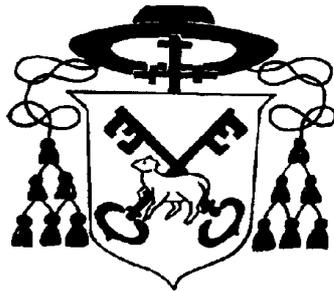


St. Peter's Primary School



School Policy Document

Special Educational Needs

SPECIAL EDUCATIONAL NEEDS POLICY

Within St. Peter's Primary School, we aim to promote an ethos that is acceptable to all children and that will enhance their all-round development and seek to minimize any barriers to learning that a child might have.

In line with the Code of Practice and SENDO (2005) we, as a staff, are committed to the provision of Special Educational Needs to match the needs of children as they progress through the school. We intend that all children with SEN will be given access to a broad and balanced curriculum and that the provision and resources will match the nature of the child's needs and take their views into account.

We recognise the importance of a good working partnership with parents/guardians and other professionals. Parents/guardians will be involved at every level and their views will be taken into account when planning for the child's needs.

Definition of SEN and Disability

‘Special Educational Need is defined as a learning difficulty which calls for special educational needs provision to be made’.

A child has a learning difficulty if he/she has significantly greater difficulty in learning than the majority of children of his/her age or has a disability which either prevents or hinders him/her from making use of educational facilities generally provided for children of his/her age in mainstream schools.’

(COP par1.4)

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

Part 1 of the Disability Discrimination Act 1995

The staff and governors of St. Peter's Primary School have collectively agreed the following objectives to:

- Encourage inclusive practices
- Promote a sense of belonging and community
- Ensure that all children with SEN/disability have a positive self- image
- Use a range of teaching approaches appropriate to meet the needs of the pupils with learning difficulties
- Use strategies which ensure effective learning
- Use assessment procedures which are aimed at identifying learning difficulties as early as possible
- Draw up individual education plans in response to a pupil's need
- Provide a classroom environment that is conducive to learning
- Work in partnership with parents in order to enhance the learning opportunities of the children
- Ensure all teachers recognise their responsibilities as teachers of children with individual and special needs
- Develop knowledge skills and understanding which ensure progress, promote success and develop self-confidence.
- Take the child's view when planning provision
- Enable pupils to be active partners in their learning
- Monitor and continually evaluate current practice to ensure that the provision is effective
- Employ an appropriate range of resources in the most efficient way
- Provide a range of SEN provision to match the range of SEN/disability
- Ensure that any notable achievements made by each individual are recognised when appropriate
- Work in partnership with the outside agencies involved with a child

An Overview of Special Needs Provision

Responsibilities within St. Peter's Primary School

(a) Duties of the Board of Governors

- provide for all pupils with special educational needs
- ensure all teachers are informed of a child's special educational needs.
- ensure all teachers provide for pupils' special educational needs.
- consult the Education Authority
- report to parents in the school's annual report.
- ensure inclusion of pupils with special educational needs.
- have regard to the Code of Practice.

(b) The Role of the Special Educational Needs Co-ordinator.

In St. Peter's Primary School, the designated teacher, Mrs Roisin Mc Laughlin is responsible for:

- the day to day operation of the school's special educational needs policy.
- identifying individual children who have learning/ behavioural difficulties, in partnership with the class teacher.
- using a range of diagnostic procedures to help determine the nature of the pupil's difficulty
- planning programmes of support with the child's class teacher.
- recording and monitoring progress of support programmes with class teacher.
- liaising with child's parents / guardians as to the child's difficulties, progress and when appropriate, if further assessment and support is needed, the procedures that will take place to give the child extra support from outreach services.
- liaising with the school psychology service to obtain advice, assessments and outside support for Stage 3 pupils in St. Peter's Primary School.
- liaising with St. Gerard's Outreach Support, EANI Peripatetic Support, Harberton Outreach and Clarawood Outreach Support service to provide appropriate programmes for learning or behaviour support for all Stage 3 children in St. Peter's Primary School. Children at Stage 4 and Stage 5 may also be eligible for the above support.
- supervising, administering and collating the results from IQ and spelling tests of all year 3 pupils. In partnership with the class teachers use the results to identify children who may have specific learning difficulties and those children with all round learning difficulties.
- assisting class teachers to complete referral forms to the school psychology service.
- at all times informing the principal (a) of the patterns of support, from within and outside St. Peter's Primary School that are being followed by all special needs pupils (b) of significant changes in the S.E.N register (c) of formal assessments being carried out by the school psychology service.

(d) **Role of the Class Teacher**

In St. Peter's Primary School **all teachers are teachers of special needs** and they fulfil their role by:

- identifying children with special needs, educational, behavioural or other as early as possible.
- liaising closely with the S.E.N.CO to provide the appropriate support within the classroom and school.
- keeping parents informed and involved at all stages
- monitoring and reviewing child's progress, or lack of, on a regular basis to review present support or to look for more support from outside the school's own provision
- drawing up, in conjunction with the S.E.N.C.O. and in some cases the outreach / peripatetic teacher, an education plan for the child with special educational needs.
- being aware of current legislation
- developing an inclusive classroom
- involving classroom assistants part of the learning team

(e) **Role of the Classroom Assistant**

Classroom assistants fulfil their role by:

- working under the direction of the teacher
- being involved in the planning
- looking for positives by talking to the child about his/her strengths
- providing practical support
- listening to the child/speaking to the staff on the child's behalf
- explaining boundaries and operating these consistently and fairly
- keeping records and attending meetings
- sharing good practice

(f) **Role of the Pupil**

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

This includes:

- contributing to the assessment of their needs
- contributing to education plans through setting learning targets
- working towards agreed targets
- contributing to the review of IEPs, annual reviews and the transition process in Year 7

Partnership with Parents

When a pupil has a special educational need, which will require extra help and support within St. Peter's Primary School it is important to discuss the matter with the child's parents or guardians.

This discussion offers the opportunity for the class teacher / S.E.N.C.O to obtain additional information and at the same time enlist the parents' co-operation and support. Parental permission must also be obtained before a child can receive special help from within the school and before external agencies (educational psychologist, health visitor, school nurse, and peripatetic and outreach services) become involved.

'The relationship between the parents of a child with SEN and their child 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)

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 the child's needs
- attend annual review meetings
- inform staff of change of circumstances
- work in partnership with the school and play their part in creating a positive and supportive framework to meet their child's needs.

Identification, Assessment & Provision

Identification of special educational needs within the school:

1. Class teacher identifies a child with special educational needs and consults with the S.E.N.C.O. Mrs R Mc Laughlin in order to register the child on the S.E.N. register and takes initial action.
2. The tests that take place within the school at defined periods of the academic year may also help to identify a child with special educational needs.
 - PIPS Baseline and Comet Language Assessment year1 in the Autumn Term
 - N.R.I.T. and Vernon Spelling Test year 3 in the Autumn Term
 - Standardised tests year 3 to7 – PTE/PTM Assessment Progress in English and Mathematics
 - IQ Maddox testing –year 6

Five Stage Model of Assessment and Provision

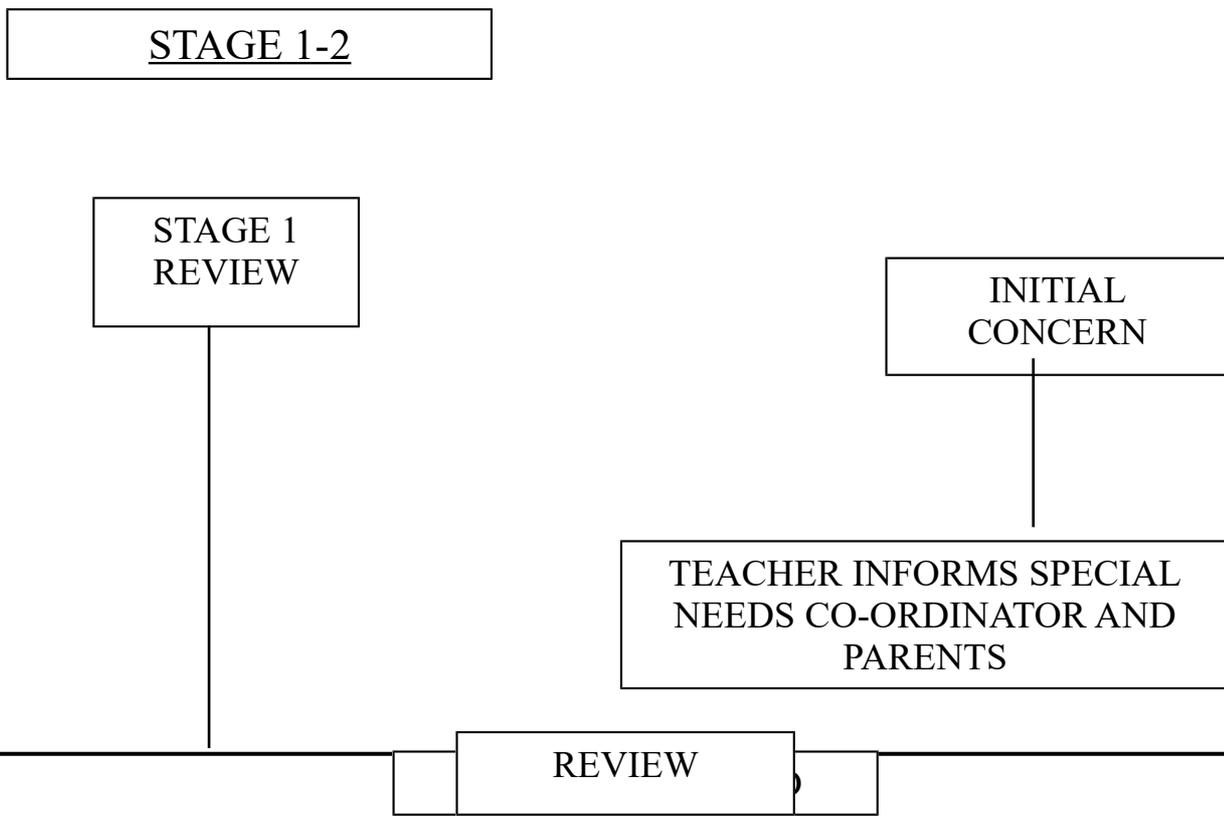
- Stage 1** Class teacher identifies and registers a child’s special educational needs and consulting with the S.E.N.C.O takes initial action. A Record of Concern may be drawn up.
- Stage 2** Class teacher takes responsibility for gathering information and for co-ordinating the child’s special educational needs, working in partnership with the S.E.N.C.O
- Stage 3** Class teacher and S.E.N.C.O are supported by a specialist from outside the school. This specialist support from the peripatetic service is on the recommendation of the school psychology service. Support from St. Gerard’s Outreach / Harberton Outreach / Peripatetic Outreach services will be sourced by the S.E.N.C.O
- Stage 4** EANI considers the need for a statutory assessment and if appropriate, makes a multi-disciplinary assessment.
- Stage 5** EANI considers the need for a statement for special educational needs and, if appropriate, makes a statement and arranges to monitor and review provision.

Children presenting with behavioural difficulties follow through the same stages as those with learning difficulties

<u>STAGE</u>	<u>PERSONNEL</u>	<u>ACTION</u>
STAGE 1 Initial Concern Expressed	Class Teacher, Special Needs Co-Ordinator, Principal and Parents.	Class Teacher initiates programme in child’s class.
STAGE 2 Initial Concern Expressed Or Stage 1 Review	Special Needs Co-Ordinator, Class Teacher, Principal, Parents and Others.	IEP is drawn up and implemented by class teacher, co-ordinator supports as required.

STAGE 3 Initial Concern Expressed Or Stage 2 Review	Class Teacher, Special Needs Co-Ordinator, External Specialists, Parents, Principal and EANI.	IEP is drawn up and implemented by class teacher with additional support provided by SENCO and outside specialists.
STAGE 4 Referred for Statutory Assessment	EANI, Teacher, Principal, Parents, Psychologist, Social Services, GP and others.	Multi- disciplinary assessment is made.
STAGE 5 Board obtains Advice from Others	EANI, Parents, Principal and Others.	EANI decides whether to make a statement.

THE FIVE STAGE APPROACH



TEACHER DRAWS UP IEP SUPPORT FROM SPECIAL NEEDS CO-ORDINATOR



STAGE 3

STAGE 2 REVIEW

INITIAL CONCERN



TEACHER INFORMS SEN CO-ORDINATOR AND WITH SUPPORT SERVICES THEY DRAW UP IEP. INFORM PARENTS AND EANI.



IEP IMPLEMENTED

REFER TO
PRINCIPAL

REVIEW WITH PARENTS

REVERT
TO STAGE
1 OR 2 OR
REMOVE
FROM
REGISTER

CONTINUE
AT STAGE
3 WITH
REVISED
IEP

PRINCIPAL REQUESTS
STATUTORY
ASSESSMENT

Stage 4

~~'In some cases school will conclude that the pupil's needs remain so substantial that they cannot be met effectively within the resources normally available within the school.'~~
(Supplement to the Code of Practice 4.64)

Should this be the case, the school will submit evidence to EANI who will decide whether or not to proceed with statutory assessment. The EANI will consider:

- The degree of the child's difficulty
- The nature of the provision provided
- Whether the child's needs can reasonably be met by the resources normally available to the school

Stage 5

Once the statement has been finalised:

- Provision and/or support will be arranged to meet the pupil's needs
- A statement of special educational need will be drawn up by the EANI.
- An annual review and P7 transition process will take place.

Support Services available to the school.

School Psychology Service
EANI Special Educational Needs/Statementing Department
St. Gerard's Outreach Service
Harberton Outreach Service
EANI Peripatetic Outreach Service
Oakwood Advisory Service
Clarawood Outreach Service
RISE Team
Early Years Intervention Team
Professionals from the North and West Belfast Trust
Family Support Hub

Complaints Procedures relating to SEN procedures

Should there be a cause for concern, then the parent should arrange a meeting with the class teacher and the concern should be outlined. The teacher should pass the concern onto the SENCo and the Principal. The latter then should seek to find a resolution.

If a resolution is not found internally, then advice should be sought from the DARS Team.

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 EANI 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.

Special Educational Needs and Disability Tribunal (SENDIST)

When agreement cannot be reached between a parent and EANI with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST).

SENDIST considers parents' appeals against decisions of EANI and also deals with claims of disability discrimination in schools.

Date of Implementation: October 2017

Date of Review: October 2019