



## **SPECIAL EDUCATIONAL NEEDS POLICY**

**Lough View Integrated Primary and Nursery School**

## Foreword

For the purposes of this document the term SEN refers to those pupils in our school who have special educational needs and/or a disability which affects their learning..

In line with the [Freedom of Information Act](#), copies of your school's policy information is available to all relevant stakeholders on the school website and on request from the school.

Our SEN policy reflects current practice in our school and takes account of the following legislation and documentation:

### Legislation:

- [The Education \(NI\) Order 1996](#)
- [Special Educational Needs and Disability \(NI\) Order 2005](#)
- [The Special Educational Needs and Disability Act \(NI\) 2016](#)

### Documentation:

- [Department of Education Northern Ireland \(1998\) Code of Practice on the Identification and Assessment of Special Educational Needs. Bangor: DENI](#) (PDF, 644KB)
- [Department of Education Northern Ireland \(2005\) Supplement to the Code of Practice. Bangor: DENI](#) (PDF, 801KB)
- [Equality Commission, Northern Ireland \(2006\) Disability Discrimination Code of Practice for Schools \(SEND0\)](#). (PDF, 761 KB)
- [Department of Education Northern Ireland \(2009\) \*Every School a Good School – a policy for school improvement\*, Bangor: DENI](#). (PDF, 706KB)

## **Vision**

All staff at Lough View Integrated Primary and Nursery School (LVIP&N) are committed to providing equal access for all our pupils to a broad and balanced educational experience based on the Northern Ireland Curriculum. 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.

The legislation that currently governs practice regarding children and young people (C&YP) with special educational needs (SEN) is the Education Order (1996). The current Code of Practice on the Identification and Assessment of SEN provides guidance on how the legislation is to be delivered in schools and was published in 1998.

SEND0 (2005) increased the rights of C&YP with SEN and/or disabilities to be educated in mainstream schools and aimed to ensure that children with disabilities were not disadvantaged compared to their peers in school. This included the school being proactive in areas such as ensuring that the school is prepared with an adapted environment and differentiated curricula for all children who may wish to attend, including those with SEN/Disabilities.

The Supplement to the CoP was published in 2005 and updated parts of the 1998 CoP to reflect the changes following SEND0 (2005).

The most recent legislation, the Special Educational Needs and Disability Act (NI) 2016, strengthens and builds upon the duties contained within the Education Order (NI) 1996 and SEND0 (NI) 2005. It places new duties on the schools Board of Governors, the Education Authority and Health and Social Care Trusts. It provides new rights for parents and children over compulsory school age. It is one element of the new SEN and Inclusion Framework which include new SEN Regulations and a new statutory Code of Practice as of 2021, awaiting ministerial approval.

NB: In the interim, schools have been advised that they must continue to adhere to all aspects of the Code of Practice (1998) and the Supplement to the Code of Practice (2005), except for recording children under the new three stages of the Code of Practice.

Central to the ethos of Lough View Integrated Primary and Nursery School is the determination to provide a learning environment within a safe, supportive, stimulating, and co-operative school community where every child can think and grow and be happy.

Lough View is Rights Respecting School and as such is guided by the fundamental principles of equality of opportunity. As the United Nations Convention of the Rights of the Child (UNCRC) states all children:

‘...have the right to education’ (Article 28) and,

‘If you are disabled, either mentally or physically, you have the right to special care and education’ (Article 23).



## **Rationale**

At Lough View we are committed to the provision of a broad & balanced curriculum that offers equal access for all children. Respecting each child's unique personality, experiences, interests, strengths, and weaknesses, we aim to maximize the development of our children and to work towards realising their individual potential. 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 difficulties in learning than their peers. We recognise that during their school career some pupils may have special educational needs and/or a disability and we will make every possible arrangement to provide for their individual needs. The provision for the special educational needs of these children will be in line with the Code of Practice on the Identification and Assessment of

Special Educational Needs (Education (NI) Order 1996) as amended by the Special Needs and Disability (Northern Ireland) Order 2005 and the application of these requirements to Lough View Integrated Primary School and its aims are as outlined in this Policy.

### **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)

Through the process of inclusion, the school will seek to develop cultures, policies, and practices to include pupils and encourage a whole school acceptance of including children with special educational needs/disability in the work and life of the school.

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 Anti Bullying.

### **Aims of SEN provision in Lough View**

In providing for children with special educational needs, we aim to:

- Identify children with SEN/disability as early as possible through a variety of means and in consultation with parents and other relevant personnel.
- Raise and maintain the self-esteem of children with SEN/disability so that they feel valued as individuals within the family of the school.
- Promote the inclusion of all pupils with SEN/disability into the mainstream classroom, as appropriate.
- To appropriately challenge and support learning for all children in line with the Northern Ireland Curriculum commensurate with their age and ability.
- Encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning for all.
- Promote close and supportive links between the home, school and community, achieving a multi-disciplinary approach to meeting special educational needs.

- To encourage constructive parental involvement in meeting the child's needs; helping the child to overcome barriers to learning.
- To consider the wishes of the child when planning and implementing SEN provision.
- To strive for close co-operation between all services and agencies concerned to achieve an effective multi-disciplinary approach to meeting special educational needs.

## Definitions

For all involved in a child's education it is important that there is a clear understanding of the terms 'special educational needs,' 'learning difficulty' and 'special educational provision,' as defined in Article 3 of the 1996 Order.

### Special Educational Needs

**A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made.**

### Learning Difficulty

A child has a learning difficulty if:

(a) they have a significantly greater difficulty in learning than **the majority of** children of the same age.

(b) they have a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools; or

(c) they have not attained the lower limit of compulsory school age and is or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory school age.

## **Special Educational Provision**

Special educational provision (SpEP) is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in ordinary schools.

## **Disability**

The following definition of disability is taken from the Disability Discrimination Act (1995):

A disability is when someone has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

(Paragraph 2.3)

## **Key Principles of Inclusion**

The Disability Discrimination Code of Practice for Schools (ECNI, 2006), states: *"...all pupils have a right to the same opportunities in the whole of their educational life."*

All schools should have an inclusive ethos and actively seek to promote the inclusion of all children. Schools should approach inclusion as an integral part of all school policies including the school's SEN policy, school development plan, the school's accessibility plan and policies relating to e.g., discipline, bullying and pastoral care.

## **SEN and Medical Categories**

The following is the list of the five overarching SEN categories and sub-categories taken from: [Department of Education Northern Ireland \(2019\) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI](#)).

- 1. Cognition and Learning (CL) – language, literacy, mathematics, numeracy**
  - a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy
  - b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy
  - c) Moderate Learning Difficulties (MLD)
  - d) Severe Learning Difficulties (SLD)
  - e) Profound and Multiple Learning Difficulties (PMLD)
  
- 2. Social, Behavioural, Emotional and Well-being (SBEW)**
  - a) Social and Behavioural Difficulties (SBD)
  - b) Emotional and Well-being Difficulties (EWD)
  - b) Severe Challenging Behaviour associated with SLD or PMLD (SCB)
  
- 3. Speech, Language and Communication Needs (SLCN)**
  - a) Developmental Language Disorder (DLD)
  - b) Language Disorder associated with a differentiating/ biomedical condition (LD)
  - c) Communication and Social Interaction Difficulties (CSID)
  
- 4. Sensory (SE)**
  - a) Blind (BD)
  - b) Partially Sighted (PS)
  - c) Severe/Profound Hearing Impairment (SPHI)
  - d) Mild or Moderate Hearing Impairment (MMHI)
  - e) Multi-sensory Impairment (MSI)



## 5. Physical Need (PN)

### a) Physical (P)

### **Children with a medical condition**

Children who have an identified medical condition will be recorded on the school's medical register. Those who do not require special educational provision will be recorded on the Medical Register only and will not be placed on the SEN register.

A pupil with a medical diagnosis or disability may or may not have a SEN but what is key is "does the pupil have a requirement for special educational provision to access the curriculum."

A pupil can be recorded on both the SEN register and medical register if they have both a medical need and require special educational provision to be made for them.

The maintenance of the Medical Register is the responsibility of Ms. A Keenan.

The following is the list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population taken from [Department of Education Northern Ireland \(2019\) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI](#)).

- Epilepsy
- Asthma
- Diabetes
- Anaphylaxis
- Autism Spectrum Disorder (ASD)
- Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- Dyspraxia/ Development Co-ordination Disorder (DCD)
- Developmental Language Disorder (Medical) (DLD)
- Global Developmental Delay
- Down's Syndrome
- Complex Healthcare Needs

- Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
- Depression
- Eating Disorder
- Psychosis
- Other Medical Disorder
- Cerebral Palsy
- Spina Bifida – with Hydrocephalus
- Spina Bifida – without Hydrocephalus
- Muscular Dystrophy
- Acquired Brain Injury
- Visual Impairment
- Hearing Impairment
- Physical Disability
- Other Medical Condition/ Syndrome

### **Lough View SEN Policy Aims**

1. To identify pupils with SEN/disability as early as possible using a variety of measures 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.
4. 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.
5. 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.
6. To encourage parental partnerships in all aspects of SEN provision.
7. To consider the views of the child when planning and implementing SEN provision considering their age and capacity.

8. To support children in participating in making decisions in all aspects of their learning.
9. To strive for close co-operation between all services and agencies concerned to achieve an effective multi-disciplinary approach to meeting SEN.
10. To educate pupils with SEN, wherever possible, alongside their peers.
11. To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.
12. To encourage and/or maintain the interest of pupils with SEN in their education.
13. To encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.
14. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
15. To meet the needs of all pupils who have SEN by offering appropriate forms of educational provision and the most efficient use of available resources.
16. To promote collaboration amongst teachers in the implementation of the SEN policy.
17. To work closely with EA services and other outside agencies as appropriate to support each pupil with SEN.

### **Arrangements for Co-ordinating SEN Provision**

Although meeting the needs of pupils with SEN is a whole school issue the overall responsibility for managing SEN provision resides with the Board of Governors and the principal of the school. However, to facilitate the day-to-day running of the provision the board of governors has delegated responsibility to co-ordinate the provision for pupils with special educational needs to Ms. A Keenan (SENCo).

### **Roles and Responsibilities**

The following section highlights the key roles and responsibilities of all those involved in SEN provision:

## **Board of Governors at Lough View**

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.

At Lough View our SEN Governor, Mrs. P Murtagh, is kept informed of and monitors the school's provision for children with special educational needs.

Chapter 12 of the document *'Every School a Good School'* (DENI, 2010) relates specifically to the role of the governor in supporting pupils with special educational needs. Based on this information, The *SEN Resource File* (DENI, 2011) outlines that 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 efforts 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.
- check 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.

## **Principal**

At Lough View, and in accordance with to the Code of Practice (1998), the principal:

- keeps the Board of Governors informed about SEN issues.
- works in close partnership with the SENCo.
- liaises with parents and external agencies as required.
- delegates and monitors the SEN budget.
- ensures the senior leadership team (SLT) are actively involved in the management of SEN within our school.

- SLT members ensure consistency of practice and contribute to the realisation of the School Development Plan; and
- provides a secure facility for the storage of records relating to special educational needs.

## **SENCo**

At Lough View our Special Educational Needs Co-Ordinator (SENCo) is responsible for:

- the day-to-day operation of the school's special educational needs policy.
- responding to requests for advice from other teachers and/or classroom assistants.
- coordinating provision for pupils with special educational needs.
- Maintaining our SEN register and overseeing all the records on pupils with special educational needs.
- working in partnership 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.
- liaising with external agencies; and
- Providing an annual report to the Board of Governors.

## **Class Teacher**

The class teacher:

- is aware of current legislation.
- keeps up to date with information on the SEN Register.
- gathers information through observation and assessment records information about the child to identify barriers to learning.
- develops an inclusive classroom.
- works closely with other staff to plan for learning and teaching.
- contributes to, manages, and reviews PLP/IEPs in consultation with the SENCo; and
- involves SEN classroom assistants as part of the learning team.

## SEN Support Staff/ SEN Classroom Assistants

Support Staff/ SEN Classroom Assistants should:

- work under the direction of the class teacher.
- 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.
- keep records and attend meetings; and
- share good practice.

Further details can be found in the LA Handbook

## Pupil views

'The child should, where possible, according to age maturity and capability, participate in all the decision-making processes which occur in education.' (*Supplement to the Code of Practice – pars 1.19*)

In school, as far as reasonably practicable, we seek, and have regard to, the child's views about their strengths, learning difficulties and education, considering their age and maturity. We seek and listen to their views about how they learn effectively and then focus on the strategies that work for them.

Key decisions for a particular pupil might include:

- contributing to their own assessment, provision, and progress.
- contributing to the review of PLPs/IEPs, Annual Reviews, and the Transition process;  
and

- involving and supporting the pupils to participate in making decisions about matters affecting them.

Seeking the children's views and supporting them to participate in making decisions about their own learning is good practice. The child's progress will be more effective when both they and their parents are involved, and account is taken of their wishes, feelings, and perspectives.

### **Parent/person with parental responsibility**

At Lough View we acknowledge that successful partnerships between parents, pupils and school play a key role in promoting a culture of co-operation, openness and transparency and have a crucial impact on the effectiveness of special educational provision. Seeking the views of the parent plays a key role in helping us understand individual needs. Teachers, pastoral staff, SENCo, and other school staff all have a significant role in developing positive and constructive relationships with parents and pupils. We encourage this participation and value its contribution.

Parents will be consulted when staff are considering placing the pupil's name on the SEN register or moving the child between stages. It is essential that parents inform the relevant school staff of any significant needs their child may possess. This is done as early as possible. In the interests of the child, it is also vital that essential information is made available by a parent upon a child's entry to the school.

Parents may be invited to:

- additional meeting with staff to discuss their child's needs.
- participate in Review / IEP or PLP / meetings; and
- inform staff of changes in circumstances; and support outcomes/targets on IEP

## **Admissions**

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

The Special Educational Needs and Disability Order (SENDO) (2005) legislation strengthened the right for children with a Statement to an ordinary school place 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).

Children with Statements of SEN are placed in the school at the request of the Education Authority (EA). 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**

We are currently drafting our accessibility plan which should soon be publicly available and accessible via the school's website. The focus of our accessibility plan is to:

- increase the extent to which disabled pupils can participate in the school's curriculum. By way of example, this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure, and cultural activities.
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services provided or offered by the school; and
- improve the delivery to disabled pupils of the information which is provided in writing to pupils who are not disabled. This should be completed within a reasonable



time and take into account their disability and any preferences expressed by them or their parents.

At present:

- pupils with disabilities have equal access to all areas of the school building;
- the school is fully accessible to wheelchair users;
- there are well-equipped facilities for personal care;
- access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude, and attainments; and
- written information can be provided in a variety of formats upon request.

### **Special Facilities, Resources and Accommodation**

At Lough View we have two Learning Support Rooms where small groups of children are withdrawn for additional support.

We also have a number of "breakout rooms" where children can work quietly if they need a smaller, quieter space.

There are additional monies in the school budget for SEN.

### **Annual Report**

The Board of Governors report annually on all aspects of SEN provision in school. The SEN section in the Annual Report contains information on:

- the number of statements of SEN at Lough View.
- the number of pupils who receive provision from EA Pupil Support Services
- the number of pupils who accessed school delivered special educational provision.

This report is made available at the beginning of each academic year.

### **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)*

At Lough View, we draw upon many sources of information to identify pupils' needs, including:

- Information from transferring school.
- Teacher observation.
- SEN diagnostic assessments eg Salford/Neals/Sandwell.
- Standardised whole school assessment e.g.: CAT/PTE/PTM/PASS/NGST.
- Class weekly and termly check-ups.
- Personal Learning Plans/Individual Education Plans.
- Medical Care Plans.
- Personal Education Plans for children who are looked after.
- Statements of Special Educational Need.
- Annual Reviews of SEN statements
- Professional reports eg Health and Social Care Trust/RISENI/Private Educational Psychology/ Allied Health
- Parental contributions
- Pupil contributions

## **The Management of Special Educational Needs:**

### **The Three Stages of Special Education Provision**

At Lough View, we adhere to the three stages of the Code of Practice. These stages focus on the level of intensity of the special educational provision required for a child to make adequate progress commensurate with their abilities and improve their outcomes. Responsibility for pupils with SEN at each stage lies with the school, given the day-to-day role of the school in a pupil's teaching and learning, with increasing EA involvement when required. A summary of the three stages of special education provision is set out below:

**Stage 1 includes:**

- School delivered special educational provision.
- A PLP/IEP is required.
- The majority of special educational needs will be met at this stage.
- The responsibility lies with the school.
- Operates in mainstream schools and classes; and
- Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN.

The PLP/IEP contains the core information on school action, with evidence, to inform a request, if considered necessary, for access to EA SEN services at Stage 2. The child will only move to Stage 2 once any external special educational provision is being implemented.

**Stage 2 includes:**

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust.
- A PLP/IEP is required. A smaller number of children will need this provision.
- The responsibility lies with the school plus external provision from EA.
- Operates in mainstream schools and classes (and by exception in special school or Learning Support Centre (LS Centre) for the purpose of assessment; and
- Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN.

In the event of a child not making progress, despite the external support from the EA, the child may require consideration for a statutory assessment. A new online form designed to

guide the user through the process is used to make a request for statutory assessment. The PLP/IEP contains the core school information the EA will use to consider and if appropriate make, a statutory assessment.

The pupil will remain at Stage 2 when a request for a statutory assessment is being considered, is being made and, if appropriate until a Statement is made.

### **Stage 3 includes:**

- Pupils with a statement of SEN.
- School and EA delivered special educational provision plus any relevant treatment or service identified by the HSC Trust.
- A PLP/IEP is required.
- A smaller number of children will need this provision.
- The responsibility lies with the school and the EA –with input from the HSC Trust where relevant.
- Operates in mainstream schools, LS Centres attached to mainstream schools or special schools (as determined within the child’s statement);
- Reasonable adjustments, the school delivered special educational provision are implemented plus EA provision as set out in the Statement.

At Stage 3, the child has a statement and is receiving special educational provision (as set out in the Statement).

The pupil’s PLP/IEP will be revised, to reflect the content of the statement (as it relates to the PLP/IEP including the SEN category (or categories); setting intended outcomes based on the objectives of the special educational provision and the nature and extent of the EA’s provision including any relevant service and treatment the HSC Trust are to provide; and any additional school provision or modifications to the curriculum, as itemised in the statement; the pupil's PLP/IEP will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the Annual Review of the statement.

## Exceptional Cases

In most cases transition through the three-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.

## 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 are seen as part of the process of continuous monitoring of the child's progress. The Annual Review procedure is designed to:

- 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 special educational needs.

The annual review is carried out by the school on behalf of the EA.

The Review takes place in school and is chaired by the principal or another person as delegated by the principal.

Relevant forms and the EA's guidance for this process are available by contacting Statutory Assessment and Review Service (SARS) of the school's local EA office or they can be downloaded from the [EA website](#).

## Record Keeping

- The SENCo keeps the following records in school: SEN Register.
- records of concern.
- personal learning plans/ individual education plans reviews.
- statements/annual reviews/transition plans.
- assessment results/data.

- individual pupil files.
- record of liaison/meetings with staff from the Education Authority's SEN Support Services/Health and Social Care Trust.
- minutes of meetings with parents; and
- support, advice, and training provided to staff.

### **Monitoring the Progress of Pupils with Special Educational Needs**

In partnership with the class teacher, Head of Key Stage, SENCo and Assessment Co-ordinator, the progress of pupils on the SEN register is monitored.

Consideration is given to:

- personal learning plans/individual education plans which are monitored and reviewed for quality and progression.
- evidence to demonstrate whether the pupil is making progress; and
- information gathered is used in future planning for intervention and to inform movement either up or down through the stages of the Code of Practice.

### **Professional Development**

The principal, in consultation with the SENCo, oversees the professional development of all staff in our school. Staff are kept up to date with SEN developments in order to provide effective teaching and support for pupils.

Following attendance at relevant internal or external education and training programmes, staff members are encouraged to disseminate the information provided to build the capacity of their colleagues.

Additional training eg on supporting phonics, numeracy and emotional literacy is provided for Learning Assistants.

### **Addressing Individual Requirements**

In attempting to meet the needs of individual children, a range of teaching strategies and classroom management styles may be required. Advice and programmes from outside

agencies such as RISENI, and Health and Social Service Trusts will be, where possible, integrated into classroom practice. These will be noted in the child's IEP/PLP and their effectiveness considered at times of review.

In general, teachers will ensure that:

- Activities are provided to encourage children to work at their own levels in groups or as individuals – neither so difficult as to frustrate or so easy as to bore; skills and knowledge will be introduced in small amounts and in a logical order; concepts will be established slowly 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 number work influence their learning in other areas of the curriculum; appropriate help will be given to overcome such weaknesses.
- Children with specific hearing or sight problems 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.
- Children displaying significant negative behaviours will be carefully positioned in the room to enable all members of the class to progress; if this requires a quiet place, it will be short term and with the clear goal of integration. It may be appropriate to offer a daily progress chart tailored to specific behaviours and provide opportunities to record progress, offer praise and to keep parents informed.

### **Organisation and delivery of Learning Support at Lough View**

Dependent upon competing priorities, and time availability, additional teaching support may be offered to individuals or groups of children to focus on a particular area of need.

This may be in the form of a Literacy or Numeracy support programme if they have been identified as experiencing difficulties and would benefit from a block of time-bound, small group support. Regular attendance by the child and full support from their parents is a vital

element of the programme. Children receiving this withdrawal support are not necessarily on the SEN Register.

Additionally, we run small group phonic revision sessions for Foundation Stage children and comprehension practice groups for KS1 and KT2.

Pastoral Support is available for children experiencing difficulties with emotional well-being.

Reasonable adjustment to support a child may be made in class support, for example.

- Visual timetables, visual instruction cards, personalised cards.
- Weighted lap mats, movement cushions.
- Differentiated tasks.
- Magnetic boards and letters, white boards and markers, timers.
- Reading schemes including, Oxford Reading Tree, Storyworld, Literacy World, Ginn and Rigby Rocket.
- Learning Material and Easylearn resources
- ICT packages e.g. Animated Alphabet, Noddy's Playtime, Clicker (some screens), Talking Writeaway, Spell Check, Wordtrack, Booster Phonics, Times Tables Mountain, Wipeout Wall, and Division Descent.
- Phonic programmes such as Fast Track and BELB Phonics for Reading, Writing and Spelling.
- Memory games
- Numicon

## **Partnership working**

In school we work with a range of EA Pupil Support Services, where appropriate, to receive training and guidance to support the school and parents in meeting the needs of children with special educational and medical needs. Examples of EA [Pupil Support Services](#) include:

- Autism Advisory and Intervention Service (AAIS)
- Sensory Service
- Special Educational Needs Inclusion Service (SENIS)
- EALS: Education Authority Literacy Service



- SEN Early Years Inclusion Service (SENEYIS)
- Language and Communication Service
- [Behaviour Support and Provisions](#)
- [Education Psychology Service](#)

Additionally, we might refer for support from:

- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- EOTAS: Educated other than at school (Willow Centre)
- MCA: Middletown Centre for Autism
- IDS: Inclusion and Diversity Service
- RISENI: Regional Interdisciplinary Support for NI
- BHSC: Belfast Health and Social Care Service
- CAHMS: Child and Adolescent Mental Health
- SALT/OT/Physiotherapy in the community (Arches and Scrabo)
- Paediatricians (Carlisle health and Wellbeing Centre and Bradbury Centre)
- School Health: Knockbracken
- Private Educational Psychology providers

## **Complaints**

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

If you have any queries in relation to special educational needs of a child with a Statement or who is currently being assessed for a statement of special educational needs, you can contact your local [EA Office](#). Please contact the SEN Link Officer in the first instance. Contact details should be on the EA documentation issued to each parent alongside the child's statement.

## **Dispute Avoidance and Resolution Service (DARS)**

The [Dispute Avoidance and Resolution Service \(DARS\)](#) provides an independent, confidential forum to resolve or reduce the disagreement, in relation to special educational provision, between parents and school/Boards of Governors or the EA for pupils who are on the Code of Practice where previous attempts to do so have been unsuccessful.

Parents can contact the service which is provided by [Global Mediation](#).

Involvement with DARS will not affect the right to appeal to the Special Education Needs and Disability Tribunal (SENDIST)

## **Special Educational Needs and Disability Tribunal (SENDIST)**

The [Special Educational Needs and Disability Tribunal \(SENDIST\)](#) considers parents' right to appeal against the decisions made by the Education Authority about their child's special educational needs whenever an agreement cannot be reached.

This service also addresses claims of disability discrimination in school.

## **Monitoring and evaluating the SEN Policy**

The SEN policy is reviewed annually. It will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. This policy has been brought to the Board of Governors for final approval.

Policy Date: \_\_/\_\_/\_\_\_\_

Signature of Principal : .....

Signature of Chairperson of Board of Governors: .....

Review Date: \_\_/\_\_/\_\_\_\_

