

Bready Jubilee Primary School



Special Educational Needs and Inclusion

Date ratified by Board of Governors: 22/6/2020

Date of Review: Summer 2020

Signature of Chairman:

BREADY JUBILEE PRIMARY SCHOOL

Special Educational Needs and Inclusion

1. Definition

“The child has significantly greater difficulty in learning than the majority of children his age, and/or has a disability which hinders his use of everyday educational facilities (or would hinder such use if the child were of school age)”

(Code of Practice 1998)

Pupils with Special Educational Needs (SEN) may include those with learning difficulties, emotional and behavioural problems, medical conditions, speech and language difficulties, visual and aural impairments and physical disabilities. In this context a learning difficulty is apparent when a child has significantly greater difficulty in learning than the majority of children of the same age, or when a child’s disability limits or denies the child’s use of educational facilities. An emotional or behavioural difficulty is apparent when a child:

- is unusually withdrawn, lacks confidence and/or is unable to form purposeful and lasting relationships with peers or adults;
- displays unpredictable, bizarre, obsessive, violent or severely disruptive behaviour;
- clearly demonstrates obsessional eating habits or the misuse of any substance;
- has participated or been subjected to bullying, neglect or abuse or has faced a major emotional event;
- may have significant mental or physical health problems.

The following areas encompass all aspects of SEN/Disability:

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 and/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 (MMHI)
- d) Mild or Moderate Hearing Impairment (MMHI)
- e) Multi-sensory Impairment (MSI)

5. Physical Need (PN)

Pupils should be under this category if they have a medical diagnosis that requires provision in addition to reasonable adjustments.

***Under Assessment (U)**

It is not anticipated that this will be commonly used.

A pupil with SEN who is recorded in any one of the five overarching SEN categories and who has been assessed by the Educational Psychology Service at the current Stage 3 of the Code of Practice (1998) can be recorded as Under Assessment (U) if no other descriptor applies and:

either

1. They have been referred for a medical diagnosis and are on the waiting list.

or

2. They are too young for an educational psychologist to make a clear category determination and they plan to follow up.

or

3. They have been placed in a specialist provision by Statutory Operations as an emergency placement and are undergoing statutory assessment.

From January 2019 a new separate medical diagnosis register (2018) will be used. This medical diagnosis register should be the responsibility of the Pastoral Care Team.

The following is a list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population:

- · Epilepsy
- · Asthma
- · Diabetes
- · Anaphylaxis

- · Autism Spectrum Disorder (ASD)
- · Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- · Dyspraxia/ Developmental Co-ordination Disorder
- · Developmental Language Disorder (Medical)
- · 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 Mental Disorder
- · Cerebral Palsy
- · Spina Bifida - with Hydrocephalus
- · Spina Bifida - without Hydrocephalus
- · Muscular Dystrophy
- · Acquired Brain Injury
- · Visual Impairment
- · Hearing Impairment
- · Physical Disability
- · Other Medical Conditions/ Syndrome

Source: *Guidance for Schools: Recording SEN and Medical Categories (Department of Education, 2019) DE Guidance for Schools on Recording SEN and Medical Categories*

3. MANAGEMENT AND ORGANISATION

Role of the Board of Governors:

- To determine and keep under review the SEN policy
- To publish information about the school's SEN policy, including admission and funding arrangements e.g in the School Prospectus and The School Website
- To report annually to parents on SEN provision available within the school and the steps taken to implement the SEN policy
- To have regard for the school's SEN policy in carrying out its functions

Role of the Principal (Mr David Bogle):

- To manage the SEN provision in the school
- To keep the BOG fully informed
- To work closely with the SENco
- To liaise with outside agencies

Role of the SENco (Mr David Bogle)

- To develop a whole-school policy for SEN
- The day to day operation of the SEN policy
- To provide in-service training and advice for the teaching staff with respect to SEN
- To maintain the SEN register and to liaise with those who have parental responsibility of such pupils
- To establish and maintain contact with other professionals involved with children requiring additional attention
- To report regularly to the principal regarding the special needs programme within the school

- To oversee the formulation, development, implementation and reviewing of IEPs in conjunction with the class teachers
- The compilation of appropriate resources
- Keeping abreast of current trends in SEN
- To attend annual review meetings and advise parents
- Maintain an on-going monitoring role of the pupils' progress by making occasional class visits and examining records/samples of work
- To make the decision, after a reasonable period of time, and in agreement with the class teacher and parent, that the pupil either no longer needs support or that they need to proceed further in the COP.

Role of the Class Teacher:

- To be responsible for the initial identification of a pupil's special needs through observation of classroom practice and on-going assessment
- To inform the SENco of their concern and to provide them with all the relevant information to help establish whether the pupil's needs are in fact different from/additional to those met through the regular classroom setting and differentiated curriculum delivery
- To inform parents of the school's concerns and invite them to meet with the SENco and the teacher to discuss the concerns and inform the parents of the school action
- To write the pupils IEP, in consultation with the SENco as necessary and in discussion with the child (where appropriate) and the parents
- To discuss with the parents how they might contribute to the child achieving targets on the IEP
- To arrange and attend any subsequent review meetings with the SENco, parent and child, until such times as the school decides that the pupil no longer requires support or that they need a greater level of support
- To inform the SENco of any problems that may arise between reviews
- To maintain responsibility for the planning and delivery of a suitably differentiated curriculum to address the pupil's IEP targets
- To organise the timetable, class grouping and all available resources so that the pupil receives all possible support to reach the targets set
- To evaluate the impact of intervention at school level and ensure the SENco is aware of any concerns
- To maintain on-going liaison with the pupil and the parents regarding progress.

Pupil:

'The child should where possible according to age maturity and capability, participate in all the decision making processes which occur in education.'

(Supplement to the Code of Practice – para 1.19)

This includes:

- Contributing to the assessment of their needs;
- Contributing to education plans through setting learning targets;
- Working towards achieving agreed targets; and
- Contributing to the review of IEPs, annual reviews and the transition process in Year 7.

Parent/Carer

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

(Code of Practice 2.21)

It is therefore essential that parents inform the school of any specific identified needs as early as possible on entry to the school.

It is the school's responsibility to inform parents when considering placing the child's name on the SEN register and invite them to:

- Meet with staff to discuss their child's needs;
- Attend review meetings;
- Inform staff of changes in circumstances;
- Support targets on IEPs; and
- Work in partnership with the school and play their part in creating a positive and supportive framework to meet their child's needs.

4. Identifying pupils for the SEN register

In Bready Jubilee Primary we believe that children with special educational needs should be identified and supported as early as possible. Effective assessment will include a combination of testing and teacher observations. The nature of the pupil's SEN will be described using the information currently available in school. This information will include:

- Pre-School assessment: the use of Pre-school reports, e.g. Nursery or Playgroup. Reports from any outside agencies involved with the child, e.g. Speech and Language, health visitors, etc. Information supplied by parents: formally and informally.
- General Assessment: the role of the class teacher is crucial to the early identification of children with special educational needs. If it becomes apparent, through normal classroom work and activity that a child is performing at a much lower level than the rest of the class, the teacher will begin to gather information to establish whether a child has a special educational need.
- General Screening and diagnostic tests may be used to help identify pupils who are having difficulties in aspects of Literacy or Numeracy. These results are always referenced against the additional background information available from the class teacher, parents and any outside agencies involved.

5. Structure of Provision

Our Special Educational Needs provision follows a staged approach consistent with the Code of Practice.

Stage 1

Following the decision to place a child on the SEN register at Stage One, the child's class teacher will record on an Action Plan (see appendix 1) the identified difficulties and strategies to address these. In school, the class teacher notes any concerns about a child's learning and takes appropriate action in consultation with the child's parents. Throughout the assessment process parents have an important part to play. The Special Educational Needs Co-Ordinator (SENCO) and Principal should be informed of a teacher's concerns.

Stage 2

If action at Stage 1 does not sufficiently meet a child's educational needs, the SENCO should become more actively involved. A programme should be drawn up for the child and the child's progress monitored regularly through an Individual Education Plan (IEP). The school moves to Stage 3 only if

the actions taken in school to address the child's needs are not sufficient and the school requires external specialist support.

Stage 3

Specialist support from relevant external services can be accessed to add to measures already in place. The SENCO will continue to oversee the monitoring and review of a child's progress. A Stage 3 IEP will be drawn up considering the advice obtained from external services.

Stage 4

Statutory Assessment is the focus of Stage 4. The Education Authority, in cooperation with the child's school, parents and any other appropriate agencies will decide if this is necessary, and if so will conduct the assessment. A Statutory Assessment will not always lead to a statement of special educational needs being issued. The EA will request written advice on the child from the school, medical officer, educational psychologist and any other relevant agencies. Parents are also invited to make a submission. Following the receipt of all the information the EA must decide whether to proceed with a statutory assessment. The EA must be satisfied that a child meets the criteria for this process.

If the decision is made not to proceed with a Statutory Assessment parents will be informed of the reasons for the decision in writing. If they do not agree with the decision they will be given details on how to appeal to Dispute Avoidance and Resolution Services (DARS) or the Special Educational Needs and Disability Tribunal.

Stage 5

The issuing of a Statement of Special Educational Needs involves the EA either making additional resources available to the school or indicating that a change of placement may be necessary for the child. Provision and/or support will be arranged to meet the child's identified special educational needs. A Stage 5 IEP will be drawn up by the school, implemented, monitored and reviewed.

Summary of Stages

Stage 1	Class Teacher/SENCO	Special Help in Class
Stage 2	SENCO/Class Teacher	IEP
Stage 3	School and Outside Specialists	IEP
Stage 4	Board and School	Statutory Assessment
Stage 5	Board and School	Statement of SEN

IEPs

From stage 2 IEPs will be compiled. They will be drawn up by the class teacher with input from the SENCO where appropriate, and should build on the curriculum the child is following alongside his peers and make use of readily available materials. Clear realistic targets should be set which are time bound and indicate the special educational provision required to address the pupil's needs. The child's progress will be monitored and assessed, recorded and reviewed. Parents will be provided with a reviewed copy of their child's IEP twice a year. If progress is not evident then new targets will be set. It

may be necessary to arrange for alternative teaching strategies, extra resources and/or additional classroom support for children on Stage 2 or above.

Continued Professional Development

The Principal oversees the professional development of all staff in his/her school in consultation with the SENCO. It is essential that all staff keep up-to-date with developments in the whole area of SEN in order to provide effectively for pupils. Any staff attending INSET should disseminate the training with colleagues.

Annual Report

The Board of Governors will report each year on SEN provision in school. Information for this report will be collated by the SENCO and Principal.

Advice and Information Service

An Advice and Information Service has been set up by the EA to support parents of children with Special Educational Needs.

This can be accessed by telephoning 028 25662562/560

Dispute Avoidance and Reconciliation Service (DARS)

This service was established and came into effect on 1st September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO).

DARS aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or the Education Authority 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 neutral venue) but do not have the authority to resolve a dispute.

Agreement can only be reached with the approval of interested parties.

From referral to conclusion is approximately 40 working days.

DARS is separate and independent from Special Education Branch.

Involvement with the DARS will not affect the right of appeal to the Special Educational Needs Tribunal.

Global Mediation will provide the new, independent DARS on behalf of EA, and their contact details are:

Global Mediation

55-59 Adelaide Street

Belfast BT2 8FE

T: (028) 9072 6060

E: DARS@globalmediation.co.uk

W: www.globalmediation.co.uk/DARS

