



Special Needs Policy

To be updated according to new SEND Act 2020
(following EA advice.)

Knocknagoney Primary School Special Educational Needs Policy

Vision

Knocknagoney Primary School is committed to providing equal access for all our pupils to the Northern Ireland Curriculum (NIC). 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 adjustment to provide for their individual needs.

Definitions

Learning Difficulty

“Learning difficulty means that the child has significantly greater difficulty in learning than the majority of children his or her age, and / or has a disability which hinders his or her use of educational facilities. Special education provision means educational provision which is different from, or additional to, the provision made generally for children of comparable age. “

(Code of Practice 1998, Paragraph: 1.4)

Disability

“Someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities.”

(Disability Discrimination Act, 1995)

SEN Provisions of SENDO

The new law will strengthen the right to an ordinary school for children with a statement, unless it is against the wishes of parents or it is incompatible with the efficient education of others.

“Children who have Special Educational Needs but do not have a statement must, except in specific circumstances, be educated in an ordinary primary school.”

(Article 3(1) SENDO, 2005)

Key Principles of Inclusion

“Inclusion is about the quality of children’s experience; how they are helped to learn, achieve and participate fully in the life of the school.”

Knocknagoney Primary School is aware of the above implications and our policy is to develop whole school acceptance of children with Special Educational Needs in the work and life of the school, and to ensure that the needs of all children are identified, assessed and met regardless of the child's ability, SEN, disability, social background or home language.

Pupil's needs are supported on the basis of individualised planning, and are addressed by targeted help, either in their own classroom, in small school based withdrawal groups, or with a teacher from an outside agency. Teachers are dedicated to finding an approach which will motivate and engage the child to access the curriculum, learn and make progress. They will endeavour as far as possible to take account of each child's cultural, ethnic, linguistic and social background, gender and SEN in order to overcome potential barriers to learning.

The following indicators from *Every School A Good School (ESAGS)* will be reflected in the school's approaches:

- A school culture of achievement, improvement and ambition exists with clear expectations that all pupils can and will achieve to the very best of their ability.
- Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning.
- There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.

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, Pastoral Care and Health and Safety.

The following areas reflect the *Guidance For Schools; Recording Children with Special Educational Needs - SEN Categories (Department of Education)*.

1. Cognitive and Learning

- a) Dyslexia / Specific Learning Difficulty
- b) Dyscalculia
- c) Dyspraxia / Developmental Co-Ordination Difficulties
- d) Mild Learning Difficulties]Moderate Learning Difficulties
- e) Moderate Learning Difficulties
- f) Severe Learning Difficulties
- g) Profound and Multiple Learning Difficulties
- h) Unspecified Learning Difficulties

SEN Categories to be changed in line with new SEND Act when directed by the EA.

2. Social, Emotional and Behavioural

- a) Social, Emotional and Behavioural Difficulties

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b) Attention Deficit Disorder / Attention Deficit Hypera

3. Communication and Interaction

a) Speech and Language Difficulties

b) Autism

c) Asperger's Syndrome

4. Sensory Difficulties

a) Severe / Profound hearing loss

b) Mild / moderate hearing loss

c) Blind

d) Partially sighted

e) Multi-sensory impairment

5. Physical

a) Cerebral Palsy

b) Spina Bifida and / or Hydrocephalus

c) Muscular Dystrophy

d) Significant Accidental Injury

e) Other

6. Medical Conditions / Syndromes

a) Epilepsy

b) Asthma

c) Diabetes

d) Anaphylaxis

e) Down's Syndrome

f) Other medical conditions / syndromes

g) Interaction of Complex Medical Needs

h) Mental Health Issues

7. Other

Policy Aims

1. To identify pupils with SEN / Disability as early and accurately as possible using a variety of means and in consultation with appropriate personnel.
2. To ensure full entitlement and access for pupils with SEN / Disability to high quality education with a broad, balanced, relevant and differentiated curriculum.
3. To ensure all pupils with SEN / Disability feel valued. To offer curricular, pastoral and extra curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.
4. To offer a broad curriculum which will promote intellectual, emotional, social and physical progress in order that pupils can develop as valuable members of society both now and in the future.
5. The support of parents and pupils is crucial if an Individual Education Plan (changing to Personal Learning Plan, PLP, in line with SEND Act) is to be effectively implemented. To encourage parental involvement in all aspects of SEN provision. To consider the wishes of the child when planning and implementing SEN provision. When considering the wishes of the child, his or her age and understanding will be taken into account.
6. To strive for close co-operation between all services and agencies concerned in order to achieve an effective multidisciplinary approach to meeting SENs.
7. To educate pupils with SEN / Disability wherever possible alongside their peers.
8. To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.
9. To encourage and maintain interest of pupils with SEN in their education.
10. To encourage a range of teaching strategies that accommodates different learning styles and promotes effective learning.
11. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
12. To meet the needs of all pupils who have SEN / Disability by offering appropriate forms of educational provision considering the most efficient use of available resources.
13. To promote collaboration amongst teachers in the implementation of the SEN Policy.

14. To work closely with all Education Authority Departments and other outside agencies in order to improve the quality of support available for each pupil with SENs.

Arrangements for Co-Ordinating SEN Provision

Roles and Responsibilities

SEN provision is the overall responsibility of the Board of Governors. However, in order to facilitate the day-to-day running of the SEN provision the Board of Governors have delegated responsibility for pupils with Special Educational Needs to Mrs G Murray.

Board of Governors

In *Every School A Good School (DE) - The Governor Role (2010)* Chapter 12 of the document relates specifically to the Governor role for pupils with Special Educational Needs.

The following section provides an overview of Governors responsibilities from this document highlighted in the *SEN Resource File, 2011*:

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

- Take account of the provisions in the DE Code of Practice on identifying and assessing Special Educational Needs.
- Use their best endeavours to provide for pupils that are identified with SEN and that parents are notified of their child's special needs.
- Maintain and operate a policy on SEN.
- Ensure that where a registered pupil has Special Educational Needs, those needs are made known to all who are likely to teach them.
- Ensure that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching.
- Allocate funding for Special Educational Needs and disability, and prepare and take forward a written accessibility plan.

Principal (Code of Practice 1998)

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The Principal will:

- Keep the Board of Governors informed about SEN issues.
- Work in close partnership with the SENCo.
- Liaise with parents and external agencies as required.
- Delegate and monitor the SEN budget.
- Ensure the SLT members are actively involved in the management of SEN within the school. SLT members should ensure consistency of practice and contribute to the realisation of the School Development Plan (SDP).
- Provide a secure facility for the storage of records relating to Special Educational Needs.

SENCo

The SENCo will:

- Be responsible for the day-to-day operation of the school's Special Educational Needs Policy.
- Respond to requests for advice from other teachers.
- Co-ordinate provision for pupils with Special Educational Needs.
- Maintain the schools SEN Register and oversee all the records on pupils with Special Educational Needs.
- Support colleagues to devise targets for IEP's (PLP) and monitor and review pupil's progress.
- Liaise with parents of children with Special Educational Needs.
- Establishing the SEN in-service training requirements of the staff and contribute as appropriate to their training.
- Liaison with external agencies. (*DENI, 1998, P7*)

Class Teacher

The class teacher will:

- Be aware of current legislation.
- Keep up to date with information on the SEN Register.
- Gather information through observation and assessments.
- Develop an inclusive classroom.
- Work closely with other staff to plan for learning.
- Contribute to, manage and review IEP's (PLP) in consultation in SENCo.
- Involve classroom assistants as part of the learning team.

Additional Provision 2020-21:

- Mrs McCusker employed by school to work with children who require literacy support.
- Ms E Cairnduff to work with children who require literacy support (P2).
- Maths Recovery Groups, Reading Partnership, Time to Read, Time to Count.
- Numeracy Recovery P3-P5
- Hearsay Speech and Language Programme -P2 children

Special Needs Teacher/Learning Support Teacher

The Special Needs / Learning Support Teacher will work under the direction of the SENCo. He/she should:

- Be aware of current legislation.
- Be familiar with the administrative process within the school.
- Be involved with testing and recording data for the SEN Register.
- Work closely with all members of staff to identify pupils needs.
- Implement the delivery of suitable programmes for all identified pupils with SEN / Disability which promote progression within an inclusive setting.
- Contribute to IEPs (PLP) which inform teaching and learning.
- Monitor and review progress.
- Be involved in the Annual Review process.
- Attend professional development training.

SEN Support Staff

Guidance on the Management, Deployment and Development of Assistants in School (DE)

Support Staff will:

- Work under the direction of the class teacher.
- Assist the teacher in developing the independence of the child.
- Contribute in partnership with school staff, to the planning, monitoring and evaluation of the child within their care.
- Contribute to the on-going review processes of the child.
- Have clear guidance on their specific role in supporting named children.
- Look for positives by talking to the child about his / her strengths.
- Provide practical support.
- Listen to the child / speak to the staff on the child's behalf.
- Explain boundaries and operate these consistently and fairly.
- Attend meetings when appropriate.
- Develop specialist expertise to meet the individual needs of the children with whom they work.
- Share good practice.

Pupil

“The child should, where possible, according to age, maturity and capability, participate in all the decision-making processes which occur with regard to their education.”

(Supplement to the Code of Practice - para, 1.19)

We recognise that children and young people with Special Educational Needs often have a unique knowledge of their own needs.

The pupil will:

- Be encouraged to reflect on their attainments and progress and to contribute to the assessments.
- Contribute to the setting of their targets on IEP's (PLP).
- Work towards achieving agreed targets.

Parent / Carer

“The relationship between the parents of a child with SEN and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school based action...Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important.”

(Code of Practice, 2.21)

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with Special Educational Needs will be treated as partners and supported to play an active and valued role in their children's education.

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

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

Parents will be invited as necessary to:

- Meet with staff to discuss their child's needs.
- Inform staff of changes in circumstances.
- Support targets on IEP's (PLP).

Admissions

Children with statements of SEN are placed in schools 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

- At present pupils with SEN / Disabilities have equal access to all areas of the school building other than access to the upstairs floor for those with limited mobility.
- There is a well-equipped SEN Teaching / Resource Base and facilities for personal care, including a toilet adapted for persons with disabilities.

Annual Report

The Board of Governors should report each year on SEN provision in school. Information for this report is collated by the Principal and the SENCo.

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 to the Code of Practice, p 44, Paragraph 5.12)

In Knocknagoney Primary School the following is used to identify pupils needs:

- Parental information

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- Information from Nursery School or other transferring school
- Normative and formative assessment
- Key Stage Assessments
- Teacher observations
- Professional Reports
- Statements of Special Educational Need
- Care Plans
- Personal Education Plans for looked after children
- Individual Education Plans (PLPs)
- Annual Reviews

Assessment will be both formal and informal. Gifted children and those who fall into the red category of the banding system are identified using the following test in May.

Literacy

Foundation Stage

P.1 - Classroom observations and COMET Language Profile

P.2 - PTE and COMET Language Profile as required

MIST Test (individuals as required)

CAT tests

Key Stage 1

P.3 - GLA Progress Towards English 7 (PTE)

P.4 - GLA Progress Towards English 8

CAT tests

Key Stage 2

P.5 - GLA Progress Towards English 9

P.6 - GLA Progress Towards English 10

P.7- End of Key Stage Assessments

CAT tests

Numeracy

Foundation Stage

P.1 - Classroom observations and Ready, Set, Go assessment

P.2 - Classroom observations and complete Ready, Set, Go assessment

PTM- Progress Towards Maths 6

Key Stage 1

P.3 - GLA Progress Towards Maths 7

P.4 - GLA Progress Towards Maths 8

Key Stage 2

P.5 - GLA Progress Towards Maths 9

P.6 - GLA Progress Towards Maths 10

P.7- End of Key Stage Assessments

Ability and attitude to learning (pastoral)

P1-P7 CAT testing alongside aptitude tests provided by GL Assessments

Harberton Outreach Learning Support (P1-P4) and Clarawood Outreach Learning Support (P5-P7)

Pupils with a standardised score <70 - 75 in the GLA Assessments are tested by Miss A Rainey in the third term using the Diagnostic Reading Analysis Test (Hodder and Stoughton). The SENCo consults with the Principal, and the Harberton Outreach Tutor, to analyse the standardised scores and decide which pupils are going to receive the support, depending on the time slots available.

The support runs from September to February, February to June, and is flexible. Progress is monitored and a pupil can be retested in January with a view to stopping support.

The Management of SEN

In Knocknagoney Primary School we follow the five stage approach as set out in the *Code of Practice (1998)*.

(Under new SEND Act, this will change to 3 Stages.)

This approach recognises that there is a continuum of SEN and that the requirements of the majority of pupils with SEN lies 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 at Stage 3.

Stage 1

Stage 1 begins with a concern that a child may have Special Educational Needs. Normally such a view is expressed either to or by the class teacher. The class teacher maintains day-to-day responsibility for meeting the pupil's SENs and should inform the SENCo and the Principal and consult the child's parents. In addition the **class teacher** should:

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- Collect and record information and make an initial assessment of SEN.
- Provide or arrange special help within the normal curriculum framework such as increased differentiation of class work, alternative teaching and learning strategies to help meet the child's needs.
- Monitor and review progress and report back to SENCo.

The SENCo will:

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

Stage 1 Review

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

Stage 2

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

The SENCo will:

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

Stage 2 Review

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

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

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

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

Stage 3

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

At this Stage the SENCo takes a lead role working closely with the class teacher, and drawing on the expertise of relevant external support services.

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

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

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

Review of the Stage 3 Education Plan

The review of the Stage 3 Education Plan should normally be conducted by the SENCo in consultation with the class teacher and where possible the parents and the child. Relevant external support service staff may also be present, particularly if the child's progress has not been satisfactory. The review should focus on the child's progress and whether this has been adequate.

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

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

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

Stage 4

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

(Supplement to the Code of Practice - 4.64)

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

In reaching a suitable decision the Education Authority will consider:

- The degree of the child's difficulty
- The evidence presented from all stakeholders
- Whether the child's needs can reasonably be met by the resources normally made available to the school
- The 5 Board Provisional Criteria for Statutory Assessment

Following Statutory Assessment

The Education Authority will either:

- Make and maintain a Statement of Special Educational Needs
- Monitor and review provision
- Provide a Note in Lieu of a Statement

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

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

Once the Statement has been made final:

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

The Annual Review

Article 19 of the *Education (Northern Ireland) Order 1996* requires that any child or young person who is the subject of a Statement of Special Educational Needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual Reviews should be seen as part of the process of continuous monitoring of the child's progress.

The Annual Review will:

- Gauge the child's progress towards meeting the objectives specified in the statement.
- Review the special provision made for the child, including placement,
- Consider the appropriateness of maintaining the Statement of SEN.

The review meeting takes place in school and is chaired by the Principal (or other person as delegated.) Special Education sections provide relevant forms for this process.

Exceptional Cases

In most cases transition through the five staged assessment process occurs in sequence. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a higher stage of need is necessary immediately.

Record Keeping

The following are records that the SENCo must keep:

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

Monitoring the Progress of Pupils with SEN

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

- Target's of IEP's monitored for quality, progression and appropriateness through meeting with teacher's on a regular basis
- Standardised scores from Assessments
- Record that the pupil's class work and / or social skills are progressing and the targets being monitored by reviewing evidence or class visits
- Quality reviews of IEP's and other relevant and purposeful measures that focus on educational outcomes and inform future planning and inform movement either up or down through the Stages of the Code of Practice

Professional Development

The Principal oversees the professional development of all staff in school. The SENCo should keep a record of all training related to SEN.

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It is essential that all staff keep up to date with developments in the areas of SEN.

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

Complaints

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

SEN Advice and Information Service

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

Details of this service can be found on the ELB 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 / Board of Governors or EA for pupils with SEN. 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 the home or school, but do not have the authority to resolve a dispute. DARS is separate and independent from the Education Authority's Special Educational Needs Section.

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

Oliver Sherry, DARS Manager
Education Authority Southern Region
3 Charlemont Place
The Mall,
Armagh
BT61 9AX

Telephone: 028 3751 2383

Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between parent and the EA with regards 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 EA and also deals with claims of disability discrimination in schools.

For contact details see appendix.

Monitoring and Evaluating the Policy

Policy Date: September 2015

Reviewed: September 2020 in line with EA Advice

Next Review Date: September 2021