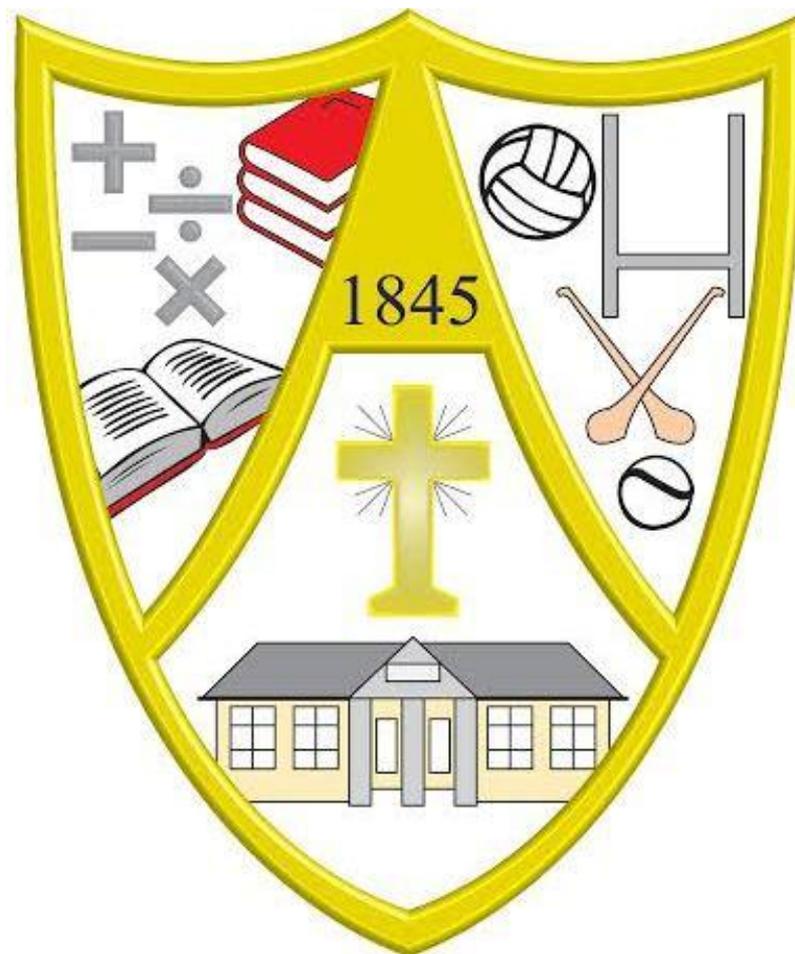


Jonesborough Primary School



Special Educational Needs Policy

SENCo Marian Litter
May 2020



CONTENTS PAGE

- School Vision
- Definitions of SEN & Disability
- Aims of the Policy
- Admissions
- Roles and Responsibilities
- Special facilities/ resources
- Identification
- Management of SEN:
- Provision
- Monitoring & Evaluation of SEN
- Identification & Assessment
- List of other relevant policies
- Monitoring and Evaluating the Policy
- Procedures to Monitor and Evaluate SEN Provision
- Partnerships
- Complaints Procedures

School Vision

The following statement is a framework of principle policy procedure & aspirations which underpin the practices within Jonesboro

The Ethos of care is reflected in all actions and decisions taken by the staff of Jonesboro Primary School, as we follow the detailed guidance set out in the EA Special Educational Needs Board Policy and Guideline Document, The Code of Practice and CCMS Guidance

Definitions of SEN & Disability

As defined by the "Code of Practice on the Identification & Assessment of Special Educational Needs" a pupil has Special Educational Needs if:

- They have a significantly greater difficulty in learning than the majority of pupils of the same age or
- Have a disability which either prevents or hinders them from making use of educational facilities.

As defined by the 'Disability Discrimination Act 1995'

- Someone who has a physical or mental impairment which has substantial and long term adverse effects on his/her ability to carry out normal day to day activities

Aims of Policy

- To provide a broad, balanced and relevant curriculum for those with SEN/Disability.
- To identify and address special educational needs within school and to create a support structure consistent with thoroughness
- To develop a support system based on the "Code of Practice" for SEN
- To promote a positive learning environment to offer maximum opportunity for all children to achieve their full potential
- To provide equality of opportunity regardless of ability, race, gender, creed or class
- To deploy a range of teaching strategies suited to age, ability and aptitude and learning styles and promote effective learning.
- To offer a range of relevant learning experiences and a variety of teaching resources to meet a variety of needs

- To ensure those with SEN/Disability are appropriately integrated into the life of the school
- To ensure all staff recognise their responsibilities to those children with SEN/Disability, and promote the implementation of the SEN policy.
- To support and involve parents fully in the education of their children
- To promote a partnership with parents
- To promote a partnership with specialist support services e.g. educational psychology, H&SS
- To monitor, evaluate and review our policy.

Admissions to Jonesboro Primary School

The admission arrangements for pupils to this school are set out in our general admissions policy and are in line with EA and CCMS guidelines.

In the first year, the school may plan for the child with special needs to begin at an early stage of intake were the group is small (so that the child can become familiar with routines) or a 'progressive' day may be planned (Were the child is integrated over varying period of time, depending on need. The admission of pupils with statements is co-ordinated through the relevant Education Authority and measured against:

- The suitability of the placement for the pupil
- The suitability of the placement for other pupils in the same setting
- The efficient use of EA resources
- The wishes of the child's parents

Appropriate placement is vitally important and there are consultation mechanisms built into these processes.

Roles and Responsibilities

Board of Governors

The Board of Governors has a statutory duty to:

- Maintain and operate the SEN policy in collaboration with the Principal and SENCo
- Take account of the provisions outlined by the Code of Practice on the identification and assessment of special educational needs
- In consultation with the Principal, determine and allocate funding for special educational needs and disability within the school

- Ensure that the teachers know the importance of identifying those registered pupils with SEN and of providing appropriate teaching

The BOG should report each year on SEN provision in school. Information for this report should be collated by the SENCO and the Principal.

The Principal

- Establishes quality provision
- Determines school policy with governors re staffing and funding
- Ensures staff participation in policy development
- Ensures adequate INSET
- Ensures policy is delivered and monitored
- May consult with Board about policy
- Ensures confidentiality as appropriate
- Informs governors on SEN issues
- Ensure other polices acknowledge SEN
- Work in partnership with the SENCo

SENCo

- To devise and review the school's Special Needs Policy in consultation with the principal and staff.
- To oversee the day-day operation of the policy.
- To maintain an up to date SEN register.
- To enable staff to identify those with SEN.
- To advise and support staff on matters relating to SEN.
- To provide information and liaise with the parents of pupils with SEN.
- Co-ordinate provision for pupils with SEN.
- To establish effective links with outside specialist support e.g. E.A
- To oversee all records and ensure the correct documentation is available for statutory assessment.
- To ensure effective links with feeder schools and pre-school groups.
- To ensure a whole school approach to SEN
- To provide/advise INSET training for staff

Class Teacher

- Be responsible for meeting the individual needs of children in their class.
- Be aware of current legislation
- Plan, prepare, monitoring and evaluate IEPs and Reviews (store Evidence in class SEN Files) Keep up to date with information on the SEN Register

- Gather information through observation and assessment to identify any barriers to learning
- Develop an inclusive classroom
- Work closely with other staff to plan for learning and teaching
- Involve classroom assistants in planning for learning
- Plan and deliver teaching and learning appropriate to age, maturity, learning need/disability.
- Implement appropriate programmes and strategies to address the needs of children
- Monitor progress by gathering data/ observations/ test results
- Consult and liaise with SENCO and other support services.
- Encourage and promote involvement of parents/pupils
- Assist the SENCo in devising, reviewing and implementing SEN policy
- Meet and pass on information to following year's class teacher.

Teaching Assistants and Support Staff

- Assist the pupils for whom they are employed
- Enable the pupil to access the curriculum
- Assist the class teacher in delivering quality practice
- Be fully involved in the children's provision, monitoring and reviews under the direction of the class teacher
- Relate issues/difficulties back to the class teacher

Pupils

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

- Contributing to target setting within their own EP
- Work towards achieving agreed targets
- Contributing to the review of EPs, Annual Reviews and the Transition process in Year 7
- Being involved in their learning and maintaining good attendance
- Share their success

Parents

'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)

- Parents should be invited as necessary to:
- Meet with staff to discuss their child's needs
- Attend review meetings
- Inform staff of changes in circumstances
- Support targets on EPs
- Be fully involved in supporting their child's learning, working in partnership with the school
- Ensure their child attends school and keeps any appointments relating to their special needs.

It is essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, important information may need to be made available by a parent upon a child's entry to the school.

It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN register or moving the child to a higher or lesser stage of need.

Special facilities/ resources

In Jonesboro Primary School our Special facilities/Resources and Accommodation include:

- Ground level access buildings
- Suitable wheelchair access
- Accessible toilet facilities for all classrooms
- Additional Learning support provided by Foundation/KS1 teachers
- Range of SEN Resources and games
- Dyslexia Friendly School Training
- Motor Sensory Group & resources
- Peripatetic Support Teacher (EA)
- RISE Team
- Catch-up Maths
- Athletics
- RM maths
- Bug Club
- Scholastic interactive reading resource

Identification of SEN in Jonesboro Primary School

It is vital to remediation, that children with SEN are identified as early as possible, and that an understanding of their possible/probable difficulties is clearly communicated between involved professionals and key stake holders.

In line with the Code of practice we in Jonesboro Primary school identify pupil's difficulty through a range of methods. The identification indicators used encompass

- formative and summative assessment procedures
- Information from parents/carers
- Information from Nursery School or other transferring school
- Baseline Assessments
- Information from H&SS
- Consultation with Educational Psychology
- Information from Professional Reports
- Cognitive ability tests
- Attainment tests
- Diagnostic tests
- Summative and formative assessment
- Teacher observation
- Statements of Special Educational Need
- Care Plans (Supporting pupils with Medication Needs)
- Personal Education Plans for looked after children (LAC PEPs)
- IEP Reviews
- Annual Reviews

It is viewed by the school that the use of standardised tests are of vital importance in terms of guiding and informing school developments and if subsequent selection of pupils intervention programmes.

However, it is also understood that although standardised scores are a guide to assessment of an individual's or group need, other factors have also to be considered, not least the professional judgement of the classroom teacher.

- In selecting pupils for additional assistance, scores in Literacy and Numeracy with a discrepancy of 10+ between NRIT and Standardised is used. Firstly as a prompt to consider withdrawal / in class support.
- Teacher/SENCO will review the standardised score & NRIT score achieved by these pupils and in addition to their professional judgement will determine if they are working to their full potential or not.

- Pupils scoring a standardised < 85 may or may not be offered support if the SENCo/class teacher feel that the pupil is capable of managing in the normal classroom environment where appropriate differentiation can be offered and if their NRIT score indicates that they are working to their full potential.
- Pupils viewed as not working to their full potential because SEBD issues, which impacts on their learning, and which is indicated either by their standardised score or the teacher's professional judgement may be support regardless of scores.
- Pupils with a statement will work in class with additional adult assistance under direction of teacher at all times. These pupils who require additional support to fulfil the objectives of the statement may be selected for withdrawal regardless of scores.

It is appreciated that the learning difficulties experienced by pupils can be due to a great many factors and the school will attempt to deal with specific needs as they arise.

Specific Literacy Difficulties (SpLD)

In Primary 3 to 7: PIE Test & NRIT scores are analysed on an annual basis and the children's performance used to target and identify those who meet criteria for referral to the Board's Psychology Service for Literacy Screening. In Primary 3 children for whom the class teacher has a concern and whose PIE falls below 85 in relation to NRIT of 90 or above, SENCO will refer through the completion of LA1 to the board's psychology service for literacy screening. Teachers are encouraged to liaise and work collaboratively with SpLD support teacher devising and reviewing EP'S specific to each individual. School consults The Good Practice Guidelines and the SEN resource file to ensure the implementation of effective strategies for children who exhibit SpLD difficulties. SENCO/class teacher can access Advisory Support and whole school INSET training. This requires the completion of LSS1 and LSS2 forms.

Developing Awareness of Dyslexia

In Jonesboro Primary School we are committed to helping children on the dyslexic spectrum achieve their potential. We recognise that by matching our teaching strategies to their learning styles we can help overcome barriers to their learning. All staff have received INSET training on 'Providing a Dyslexic

Friendly Classroom.' Adopting reasonable adjustments to accommodate the needs of dyslexic children in the class benefits not only dyslexic children, but all of the children within the class. All staff may access the SEN resource file and accompanying CD from the SpLD Service to inform their daily practice. Training continues to be updated.

SEN Underachievers

Children who have been identified as underachievers will have a support plan of intervention drawn up by the class teacher and the learning support teacher, in consultation with the SENCO, literacy and numeracy co-ordinators. The children may also be placed in a booster group & receive withdrawal teaching in small group settings. The purpose of focusing on target groups is to enable the child to fulfil their true potential.

SEN High Achievers

Children identified as High achievers have their needs met through quality differentiated learning and teaching targets. These targets permeate the planning and provision of the class teacher and are devised in consultation with the Literacy and Numeracy co-ordinator. Some children may also be targeted for extension group provision guided by the SEN & Literacy co-ordinator.

The Management of SEN

In Jonesboro Primary School, we follow the five stage approach as set out in The N.I. Code of Practice (1998). This approach recognises that there is a continuum of SEN and that the requirements of the majority of pupils with SEN lie at Stages 1, 2 or 3. This means that their needs are met by the school with the help of outside agencies and/or specialists as required.

Record of Concern:

In the process of identifying child with SEN, Teachers will fill in a 'Record of Concern' which then may/may not lead on to stage 1 if appropriate/ required.

Stage 1: Stage 1 is characterised by Teacher formulated assessments/observations increased differentiation within the child's normal classroom work.

At this stage the class teacher:

- Identifies a child's educational need.

- Consults with the child's parents and the child.
- Informs the SENCO, who places the child on the special needs register.
- Collects relevant information about the child consulting the SENCO.
- Ensure that an Educational Plan (EP) is drawn up using the *Good Practice Guidelines*.
- Works closely with the child in the normal classroom context.
- Monitors and reviews the child's progress.
- A review may see the child's name removed from the register, remove at Stage 1 or move to Stage 2.

Stage 2: Stage 2 is characterised by the production of an education plan. At this stage, the SENCO is responsible for co-ordinating the child's special educational provision, always working closely with the child's teachers. Support is within the school.

Together they:

- Gather relevant information, including, as appropriate, information from outside agencies.
- Ensure that an Education Plan (EP) is drawn up using the *Good Practice Guidelines*.
- Organise support - in class or withdrawal.
- Ensure that the parents are kept informed.
- Monitor and review the child's progress.
- A review may see a child's name being removed from the register, return to Stage 1, remain at Stage 2 or move to Stage 3.

Stage 3: Stage 3 is characterised by the involvement of specialists from outside the school. At this stage, the SENCO continues to take a leading role, working closely with the child's teacher.

She:

- Keeps the principal and relevant staff informed.
- Draws on the advice of outside specialists
- Ensures that the child and parents are consulted.
- Ensures that an Educational Plan is drawn up using the *Good Practice Guidelines*.
- Together with outside specialists, monitors and reviews the child's progress.

- A review may see a child revert to Stage 2 or Stage 1, remain at Stage 3 or the Principal/SENCO may request Statutory Assessment if the child fails to make progress.

STAGE 4: If strategies employed at Stage 3 have not been sufficient to meet the child's needs the school, by agreement with parents, may ask the Board to make a statutory assessment.

STAGE 5: If having considered the advice received from a statutory assessment, the Board is satisfied that the child's needs cannot be reasonably met within the resources normally available to mainstream schools; it may make a statement of special educational needs and arrange, monitor and review appropriate provision.

The five stages can be summarised as follows:

Stage 1	Class Teacher & SENCO	Education Plan
Stage 2	SENCO & class teacher	Education Plan
Stage 3	School & outside specialists	Education Plan
Stage 4	Board & School	Statutory Assessment
Stage 5	Board & School	Statement of SEN Education Plan

IEPs

A copy of the Education Plan & Review Template can be found in the SEN folder in the Staff Drive on the C2K system for use by teachers.

Current Education Plans and reviews are held by class teachers. A copy is also available in SEN filing cabinet, along with preceding Education plans/reviews and all relevant information on pupils, for teachers to access.

A schedule of dates for completing EP'S is agreed by all teachers at the beginning of each school year.

ANNUAL REVIEW MEETINGS

The Education (Northern Ireland) Order 1996 requires Boards to review all statements at least annually to ensure that the needs of the pupil are being met and to consider the appropriateness of the placement. It is also a way of monitoring and evaluating the pupil's progress. The school undertakes the review on behalf of the Education Authority.

These meetings, which take place in school are chaired by our Principal and have an atmosphere of friendly informality. The SENCO and parent(s) also attend

the meeting and on occasion it may be necessary to invite other relevant professionals. All schools are expected to hold these review meetings and return documentation by the end of March.

P7 pupils (Transfer) annual review meetings must be held and appropriate documentation returned to the EA by the end of November.

Below are listed the 7 main categories of SEN referred to in the Code of Practice. All pupils will be placed on the SEN register that have additional learning needs/barriers to learning as a result of the categories below.

(Guidance taken from SELB Policy)

Cognitive and learning

- Dyslexia
- Dyscalculia
- Dyspraxia
- Mild Learning Difficulties
- Moderate Learning Difficulties
- Severe Learning Difficulties
- Unspecified

Social, emotional and behavioural

- SEBD
- ADD/ADHD (ADD)

Communication and interaction

- Speech and language difficulties
- Autism
- Aspergers

Sensory

- Severe/profound hearing loss
- Mild/moderate hearing loss
- Blind
- Partially sighted
- Multi-sensory impairment

Physical

- Cerebral Palsy
- Spina Bifida and or Hydrocephalus
- Muscular Dystrophy
- Significant accidental injury
- Other

Medical conditions/syndromes

- Epilepsy
- Asthma
- Diabetes
- Anaphalaxis
- Down
- Other medical conditions/syndromes
- Interaction of complex medical needs
- Mental health issues.

Record Keeping

The SENCO keeps the following records:

- SEN Register - updated 3 times a year after -IEP reviews, P/T interviews, external services advice
- Individual Provision Maps
- Whole School Provision Map
- External services Documents
- Useful Websites & ICT Programmes
- Records of Concern
- Education plans/Reviews
- Statements/Annual Reviews
- Assessment results/data
- Individual Pupil Files - (Kept in locked filing cabinet in Staff Room)
- Record of liaison/meetings with EA/Health Services
- Record of Meetings with parents
- Staffs' Support, Advice and Training Records
- Staff Meetings
- Current SEN Audits & Action Plans

Monitoring the Progress of Pupils with SEN

It is the responsibility of the Principal and SENCO to ensure that the progress of pupils on the SEN register is monitored.

- EPs monitored for quality, progression and appropriateness on a regular basis.
- Evidence that the pupil is making progress - reviews/other support/tracking
- Quality reviews of EPs and other relevant and purposeful measures that focus on educational outcomes to inform future planning and inform movement either up or down through the Code of Practice Stages.

Monitoring

- Utilisation of Special Needs Register provided by Sims
- Register compiled and updated by SENCO
- Parental comments/concerns recorded
- Targets of IEPs monitored for progression Evidence that the pupil's classwork and/or social skills are progressing, etc
- Reviews of IEPs and other relevant and purposeful measures that focus on educational outcomes and inform future planning and inform movement either up or down through the Code of Practice stages

Procedures to Monitor and Evaluate SEN Provision

In order to measure the effectiveness of SEN Provision and identify areas for future development within the school, we have compiled a framework for focus this guides our monitoring and informs our development planning.

We address the following aspects:

- Can we show that standards and achievements are improving for SEN pupils?
- Has the quality of the provision improved the progress of our SEN pupils?
- Has the quality of management and leadership improved the outcomes for SEN Pupils?

To support and audit provision

- The SENCOs meets termly with class teachers to evaluate progress and plan the next step for pupils with SEN
- IEP targets and reviews are monitored for progression
- Evidence of the children's work is collated
- Attendance of SEN pupils is monitored
- Involvement of pupils/parents in SEN planning is monitored
- Support/Withdrawal programmes are monitored for effectiveness
- Use of SEN Teaching Assistants is monitored
- SEN provision modified as required
- Teachers planning is monitored for evidence SEN planning through differentiation

The SENCO provides an Annual Report to the BOG on the progress, effectiveness and developments of SEN within the school. Other less detailed reports also inform the Governors of changes and relevant issues throughout the school year.

Continued Professional Development & Qualifications

The SENCO has completed a Post Graduate Diploma in Special Educational Needs (Dip P.D)

SENCO completed training in SIMs(C2K) SENCO module

Foundation Stage Teaching Assistant is trained in Reading Partnership

All Staff trained in Dyslexia Friendly Classrooms

All staff trained in 'Understanding Early Childhood Anxiety' RISE NI team

Staff trained in writing SMART IEP targets

SENCO/Teaching Assistant have completed further training by Occupational Therapists in delivering Sensory Motor Group Sessions, to support Delayed Co-ordination Disorder

All Teaching Staff trained in using Numicon to support mathematical learning

Partnerships with External Agencies and support Services

In Jonesboro Primary School we have developed partnerships with various external services, which include:

EA Support Services

Behaviour Support

Speech & Language Service

Specific Literacy Difficulties (SPLD)

RISE

Occupational Therapy

Child & Adolescent Mental Health Services (CAMHS)

Child Development Clinic (CDC)

NSPCC

Partnership with Parents

It is the policy of Jonesboro Primary School to keep parents fully involved at all times regarding their child's progress and development. We value a close working partnership with parents.

Arrangements for Responding to enquiries from Parents

- Meet with principal to discuss Parents concerns
- Arrange a meeting with the class teacher and/or SENCO
- Arrange a consultation meeting with external agencies
- Follow-up meeting. This may be formal or informal.

Transfer Arrangements and Links with other Educational Establishments

- Copies of appropriate records are made available to transferring school
- SENCO meets the SENCO of the receiving Post-Primary School in the Summer term for transfer consultation (St Paul's Mrs. McMahon)

Complaints

- In the first instance parents should make arrangements to discuss concerns with the class teacher. (Parents should be mindful that an appropriate time may need to be set aside for this and subsequent meeting planned)
- If this is unsuccessful the parent may wish to discuss the matter with the principal or SENCO
- The principal may refer the matter to the school SENCO
- If the difficulty is still unresolved the parent may contact the Board of Governors.
- The school may wish to consult with the Board on matters of procedure.
- Parents can also further their complaint through DARS

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) DARS was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors for pupils who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS.

Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from Special Education Section.

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

Special Educational Needs and Disability Tribunal (SENDIST) Where agreement cannot be reached between a parent and the EA with regard to a child's special

educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST).

This body considers parents' appeals against decisions of EAs and also deals with claims of disability discrimination in schools.

Reference to other relevant policies

The following policies are also relevant and in line with SENDO legislation

Admissions;

Positive Behaviour;

Health and Safety;

Pastoral Care;

Child Protection;

Discipline

Curriculum Policies

Anti-Bullying

Assessment

Code of Conduct for Staff

First Aid

Monitoring and Evaluating the Policy

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

Policy Date May 2020

Signature of Principal _____

Signature of Chairperson of Board of Governors _____

Review Date _____

Code of Practice 1998 (DENI)

http://www.deni.gov.uk/the_code_of_practice.pdf

□ Supplement to the Code of Practice 2005 (DENI)

<http://www.deni.gov.uk/supplement.pdf>

□ Disability Discrimination Code of Practice (2005)
[http://www.deni.gov.uk/disability discrimination.pdf](http://www.deni.gov.uk/disability%20discrimination.pdf)

□ Every School A Good School 2009 (DENI) http://www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/03every-school-a-good-school-a-policy-for-school-improvement.htm

□ Good Practice Guidelines 2009 (Inter-EA)
<http://www.eani.org.uk/parents/special-education/publications/>