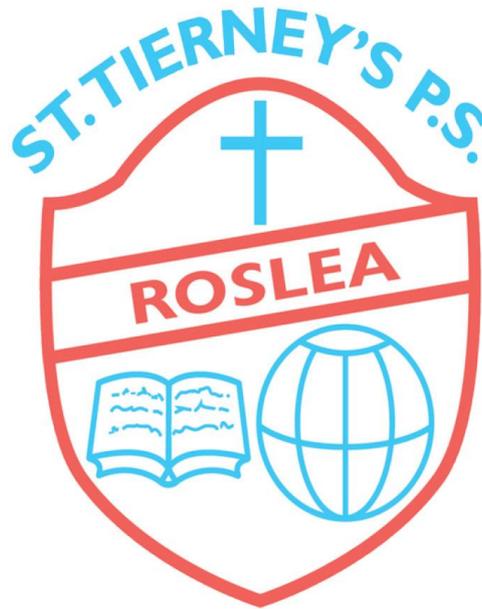


St. Tierney's Primary School

Roslea



**SPECIAL EDUCATIONAL NEEDS
AND INCLUSION POLICY**

Special Educational Needs (and Inclusion) Policy

Rational/Vision

St. Tierney's Primary School staff are committed to providing equal access for all our pupils to a broad and balanced curriculum. The Northern Ireland Curriculum (NIC) is our starting point for planning that meets the specific needs of individuals and groups of children. We recognise that some pupils during their school career may have special educational needs and/or a disability. In the interests of these children we will endeavour to make every reasonable arrangement to provide for their individual needs. This policy ensures that curriculum planning, assessment and provision for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Definitions

Learning Difficulty

"Learning difficulty" means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. 'Special education provision' means educational provision which is different from, or additional to, the provision made generally for children of comparable age."
(Code of Practice 1998 paragraph: 1.4)

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; Positive Behaviour, Child Protection and Health and Safety. It also links with our policies for pupils with Additional Needs who may also have SEN.

The following areas encompass all aspects of SEN/Disability:

- 1. Cognitive and Learning – Language, Literacy, Mathematics, Numeracy**
 - a. Dyslexia or Specific Learning Difficulty – Language/Literacy
 - b. Dyscalculia or Specific Learning Difficulty – Mathematics/Numeracy
 - c. Moderate Learning Difficulties
 - d. Severe Learning Difficulties
 - e. Profound & Multiple Learning Difficulties

- 2. Social, Behavioural, Emotional and Well being**
 - a. Social and Behavioural Difficulties
 - b. Emotional and Wellbeing Difficulties
 - c. Severe Challenging Behaviour associated with SLD &/or PMLD

- 3. Speech, Language and Communication Needs**
 - a. Developmental Language Disorder
 - b. Language Disorder associated with a differentiating/biomedical condition
 - c. Communication and Social Interaction

- 4. Sensory**
 - a. Blind
 - b. Partially sighted
 - c. Severe/Profound Hearing Impairment
 - d. Mild/Moderate Hearing Impairment
 - e. Multi-sensory impairment

- 5. Physical Needs**
 - a. Physical

- 6. Under Assessment**

Ref: DENI – SEN and Medical Categories – Guidance For Schools **January 2019**

Policy Aims

1. To identify pupils with SEN/Disability as early and thoroughly as possible using a variety of means and in consultation with appropriate personnel.
2. To ensure full entitlement and access for pupils with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum.
3. To ensure that all pupils with SEN/Disability feel valued. To offer curricular, pastoral and extra curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.
4. To offer a broad curriculum which will promote intellectual, emotional, social and physical progress in order that pupils can develop as valuable members of society both now and in the future.
5. To encourage parental involvement in all aspects of SEN provision. To consider the wishes of the **parent and** child when planning and implementing SEN provision. When considering the wishes of the child, his/her age and powers of understanding must be taken into account.
6. To strive for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach to meeting SENs.
7. To educate pupils with SEN/Disability, wherever possible, alongside their peers.
8. To develop a recording system so that each pupil's performance can be monitored, **evaluated** and reviewed appropriately.
9. To encourage and/or maintain interest of pupils with SENs in their education
10. To encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.
11. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
12. To meet the needs of all pupils who have SEN/Disability by offering appropriate forms of educational provision and the most efficient use of available resources.
13. **To develop the processes for monitoring and evaluating the quality of learning and teaching for pupils with SENs** and promote collaboration amongst teachers in the implementation of the SEN policy.
14. To work closely with all EA departments and other outside agencies in order to improve the quality of support available for each pupil with SENs.

Arrangements for Co-ordinating SEN Provision

Roles and Responsibilities

SEN provision will be the overall responsibility of the Board of Governors and Principal of the school. However, in order to facilitate the day-to-day running of the provision the Board of Governors have delegated responsibility for pupils with special educational needs to **Elaine Murray (SENCO)**

Board of Governors

In 'Every School a Good School' (DE) – The Governor Role (2010) Chapter 12 of the document relates specifically to the Governor role for pupils with special educational needs.

The role of the Board of Governors of a mainstream school is to exercise its functions in relation to the school with a view to ensuring that provision is made for registered pupils with special educational needs. The Board of Governors has a **statutory** duty to:

- 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; and prepare and take forward a written accessibility plan.

We recommend that the Governors take account of the specific guidance from Chapter 12 of the Handbook. The Board of Governors may establish a committee of its members to monitor the school's work for children with special educational needs.

Principal (Code of Practice 1998)

The Principal should:

- Keep the Board of Governors informed about SEN issues
- Work in close partnership with the SENCo
- Liaise with parents and external agencies as required
- Delegate and monitor the SEN budget
- Ensure the SMT are actively involved in the management of SEN within the school. SMT members should ensure consistency of practice and contribute to the realisation of the SDP

- Provide a secure facility for the storage of records relating to Special Educational Needs

SENCo

In all mainstream schools, a designated teacher should be responsible for:

- The day to day operation of the school's special educational needs policy;
- Responding to requests for advice from other teachers;
- Co-ordinating provision for pupils with Special Educational Needs;
- Maintain the school's SEN register and oversee all the records on pupils with special educational needs;
- **Maintains resources and a range of teaching materials to enable appropriate provision to be made.**
- Liaison with parents of children with special educational needs;
- Establishing the SEN in-service training requirements of the staff, and contributing as appropriate to their training;
- Liaison with external agencies. (DENI, 1998, p7)

Class Teacher

The class teacher should

- Be aware of current legislation
- Keep up to date with information on the SEN Register
- Gather information through observation and assessment
- Develop an inclusive classroom
- Work closely with other staff to plan for learning and teaching
- Contribute to, manage and review IEPs in consultation with the SENCo and
- Involve classroom assistants as part of the learning team
- **Liaise closely with parents and maintain confidentiality**

SEN Support Staff

Support Staff should

- Work under the direction of the class teacher **and SENCo.**
- Be involved in planning
- Look for positives by talking to the child about his/her strengths
- Provide practical support
- Listen to the child/speak to staff on the child's behalf
- Explain boundaries and operate these consistently and fairly
- Maintain records/observations and attend meetings and
- Share good practice
- **Maintain confidentiality**

Reference: 'Guidance on the Management, Deployment and Development of Assistants in School' (DE) and other relevant information that you may find on your ELB's 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 – para 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 IEPs, 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)

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. Details of meetings should be recorded on agreed template (Appendix 3).

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. We conduct annual reviews with parents of children who have formal statements and inform Education Authority of any necessary action required.

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 at least once a term with staff to discuss their child's needs
- Attend and contribute to IEP planning and review meetings
- Inform staff of changes in circumstances
- Support targets on IEPs

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 relevant 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 fully accessible to wheelchair users.
- There is a well-equipped SEN teaching/resource base and facilities for personal care, including a toilet adapted for use by persons with the disabilities.

Identification and Assessment of Special Educational Needs

"It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development."

(Code of Practice 1998 paragraph 2.14)

'Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness'

(Paragraph 5.12 - page 44 - Supplementary Guide of the Code of Practice)

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. The SENCo works closely with parents and teachers to plan an appropriate programme of intervention.

In St. Tierney's Primary School, the following will be used to identify pupil's needs:

- Parental information
- Information from **pre-school setting** or other transferring school
- Normative and formative assessment
- Key Stage Assessments
- Teacher observation
- Professional Reports
- Statements of Special Educational Need
- Care Plans
- Personal Education Plans for looked after children and
- IEP Reviews and
- Annual Reviews

The Management of SENs

In St. Tierney's Primary School, we follow the five stage approach as set out in The Code of Practice (1998).

This approach recognises that there is a continuum of SEN and that the requirements of the majority of pupils with SEN lie at Stages 1, 2 or 3. This means that their needs are met by the school with the help of outside agencies and/or specialists as required.

Stage 1

Stage 1 begins with a concern that a child may have special educational needs. Normally such a view is expressed either to or by the class teacher. The class teacher maintains day-to-day responsibility for meeting the pupil's SENs and should inform the SEN co-ordinator and the Principal and consult the child's parents. In addition, the class teacher should:

- Collect and record information about the child and make an initial assessment of SEN.
- Provide or arrange special help within the normal curriculum framework, such as: increased differentiation of class work, alternative teaching and learning strategies to help meet the child's needs. The nature and aims of such provision should be recorded, together with the targets, monitoring arrangements and review date and
- Monitor and review progress and report back to SENCo.

The SENCo should

- Ensure that parents are consulted and together decide that the child's name is included in the school's SEN register.
- Help the class teacher gather information and assess the child's needs and
- Advise and support the class teacher.

Stage 1 Review

- Parents should always be informed of proposed action and any review date. Having considered review outcomes, the SENCo will decide whether to remove pupil's name from the register, keep the pupil at Stage 1 or move the child to Stage 2.

Stage 2

Stage 2 begins with a decision either at the Stage 1 Review, or following discussions between teachers and parents, to proceed with early and more intensive action.

The SENCo:

- Takes the lead in assessing the child's learning difficulty. This includes planning, monitoring and reviewing the special educational provision - working with the child's teacher. The class teacher remains responsible for working with the child in the classroom.
- Again, working with the class teacher, the SENCo should ensure that an Education Plan is drawn up for the pupil and
- All these operations should take into account, as far as possible, the child's own views and the parents' views.

Stage 2 Review

Normally the Stage 2 review should be conducted by the SENCo, in consultation with the class teacher and, where possible, child and parents. It should focus on the child's progress.

If progress has been satisfactory the SENCo may decide that the child should continue at Stage 2 in order to consolidate gains. If the progress continues to be satisfactory, the SENCo may decide that the child no longer needs special educational provision at Stage 2 and may decide to move the child to Stage 1.

The child's name should be kept on the SEN register until there is no longer any significant concern about progress.

If the relevant and purposeful measures at Stages 1 and 2 do not result in adequate progress the SENCo should move the child forward to Stage 3 and referral may be made to special support services/agencies outside the school.

Stage 3

Stage 3 begins with a decision either at Stage 2 review or following discussions between the SENCo, Principal teachers and parents, that early intervention with external support is necessary.

At this Stage the SENCO takes a lead role, working closely with the child's teacher and drawing on the expertise of relevant external support services.

The SENCo, working with the class teacher, and with the help of the external support services, should ensure that a Stage 3 Education Plan is drawn up. Together they should consider a range of teaching approaches and appropriate support materials, including the use of ICT. The Education Plan should set out revised strategies for supporting the child's progress and arrangements for monitoring and review. It should be implemented as far as possible, in the everyday classroom setting. The SENCo should ensure close liaison with the child's teacher. Parents should always be kept informed and the child should be involved as far as possible.

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

- The Good Practice Guidelines.
- Encouraging inclusive activities to ensure integration of the pupil with SEN with others in his class.
- Differentiated teaching.
- Withdrawal for more intensive support.
- SEN resources available within school; support programmes, ICT, etc.
- Available staff skills that support pupils with SENs.
- Implementation of any provision/strategies as a result of external advice, support and training and
- General advice and support requested from relevant EA support.

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 service may also be present, particularly if the pupil's progress has not been satisfactory. The review should focus on the child's progress and whether this has been adequate.

If progress has been satisfactory the SENCo in consultation with the teacher will decide that the child should continue at Stage 3.

If the progress continues to be satisfactory the SENCo may decide that the child no longer needs external support at Stage 3 and may decide to move the child back to Stage 2 and appropriate action taken at that stage.

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

Stage 4

'In some cases schools will conclude that the pupil's needs remain so substantial that they cannot be effectively met within the resources normally available to the school.'

(Supplement to the Code of Practice – 4.64)

Following an application to the EA from school's principal or the parent, the Board will consider the need for transition to Stage 4. It should be noted that a request of this kind will not always result in Statutory Assessment nor will Statutory Assessment always lead to a Statement of SENs.

In reaching a suitable decision, the Board will consider:

- The degree of the child's difficulty
- The nature of the provision required
- Whether the child's needs can reasonably be met by the resources normally available to the school and
- The 5 Board Provisional Criteria for Statutory Assessment.

Following Statutory Assessment,

The EA will either:

- make and maintain a Statement of Special Educational Needs and arrange,
- monitor and review provision; or
- provide a Note in Lieu of a Statement.

A Statement of Special Educational Needs sets out the child's educational and non-educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review.

A Note in Lieu of a Statement sets out the reasons for the Board's decision not to make a Statement of Special Educational Needs and includes supporting evidence from the Statutory Assessment.

Once the statement has been made final:

- Provision and /or support will be arranged to meet the pupil's needs.
- The SENCo ensures that a Stage 5 Education Plan is drawn up and implemented, monitored and reviewed and
- The Annual Review and Transition process will take place.

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 and
- Consider the appropriateness of maintaining the Statement of SENs.

The relevant school staff undertake the Review on behalf of the **Education Authority**.

The review meeting takes place in school and is chaired by the Principal (or other person as delegated). The SENCo **may** invite the principal, parents, class teacher, classroom assistant and any other relevant outside agencies who have been involved with the child to the annual review. Special Education Sections provide relevant forms for this process.

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.

Confidentiality and Record Keeping

Teachers use a common pro-forma for Education Plans (Appendix 1). One education plan per term will be planned and written – **September, January and April**. The targets set will describe the knowledge or skills that we expect the child to achieve. The Education Plan will be discussed with the parents and the pupil and their help will be sought in achieving the targets. Each Education Plan will be evaluated with pupils and parents (appendix 2) and the next Education Plan will be introduced. Evidence will be kept of the evaluation of the targets set, for example, samples of work, running records, teacher observations, informal testing.

The class teacher will give Principal, Parents, Classroom Assistant, SENCo and outside agencies (working with the pupil) a copy of each Education Plan.

The SENCo will be responsible for the following records:

- SEN Register
- Records of Concern
- Education plans/Reviews
- Statements/Annual Reviews
- Assessment results/data
- Individual Pupil Files
- Liaison/meetings with Board/Health Services
- Minutes of meetings with parents
- Staffs' Support, Advice and Training Records

All staff should maintain a high level of confidentiality with regard to pupils with Special Educational Needs and should adhere to the agreed line of communication between home and school.

Monitoring the Progress of Pupils with SENs

It is the responsibility of the SENCo to ensure that the progress of pupils on the SEN register is monitored.

- Targets of IEPs monitored for quality, progression and appropriateness through meeting with teachers on a regular basis.
- Evidence of pupil's progress in targets set are given to SENCo after each review.
- Record that the pupil's class work and/or social skills are progressing, and the targets being monitored by viewing evidence or class visits and
- Quality 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.

Professional Development

The Principal oversees the professional development of all staff in his/her school and in consultation with the SENCo. The SENCo should keep a record of all training relating to SEN.

It is essential that all staff keep up-to-date with developments in the SEN field in order to provide for affected pupils.

Any staff attending INSET should disseminate the training with colleagues who did not attend courses.

Complaints

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

SEN Advice and Information Service

EA have set up an SEN Advice and Information Service to support parents of children with Special Educational Needs.

This can be accessed by telephoning 028 82411411. 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 (SEND O). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or EAs 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 (see below). For DARS contact 028 37512383

Special Educational Needs and Disability Tribunal (SENDIST)

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

Monitoring and Evaluating the Policy

The SENCo monitors the movement of children within the SEN system in school. The SENCo provides staff and governors with the regular summaries of the impact of the policy on the practice of the school.

The SENCo is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCo will facilitate regular staff meetings to review the work of the school in this area.

This policy will be reviewed regularly and in light of changes in legislation or practice following consultation with all staff members, parents and external agencies.

Policy Date: January 2018

Review Date: January 2019 – Policy reviewed – Policy updated in line with new DENI guidance – Recording SEN and Medical Conditions.

Next Review Date: January 2020

Signed :

Date :

Appendix 1 - IEP Template

St. Tierney's Primary School EDUCATION PLAN			
EDUCATION PLAN NO: <input style="width: 100%;" type="text"/>	PUPIL NAME: <input style="width: 100%;" type="text"/>	CLASS: <input style="width: 100%;" type="text"/>	
TEACHER: <input style="width: 100%;" type="text"/>	REVIEW DATE: <input style="width: 100%;" type="text"/>	NATURE OF SUPPORT: <input style="width: 100%;" type="text"/>	STAGE: <input style="width: 100%;" type="text"/>
DATE: <input style="width: 100%;" type="text"/>			
Pupil Strengths:	Areas of Difficulty:	Pupil needs to:	
Core targets	Strategies/Resources	Achievement/Success Criteria	
Discussed with parent on (Parent) _____ (Teacher) _____			
Parent/Carers Need to : <input style="width: 100%; height: 40px;" type="text"/>			

Appendix 2 - Review Template

<p>Pupil: _____</p>	<p>Review of Plan _____</p>	
<p>Targets:</p>	<p>Outcomes:</p>	
<p>Future Actions:</p>	<p>Outcome: <u>A. Fully met</u> <u>B. Developing well</u> <u>C. Moderate success</u> <u>D. Minimal progress</u> <u>E. Not met</u></p> <p>Other Comments: _____ _____ _____ _____</p>	<p>Parent(s) / Guardian(s) Involved</p> <p>At meeting <input type="checkbox"/></p> <p>In writing <input type="checkbox"/></p> <p>By telephone <input type="checkbox"/></p> <p>Parent signature: _____ Date: _____</p> <p>SENCO/Teacher signature: _____ Date: _____</p>
<p>Future planning: 1. Consider new target 2. Sustain target 3. Fine tune target 4. Major review of target and strategy 5. Select more appropriate target</p>	<p>Off Register <input type="checkbox"/></p>	<p>Remain at Stage 1 2 3 4 5</p> <p>Move to Stage 1 2 3 4 5</p>

