

St Mary's Primary School

Special Educational Needs Policy



Reviewed: May 2021

Date Approved by Board of Governors: 10/05/21

Next Policy Review Date: Term 3 - 2022

'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, Intimate Care, Health and Safety and Medical Needs.

- A pupil may have a medical need which has an impact on their learning e.g. diabetes.

The following areas encompass all aspects of SEN/Disability:

1. Cognition and Learning – Language, Literacy, Maths, Numeracy

- a) Dyslexia/Specific Learning Difficulty (SpLD)
- b) Dyscalculia / SpLD
- c) Moderate Learning Difficulties (MLD)
- d) Severe Learning Difficulties (SLD)
- e) Profound and Multiple Learning Difficulties

2. Social, Behavioural, Emotional and Wellbeing

- a) Social and Behavioural Difficulties
- b) Emotional and Wellbeing Difficulties
- c) Severe Challenging Behaviour with SLD

3. Speech, Language and Communication

- a) Developmental Language Disorder

These changes used to describe a child's Special Educational Needs are effective since 6th October 2018.

Children's difficulties in all these categories may vary in degree and some children could have more than one difficulty.

Only those children with a medical diagnosis and or physical conditions that requires SEN provision move into the SEN Framework and will be recorded on both the SEN and Medical registers.

Policy Aims

St. Mary's Primary School, Altinure 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 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.
4. To ensure that all pupils with SEN/Disability feel valued and that each child's confidence and self-esteem are developed and protected.
5. To encourage parental involvement in all aspects of SEN provision.
6. To ensure that pupils' have a voice and can contribute to the planned provision in relation to their individual learning needs, taking into account the child's age and level of understanding.
7. To strive for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach to meeting Special Educational Needs.
8. To educate pupils with SEN/Disability, wherever possible, alongside their peers.
9. To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.

- 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;
- Prepare and take forward a written accessibility plan when appropriate.

The Board of Governors, as a whole, monitors the school's work for children with special educational needs.

Principal (Code of Practice 1998)

The Principal will:

- Keep the Board of Governors informed about SEN issues;
- Work in close partnership with the SENCo;
- Liaise with parents and external agencies as required;
- Request Statutory Assessment at Stage 4;
- Delegate and monitor the SEN budget;
- Ensure the SLT are actively involved in the management of SEN within the school. SLT 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

The SENCo will be responsible for:

- The day to day operation of the school's special educational needs policy;
- Responding to requests for advice from other teachers and classroom assistants;
- 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;
- 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;
- Monitoring and evaluating SEN provision.

Class Teachers

The class teachers will:

- Be aware of current legislation;

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) This guides current practice within St. Mary's Primary School, Altinure.

Pupils will, at an appropriate level:

- Contribute to assessment;
- Discuss their preferred approaches to learning and help identify strengths and areas for development when compiling individual pupil profiles:
- Contribute to education plans through setting targets;
- Work towards achieving agreed targets and
- Contribute 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. Parents should do this as early as possible. For example, during the Pre-school Induction Programme, parents are made aware of this and are encouraged to provide relevant information prior to / upon their child's entry to the school.

The school will 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 will be invited as necessary to:

- Meet with staff to discuss their child's needs

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.'

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

In St. Mary's Primary School, Altinure the following will be used to assist in early identification of pupils' needs:

- Parental information
- Information from Playgroup or other transferring school
- Cognitive ability tests
- Attainment tests including:
 - Renfrew Vocabulary Scale (Year 1)
 - Linguistic Phonics assessments (Year 2)
 - Tricky Word / Keyword recognition
 - Knowledge of Sounds
 - Standardized tests
- Summative and formative assessment
- Key Stage Assessments
- Teacher observation
- Professional Reports / Medical Reports
- Statements of Special Educational Need
- Care Plans
- Personal Education Plans for children looked after
- EP Reviews
- Annual Reviews

The Management of SEN

Where the initial intervention has not proved sufficient a more targeted action is required. Assessments are carried out to identify the child's learning difficulty. The teacher, in consultation with the SENCo, draws up and implements a specific and targeted programme of support, known as an Education Plan. All these operations should take into account, as far as possible, the child's views and the parents' views. Parents will receive a copy of their child's Education Plan. Progress is reviewed at the pre-determined date and a decision made as to the appropriate stage at which the child should continue.

Stage 2 Review

- If progress has been satisfactory the SENCo and class teacher 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.

- If deemed appropriate, 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 be made to specialist 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, working closely with the child's teacher will complete a referral form to draw on the expertise of relevant external support services. External support may include:

- Educational Psychologist
- Peripatetic Literacy Lessons
- Outreach Literacy or Mathematics lessons

The review of the Stage 3 Education Plan will be conducted with consultation between the SENCo and class teacher and the child, parents and relevant external support services as appropriate. The review will 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

'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 Education Authority 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 SEN.

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
- Use the EA Provisional Criteria for Statutory Assessment.

Following Statutory Assessment

of their statement. The Review will take place in school, chaired by the Principal or SENCo. Parents and relevant professionals are invited to attend the review meeting.

Pupils with a statement of educational needs and who are due to transfer to post-primary schools will have an annual review meeting carried out in the first term of Year 7.

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 SEN.

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.

Move to three stages of the Code of Practice

By October 8th 2021 pupils will be recorded under the new three stages of the Code of Practice regarding the identification, assessment of and provision for SEN pupils, as set out in The Special Educational Needs and Disability Act (NI) 2016. Pupils recorded under the current five stages will be moved to the new three stages of special educational provision.

The 3 stages of Special Educational Provision (new Code of Practice)

New Stage 1 (Replacing Stages 1 & 2)

- School delivered special educational provision
- PLP required (A Personal Learning Plan will in time replace an Education Plan. Pupils will continue to have an IEP until guidance from EA is in place.)
- The majority of SENs will be met through this stage.

The information leaflet: Moving from five to three stages of the Special Educational Needs Code of Practice *Guidance for parents and guardians of pupils who are currently on the SEN register will be available.

Education Plans

The strategies used to support the child will be recorded within an Education Plan. An IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the intended resources, type of support and by whom, plus the review date for the plan. In addition to the signed copy of the IEP kept in the Individual Pupil Files, a copy is contained in the child's SEN file/ Funky folder for the class teacher, learning support teacher, classroom assistant, outside agency (if applicable) to access. Parents receive a copy of their child's current IEP. The class teacher, SENCo and parent signs IEPs.

Record Keeping

The following SEN records are kept:

- SEN Register which is updated at the start of each term or more frequently if required
- Records of Concern
- Education plans/Reviews
- Statements/Annual Reviews
- Assessment results/data
- Individual Pupil Files
- Record of liaison/meetings with external agencies (Appendix 3)
- Minutes of meetings with parents
- Staff's support, advice and training records (Appendix 4)

Resources

The Principal oversees the professional development of all staff in the school. Staff development in relation to SEN will be provided to:

- Ensure coherency and consistency in practice;
- Update, inform and improve confidence in relation to this policy;
- Induct new staff and staff whose roles have changed;
- Provide continuous professional development for staff involved in all levels of support.
- Relevant information from INSET will be disseminated with colleagues.

School based in-service training will be provided in identified areas of the Learning Support action plan based on the annual SEN audit.

A system is in place for recording training undertaken by staff and these records are updated regularly. The SENCo will keep a record of all training relating to SEN.

It is essential that all staff keep up-to-date with developments in the whole area of SEN in order to provide effectively for pupils.

Complaints

All complaints regarding SEN in the school will be dealt with in line with the school's existing complaints procedures.

SEN Advice and Information Service

EA have set up 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)

Monitoring and Evaluating the Policy

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

Policy Date **07th May 2021**

Signature of Principal

Mary Redmond

Signature of Chairperson of Board of Governors

M^{rs} T. N. O'Leary

Review Date **May 2022**