

# SPECIAL NEEDS POLICY/PROCEDURE FOR



BUNSCOIL AN IÚIR

## **SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY**

1. Mission statement
2. Rationale
3. Aims
4. Context
5. Definitions of Special Educational Needs
6. Policy Implementation – Early intervention and assessment
7. Policy implementation – Provision for SEN
8. Policy implementation – Organisation of SEN
9. Staff Development
10. Roles and Responsibilities
11. Links with outside agencies
12. Annual Report
13. Complaints
14. Policy Review
15. Admissions

## **1. Mission Statement**

In Bunscoil an Iúir, we believe in inclusion. In keeping with the school aims, we believe that all children should have the opportunity to experience success in learning and to achieve as high a standard of learning as possible. We recognise that some children have a significantly greater difficulty in learning than some of their peers, therefore teachers will teach knowledge, skills, and understanding in ways that suit their abilities. Our school is committed to inclusive education through the medium of Irish, and will provide all pupils with relevant and appropriately challenging work.

## **2. Rationale:**

Bunscoil an Iúir respects each child as an individual with individual needs. We are firmly committed to the education of all children in the school, and to an inclusive ethos through which we aim to meet the needs of individual children so that all children in the school may reach their full potential and become contributing members of our society. Children on the Special Educational Needs (SEN) Register are fully integrated into their class group and in the school as a whole. Children with Special Educational Needs/disability will be encouraged to participate in the target setting process and contribute to the assessment of their needs, the review and transition processes. We have, in Bunscoil an Iúir, a dedicated staff of teachers and ancillary personnel who have a strong sense of loyalty to our school and who work untiringly for the good of the children. We strive to address the distinctive learning characteristics of each and every child, so as to ensure optimum provision for any child who requires additional support in any aspect or indeed for any child who requires extension or increased challenge. The pupils show a healthy sense of belonging to the school community. They recognise the importance of high standards of work, behaviour and courtesy. Pupils are encouraged to value one another and express their own views while appreciating the views of others. Parents are encouraged to be actively involved in the work of their children and are given many opportunities to participate in the life of the school. We recognise that in order to be successful in developing a whole school inclusive support network for pupils with special educational needs the 4 'E's are crucial to success – Early identification, Effective intervention, on-going Evaluation and personnel Expertise.

### 3. Aims:

1. We provide a positive environment where each child is happy and confident so that they can enjoy all aspects of their learning and school life;
2. We make appropriate provision for children with special educational needs and adhere to the principles outlined in the Code of Practice;
3. We provide a broad, balanced, relevant and differentiated curriculum as a right for all children and to allow children to progress at their own pace and at their own ability;
4. Each child will develop physically, emotionally, morally, socially and academically ensuring each individual need is catered for;
5. We identify children with SEN/disability as early as possible through a variety of means and in consultation with appropriate personnel;
6. Each child will work to their full potential in a bilingual environment where learning is an enjoyable experience and where teachers use an appropriate range of strategies and resources, including ICT, that are suited to the children's learning styles;
7. We offer our pupils experiences and opportunities which allows them to develop knowledge, understanding and skills which ensures progress, promote success and develop self-confidence and self-esteem;
8. We develop an assessment/ monitoring system so that each pupil's performance can be monitored;
9. We promote the inclusion of all pupils with SEN/disability into the mainstream classroom;
10. We create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs;
11. We develop and utilise all resources in support of pupils with SEN/disability;
12. All staff are aware of the staged procedures for identification, assessment and review arrangements;
13. To promote a partnership with specialist support services e.g. Educational Psychology, Department of Health & Social Services (DHSS), and ASCET and other relevant agencies;
14. To monitor, evaluate and review our policy annually

#### **4. Context:**

This Policy has been developed within the context of current legislation, policy and guidelines. These include:

1. The Education (Northern Ireland) Order 1996;

##### **Summary of the Education (Northern Ireland) Order 1996:**

*The Education (Northern Ireland) Order 1996 established a framework for SEN into four main areas:*

- a. Defining children who have SEN;*
  - b. Establishing procedures for identifying and assessing children with SEN;*
  - c. Determining appropriate educational provision;*
  - d. Enabling parents to be involved in decisions regarding their child's education.*
2. The Code of Practice on the Identification and Assessment of Special Educational Needs/disability (DE, Operative date: 1st September 1998);
  3. Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) (DE, Operative date: 1st September 2005);

##### **Summary of SENDO 2005:**

*The SENDO 2005:*

- a. Strengthens the rights of children with SEN to be educated in mainstream schools;*
  - b. Prohibits disability discrimination;*
  - c. Requires responsible bodies to prepare accessibility strategies and plans for improved access to curriculum, premises and information for pupils.*
4. The Supplement to the Code of Practice on the Identification of Special Educational Needs/disability (DE, 2005);
  5. Guidance for schools: Recording Children with Special Educational Needs/disability (DE, 2005);
  6. Disability Discrimination Code of Practice for Schools (Equality Commission, 2006);
  7. "Supporting Pupils with Medication needs", guidance document from the Department of Education and the Department of Health, Social Services and Public Safety (2008);

8. Provisional Criteria for Initiating Statutory Assessments of Special Educational Need. (ELBs Regional Operative date: 1st September 2009);
9. Good Practice Guidelines (ELBs Regional Operative date: 1st September 2009);
10. The Resource file to support children with Special Educational Needs/disability (DE 2010);
11. ASPIRE (Self Study Module to support the implementation of the Resource File), (2012)
12. The SEN Review;
13. The Way Forward for Special Educational Needs/disability and Inclusion (DE 2009) Proposals
14. Special Educational Needs/disability and Inclusion (The Northern Ireland Assembly Committee for Education Official Report (Hansard), January 2012);
15. (The development of the SEN Review proposals). - Special Educational Needs/disability and Inclusion (The Northern Ireland Assembly Committee for Education Official Report (Hansard), May 2012);

## **5. Definition of Special Educational Needs (SEN)**

The official definition of Special Educational needs as stated in the Code of Practice states: "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  
"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

### **Categories of Special Educational Needs/disability**

The Department of Education has identified seven "areas" of Special Educational Need. Within each area there is a number of SEN categories which are as follows, as per Appendix page 69 Code of Practice:

:

1. Learning difficulties- moderate or severe;
2. Specific learning difficulties - dyslexia, ADHD, ADD;
3. Emotional and behavioural difficulties;
4. Physical disabilities;
5. Sensory impairments;
6. Speech and language difficulties;
7. Medical conditions – long/short term;
8. Social problems;
9. Attendance problems

### **Inclusion Code of Practice section 5:**

#### **Key principles of inclusion**

- Inclusion is a process by which schools, the EA and others develop their policies and practices to include pupils.
- With the right training, strategies and support the majority of children with SEN can be successfully included in mainstream education.
- An inclusive education service offers choice and incorporates the views of parents and children.
- The interests of all children must be safeguarded.
- Schools, the EA and others should actively seek to identify and remove barriers to learning and participation.
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

(Supplement to the Code of Practice- page 41)



## **6. Policy Implementation - Early intervention and assessment:**

The nature of the provision will be dependent on individual needs of the child and the resources available to the school. The strategies that may be utilised include:

- Staff will have overall responsibility for ensuring that a broad balanced curriculum is provided where the special educational needs of all children are addressed;
- Páraic Ó Máirtín is the school SENCO. He is responsible for the day to day operation of the policy and special needs support in school;
- The type of support to be offered will be determined by the pupils' individual needs. This will be determined by the results of observations, assessments and discussions with teachers and parents. This support could be in Literacy, Numeracy or in both, and may also be specialised support such as behaviour support in some cases;
- SEN will be on the agenda of regular formal and informal staff meetings and information will be shared when appropriate;
- Some classroom assistants expertise in reading partnership will be utilised when appropriate as a strategy of support;
- Support staff in the school will provide additional support in class when possible.

### **Early Intervention and assessment:**

“It is vitally important that children with SEN are identified as early as possible and that awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.”  
(Code of Practice 1998 paragraph 2.14 Supplementary guide Code of Practice paragraph 5.12)

We believe that the early identification and assessment of a child with special educational needs is the responsibility of the full staff. Early identification is regarded as vital and is addressed through:

- On-going informal assessment i.e. observation;
- Formal assessment as indicated by the school's assessment policy;
- Observation by staff ♣ Liaison and communication with parents;
- Referral to and liaison with other agencies via the SENCO such as Speech and Language therapist, Occupational Therapist, Educational Psychologists and other EA staff, Clinical Psychologist, ASCET, paediatrician, health visitor etc.;
- Liaison with SENCO addressing the teacher's concerns.

In order to recognise a child with Special Educational Needs, teachers depend on evidence provided by parents in informal meetings, on evidence from the child, on evidence from the Naíscoil or other nursery school and from outside agencies.

The identification and assessment of a child is based mainly on the professional judgement of the teacher/SENCO. Following both formal and informal assessment, if there are concerns about a child's progress then we will endeavour to ensure that a diagnostic assessment will be carried out by an appropriate agency. Referrals will be made by the school SENCO in consultation with the Principal and class teachers. The assessment and identification of children with special needs is the responsibility of each class teacher using observations, experience, professional judgement and testing.

Each teacher is aware of the importance of early identification so that intervention procedures are put into place as soon as possible. Teachers complete an Initial Record of Concern form and formulate an Action Plan when they are concerned about a pupil, these are discussed with the Principal and SENCO. The parents are then informed that the child's name has been added to the Register and they will sign the Record of Concern form/ and IEPs. We acknowledge that SEN could arise as a result of academic, physical, medical or severe emotional and behaviour difficulties, and could be of a temporary nature. In Bunscoil an Iúir we adopt procedures for a staged approach as outlined in the following model in accordance with the NI Code of Practice.

## **7. Policy implementation – Provision for SEN:**

The assessment and identification of children with special needs is the responsibility of each class teacher using observations, experience, professional judgement and testing. Each teacher is aware of the importance of early identification so that intervention procedures are put into place as soon as possible. Teachers complete an Initial Record of Concern form and formulate an Action Plan when they are concerned about a pupil, these are discussed with the Principal and SENCO. The parents are then informed that the child's name has been added to the Register and they will sign the Record of Concern form.

We acknowledge that SEN could arise as a result of academic, physical, medical or severe emotional and behaviour difficulties, and could be of a temporary nature. In Bunscoil an Iúir, we adopt procedures for a staged approach as outlined in the following model in accordance with the NI Code of Practice. Class teachers provide an Action Plan for differentiated work at Stage 1 and education plans for children at Stage 2 and above. If a child has not made significant progress at Stage 2, a decision will be made as to whether he/she should be referred to an Educational Psychologist for assessment. This is done after consultation with and the approval of the child's parents.

- |         |  |
|---------|--|
| Stage 1 | The class teacher identifies or registers a child's special educational needs and, in consultation with the school's SENCO, takes appropriate action, i.e. filling in Record of Concern form and formulation of Action Plan; |
| Stage 2 | The class teacher will gather information and to co-ordinate the child's special educational provision, i.e. the formulation, implementation and review of Individual Education Plan (IEP);                                  |
| Stage 3 | Teacher and SENCO are supported by a specialist from outside the school, i.e. referral to Educational Psychologist;  |
| Stage 4 | EA considers the need for statutory assessment and, if necessary, makes a multi-disciplinary assessment;   |
| Stage 5 | EA considers the need for a statement for special educational needs and, if appropriate makes a statement and arranges, monitors and reviews provision.  |

## **8. Policy implementation – organisation of SEN:**

### **Stage 1:**

This is a monitoring stage whereby the teacher may observe that a child needs extra time and support in one or more area. The class teacher may consult with the child's previous teacher and with the Special Educational Needs Co-ordinator (SENCO). Parents are consulted and informed of any concerns.

Stage 1 represents an awareness of a child's need for a little bit of extra inclass support or different teaching strategies and a commitment to monitoring the child's progress. Progress is reviewed within 3 months, and a child may be taken off the SEN register, kept on stage 1 until the next review, or moved to stage 2 if it is felt that in-class support alone is not meeting the child's needs.

### **Stage 2:**

If the extra help provided at stage 1 does not appear to be meeting the child's needs then stage 2 is initiated. The class teacher will work together with the child, the parents and other support teams from the EA if necessary to draw up an Education Plan (EP). The EP will out achievable targets for the child as well as the arrangements to be put in place to support the child's progress. This EP includes some strategies that parents can use to support their children's learning at home. The child's progress is reviewed on a regular basis and parents are informed about whether their child will remain on stage 2, go back to stage 1 or progress to stage 3.

### **Stage 3:**

If stage 2 interventions do not achieve the desired progress then the class teacher and SENCO may seek specialist advice from outside the school, for example from the Educational Psychology service, Behaviour Support or ASD team. A new EP is drawn up in consultation with parents and specialist advisors and progress closely monitored and reviewed. The child's progress is reviewed on a termly basis and parents are informed whether their child will go back to stage 2 or progress to stage 4.

### **Stages 4 & 5:**

These stages are only initiated when the child's needs cannot be met with the resources available to the school. The school or the parent can make a formal request to the EA or a statutory assessment. The board considers the professional reports after assessment and decides whether a Statement of Special Educational Needs is warranted. The statement is a legal document which describes the child's needs and how these are to be met.

Páraic Ó Máirtín is responsible for the daily running of the SEN/disability policy and procedures in Bunscoil an Iúir. Assessment will be made by the class teacher at Stage 1; the class teacher will then speak with the SENCO and/or the Principal at Stage 2. During Stage 3, the SENCO, Principal and class teacher will liaise with parents and external agencies.

Individual Education plans will be written and previous plans will be reviewed in October, January and May by the class teachers of each academic year. Children who have a statement of educational needs are given an annual review where parents, Principal and SENCO review the child's current provision and make any changes accordingly. Children at transition stage are reviewed within the guidelines outlined by the EA so that, arrangements for the child's post primary education are in place.

Every effort is made to ensure that children experiencing learning difficulties are identified at the earliest possible time. Pupils will be placed on the school's Special Needs Register when the criteria set out below have been satisfied:

- Rang 1 teacher observes Naíscoil children during regular story time sessions;
- Naíscoil leader will hand over any notes, observations and relevant assessment of Naíscoil children going into Rang 1;
- Class teachers will discuss and hand over any relevant notes/observations etc. about the forthcoming class group;
- Baseline assessment is carried out in September in Rang 1 and 2, this is used to inform the class teachers about the children's capabilities;
- Rang 1 teacher makes SLT referrals local Community services if necessary;
- The assessment and identification of children with special needs is the responsibility of each class teacher using observations, experience and professional judgement;
- Formative and summative assessment methods are used in all classes and the class teacher raises any concerns with the SENCO, Principal and parents;
- The learning difficulties or social, emotional and behavioural difficulties of the child have been appraised and recorded by the class teacher who may request that a child may be placed on the Register;
- The parents have been informed and, as a result, the pupil's name may or may not be placed on the Register;
- The decision to place a child on the Register is consistent with the guidelines provided by the Code of Practice;
- Placement on the register is subject to approval by the SENCO and is kept under regular review;
- The SEN Register is updated as and when required.

The agreed criteria for additional support depends on the relative needs of the pupils.

Standardised Tests and Assessments used in school include:

P1	Próifil Mheasúnaithe na Luathchumarsáide ISACC	Baseline Assessment Observations/Record keeping Collins End of Unit Assessments
P2	Próifil Mheasúnaithe na Luathchumarsáide	Baseline Assessment Observations/Record keeping Weekly dictations Collins End of Unit Assessments Maths recovery
P3	NNRIT Drumcondra Irish Test Progress in Maths Progress in English	Record keeping Regular informal assessments Class tests Weekly dictations Collins End of Unit Assessments
P4	Drumcondra Irish Test Progress in Maths Progress in English Accelerated Reading	Record keeping Regular informal assessments Class tests Weekly dictations Collins End of Unit Assessments
P5	NNRIT Drumcondra Irish Test Progress in Maths Progress in English Accelerated Reading	Record keeping Regular informal assessments Class tests Weekly dictations Accelerated reader Collins End of Unit Assessments
P6	Drumcondra Irish Test Progress in Maths Progress in English Accelerated Reading	Record keeping Regular informal assessments Class tests weekly dictations Accelerated reader Collins End of Unit Assessments
P7	NNRIT Drumcondra Irish Test Progress in Maths Progress in English Accelerated Reading	Record keeping Regular informal assessments Class tests Weekly dictations Accelerated reader Collins End of Unit Assessments

NNRIT testing is carried out every second year in Rang 3, 5 and 7

Reading Partnership baseline:

- PIE scores;

- Salford Reading Test;
- In some instances, children may receive additional reading support based on teachers' judgements, and we acknowledge that children may only require additional reading support for a short period of time.

### Review Procedures:

When children who have been identified as having special educational needs are placed on the Register, their progress will be monitored by the class teacher and reviewed at the end of the time allocated for each IEP by the class teacher, in consultation with the SENCO, parents and the child, where appropriate. Three IEPs are provided each academic year with targets specifically directed towards the child's needs. Children will review their own learning/progress made on targets set in the IEP. Class teachers may arrange to meet with the SENCO to discuss identification, provision, monitoring, review or resources for SEN. An IEP sets out the nature of the child's learning difficulty, the stage of the child, the special provision required, the nature of parental support, the specific targets to be achieved in a given time, any medical or pastoral arrangements, review arrangements, date, teacher's name, year group and IEP number. Each plan is evaluated on completion with contributions from the pupils, parents and outside agencies where appropriate, and is used to guide future planning. The success of the plan is evaluated by measuring progress made against specific targets and the SENCO and the class teacher decide whether or not to move the child up or down through the stages. If satisfactory progress is made, the SENCO and class teacher decide if the pupil no longer needs additional help. If so, the child's name will be removed from the SEN Register, with the parent's full knowledge.

### Annual Review for Statemented Pupils:

Children with statements of SEN will, in addition to education plan reviews, have an annual review. Annual Reviews will take place as directed by the EA. The SENCO, class teacher, parents and appropriate external agencies (if necessary) will be present at the Annual Review. The results of the Annual Review will be forwarded to the appropriate region of the Education Authority to consider whether the objectives of statements and the special educational provision are still appropriate.

### Curriculum Access, Breadth and Balance:

All children receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is facilitated by whatever means necessary in order to ensure that success is achieved. All teachers endeavour to set suitable learning challenges, respond to the pupils' diverse learning needs and to overcome potential barriers to learning and assessment for individuals and groups of pupils. As far as possible, special educational provision is made in the normal classroom setting where children experience learning across the breadth of the curriculum in whole-class groups, ability groups, mixed ability groups and through individual teaching. Some provision may take the form of additional teaching support in the classroom or through withdrawal for additional support. When this happens, support staff work closely with class teachers, following agreed programmes of work.

### Inclusion:

The needs of pupils with SEN are reflected in planning and teachers are encouraged to provide for all abilities within the classroom context. Time is allocated regularly to facilitate meetings between SENCO, the support teacher, class teachers and outside agencies. Each teacher uses a variety of differentiation methods; these include:

- by task;
- by input;
- by outcome;
- by using different texts/resources;
- by using classroom assistants under the guidance of the classroom teacher;
- by using a variety of teaching strategies and taking cognisance of individual learning styles

Pupils also avail of tuition from the EA peripatetic service. Provision is made for withdrawal to facilitate this.



## **9. Staff Development:**

Special educational needs training is regularly provided to help staff become more aware of the individual needs of pupils and to help staff to recognise difficulties and ways to alleviate these. Professional development and in service training will have the following emphasis:

- To help and advise staff about the range of difficulties an individual pupil may have;
- To advise staff about resources to use their professional skills to adapt teaching methods to meet the needs of individuals;
- To help staff use strategies which are responsive to different learning styles and to ensure effective interaction;
- We will avail of outside agencies for courses where relevant

**Training undertaken by staff to date:**

## **10 Roles and Responsibilities:**

### **Role of the Board of Governors:**

The Board of Governors should:

- Ensure that all pupils' special educational needs are addressed;
- Have regard for the Code of Practice;
- Have regard for the school's SEN Policy;
- Ensure the policy is kept under review;
- Ensure that a climate is created in school which is inclusive of special educational needs where the quality of education offered to all is of the highest standard;
- Ensure that the necessary provision is made for any pupil who has special educational needs;
- Ensure that procedures for complaints exist;
- Ensure that the criteria for admission does not discriminate against children with Special Educational Needs.

### **Role of the Principal:**

The Principal should:

- Keep the Board of Governors informed about SEN/disability issues;
- Ensure that the Special Needs Policy reflects current practice;
- Ensure that the Special Educational Needs Policy is regularly reviewed and developed;
- Ensure that the SENCO/teaching and support staff are aware of their roles and duties;
- Ensure that all members of staff follow the correct procedures in their dealings with children who have Special Educational Needs;
- Ensure that Staff development and training opportunities are made available for those who require it;
- Where necessary liaise with parents and external agencies;
- Ensure that sufficient funding and resources are made available to maintain the current quality of provision for children who have special educational needs.

### **Role of the SENCO:**

The SENCO should:

- Develop SEN policy and keep it under review in the light of ongoing evaluation of school provision, changing circumstances in pupils' needs, level of available school resources and current statutory obligations;
- Ensure that SEN policy is understood and implemented;
- Co-ordinate the day to day provision of the school's SEN policy;

- Liaise with and advise colleagues;
- Co-ordinate provision for all children with special educational needs;
- Advise staff on the completion of Education Plans for children with special needs;
- Monitor the quality of provision for children with Special Educational Needs;
- Maintain the school's SEN/disability register and oversee the records of all pupils with special educational needs;
- Liaise with parents of children with special educational needs;
- Contribute to the in-service training of staff;
- Liaise with external agencies.

### Role of Staff:

The Staff should:

- Be aware of the current legislation;
- Gather information and keep records through formal and informal assessment/observation in dedicated class SEN folders;
- Work closely with other staff to plan for learning and teaching;
- Will have full responsibility for children at stage 1, and from stage 2 onwards, will liaise with other relevant professionals;
- Develop an inclusive classroom;
- Write and review educational plans in consultation with the SENCO;
- Work closely with classroom assistants;
- Inform parents about concerns and involve them in planning, supporting and also reviewing process;
- Participate in staff development and training;
- Liaise closely with SENCO and other agencies who may become involved with a pupil;
- Monitor and review progress

### Role of classroom assistants:

Classroom assistants should:

- Follow the school's SEN Policy;
- Work under the direction of the class teacher, be involved in planning and review process;
- Listen to the child and look for positives talking about the child's strengths;
- Keep records and observations.

### Role of the Pupil:

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve pupils wherever possible and children are made aware of their targets via child friendly plans.

### Role of the Parent:

The school works in partnership with parents and carers to achieve our aims by:

- Giving parents and carers opportunities to play an active and valued role in their child's education;
- Making parents and carers feel welcome;
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- Instilling confidence that the school will listen and act appropriately focusing on the child's strengths as well as areas of additional need;
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- Agreeing targets for the child;
- Request assessment of a child when appropriate;
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision;
- Making parents and carers aware of the parent partnership services;
- Providing all information in a 'parent friendly' and accessible way

### Partnerships with Parents:

To involve parents fully in the education of their children is a key aim of our SEN Policy; to ensure we achieve this parents are:

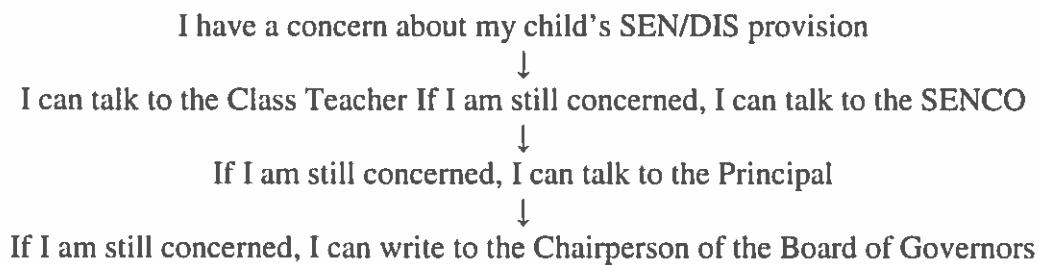
- Asked to inform us of any special educational need/disability their children may have upon entry into school;
- Informed of progress through discussions with the class teacher, comments in work books, home/school diaries, reading record books and through formal Parent/Teacher meetings;
- Are made to feel welcome in school and are free to highlight any concern they may have regarding their child with the class teacher;
- Are notified if it is felt that their child may have Special Educational Needs/disability
- Are asked to make contributions to the pupil's EP;
- Are provided with copies of their child's EP's;
- Are kept fully involved and informed if there is a need to refer the child on for specialist support;
- May discuss progress with the school SENCO or Principal (An appointment will be needed to ensure adequate time is set aside)

### Ensuring a Whole-School Approach:

We strive to ensure a whole school approach to SEN, whereby:

- The class teacher is responsible for meeting all the needs of all the children in his/her class and the day-to-day identifying and monitoring of SEN pupils;
- The Principal, SENCO and staff will liaise regularly for consultation and information sharing including:
  1. support for the class teacher;
  2. withdrawal or in-class support for the individuals concerned;
  3. appropriate arrangements for statemented children

### Procedures for raising concerns:



### Partnerships with specialist support:

As identified in the Code of Practice there are a number of specialist support services available for SEN support. These are frequently accessed through referral at stage 3 of the Code to Educational Psychology. In all cases the parent has a veto on these services and every effort will be made to ensure full co-operation between all concerned for the betterment of the pupil. Stage 3 support services include, EA Behaviour Support Service, school's Educational Psychologist, Medical reports, Specific Learning Difficulties Outreach Support, ASD support and ASCET.

### Partnerships with other schools:

Every effort will be made to access relevant information on children with SEN/DIS (commonly IEP's and other reports) transferring in from other schools. This may save valuable time in devising appropriate support procedures. Alternatively our school will provide copies of IEP's and other reports for other schools when our pupils transfer.

**11. Links with outside agencies:**

- EA- Statementing Officer – *Dr Tara Shine*
- EA- Behaviour Support Service – *Alison Curran*
- EA- Educational Psychologist – *Dr Tara Shine*
- EA- region ASD Advisory support- *Orla Mc Allister*
- Peripatetic Service- Outreach Peripatetic Service Teacher – *Caroline Mc Phillips*
- ASCET- School support officer-
- SLT- Community Services-

**12. Annual Report:**

SEN/Disability provision in school will be reported at the end of each school year to the Governors.

**13. Complaints:**

The procedure for any expression of dissatisfaction relating to the school or Special Educational Needs is outlined in the Complaints Policy/Procedure.



**14. Policy Review:**

The Special Educational Needs Policy will be reviewed on an annual basis by the SENCO. The Principal, staff and the Board of Governors will be notified of any significant changes to the policy/legislation.

## **15. Admissions and Accessibility:**

We in Bunscoil an Iúir with advice from the EA will endeavour to make reasonable adjustments and take relevant and purposeful measures to ensure accessibility for all members of the school community in relation to:

- Accessing the premises;
- Accessing the curriculum;
- Accessing information – e.g. written, verbal and technological.

We believe that our school should endeavor to create a community climate that welcomes all children of differing academic and physical abilities. We endeavor to ensure that we give all children an opportunity to develop holistically - physically, socially, emotionally and academically. All children are given opportunities to participate and avail of extra-curricular activities regardless of ability or disability.

### **Use of digital technologies and ICT:**

It is widely recognised that ICT engages learners who may otherwise struggle to fully access the curriculum and reach their full potential. We in Bunscoil an Iúir endeavor to differentiate and plan for use of ICT to suit all learners and their different learning styles. Classrooms are well equipped with an interactive whiteboard and at least 1 PC each, and a set of pupil iPads and EasiSpeak devices are timetabled for shared use daily. Teachers plan for the use of digital technology in their classrooms to help support all learners. Class PCs and iPads are used to extend learning for high-achieving pupils and for those who require differentiated support. At the moment, we do not use iPads to work with pupils with specific learning difficulties. We intend to investigate suitable apps/websites and provide training to support learners with special needs.