a child ahead of others on the school waiting list.**
* **The school’s criteria for Stage 3 referral will still be the basis of this decision making process.**
* **The consultation process takes place in October of each school year. Reports received after the school’s consultation meeting with the EA Service will not be considered.**

**Additional Adult Assistance:**

**Parents should be mindful that decisions concerning Additional Adult assistance are made by the Stage 3 Statutory Referral Panel, after a full educational assessment has taken place. There is no guarantee that Additional Adult assistance will be provided by the Panel.**