

Special Educational Needs, Disability and Inclusion, Interim Policy

(edited March 2025)



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St. Oliver Plunkett's Primary School and Nursery Unit Special Needs and Inclusion Policy

Section 1. General information within the SEN and Inclusion Policy

1. Introduction:

The following is a policy of Special Educational Needs for St. Oliver Plunkett Primary School and Nursery Unit, which we as a staff consider is appropriate for our school at this time.

2. Rationale:

Given the school aims of promoting the Catholic ethos and developing a child's potential to the full, through a caring and appropriate educational environment, we at St. Oliver Plunkett's Primary School and Nursery Unit are committed to the provision of a broad and balanced curriculum, which offers equal access for all children.

As a school we recognise that some pupils during their school career may have Special Educational Needs/ Disability and we will make every possible arrangement to provide a supportive framework to meet their individual needs. We recognise the Special Educational Needs provision we provide is an integral part of our pastoral care policy. St Oliver Plunkett P.S. and N.U. work to provide a safe, secure and stimulating environment which ensures equality of opportunity for all children and their families. We work in partnership with parents to minimise barriers to learning.

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.

SENDO (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 SENDO (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 SENDO (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.

3. Definition of Special Educational Needs

Definition of SEN

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

A child has a learning difficulty if he has significantly greater difficulty in learning than the majority of children of his age and/or has a disability which either prevents or hinders him from making use of educational facilities generally provided for children of his age in ordinary schools. (CoP Par. 1.4)

Definition of Disability

"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 Disability Discrimination Act 1995

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.

4. 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 Medical Register is the responsibility of Mrs Nuala Kearney (Principal)

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 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

5. Policy Principles/Aims:

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."*

St Oliver Plunkett Primary School and Nursery Unit welcomes all children and aims to provide appropriate learning opportunities for them. At our school we:

1. Create an atmosphere in which pupils feel cared for, respected and valued as individuals.
2. Identify early children with S.E.N. problems
3. Take reasonable steps to ensure that a child's inclusion is compatible with the efficient education of other children
4. Have high but realistic expectations of our children. Each child will be provided with work which is relevant and appropriate to their level of ability, through day to day classwork and action plans, education plans and individualised education plans where appropriate.
5. Help children to develop their full potential socially, emotionally, physically and intellectually while nurturing a positive self-image and self-confidence.
6. Develop and utilise all available resources to match the needs of pupils with SEN/ Disability.
7. Promote the inclusion of all pupils with SEN/ Disability into the life and work of the school and Nursery Unit, whilst ensuring the efficient education of other children.
8. Ensure that no child with SEN/Disability is treated less favourably or disadvantaged in any way in comparison to others.
9. Provide opportunities for children to become literate and numerate through a broad balanced, relevant and differentiated education as a right for all.
10. To encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.

11. Plan remediation programmes as a result of screening and consultation between class teachers, LSC (Learning Support Co-ordinator), withdrawal support teachers, parents and children.
12. To consider the views of the child when planning and implementing SEN provision taking into account their age and capacity.
13. Work in partnership with parents whose role as their child's first educator will be greatly valued.
14. Maintain close communication between class teacher, withdrawal support teachers and outside agencies as appropriate.
15. To strive for close co-operation between EA services and other outside agencies concerned to achieve an effective multi-disciplinary approach to meeting SEN.
16. Evaluate progress and make changes if necessary.
17. Maintain a system for recording continued assessment so that each pupil's performance can be monitored and reviewed appropriately
18. Maintain awareness of and convey good practice to all staff, applying where appropriate.
19. To promote collaboration amongst teachers in the implementation of the SEN policy.

6. Management Arrangements and Roles Within the School

Roles and Responsibilities

SEN provision in St Oliver Plunkett Primary School and Nursery Unit is the overall responsibility of the Board of Governors and Principal of the school. On a day-to-day basis provision is co-ordinated by Mrs M Loughlin (LSC)

Role of the Board of Governors - Chairperson: Mr. Brendan Boyd

The BOG should:

- Appoint a SEN rep (Mrs Marcella McAuley)
- Take advantage of training provided by the Education Authority (EA) and other providers to assist them in the development of their role.
- Understand the Code of Practice and other relevant legislation.
- Be familiar with the school's SEN (and Inclusion) Policy and keep this under review.
- Ensure the following are all addressed:
 1. Appropriate staffing and funding arrangements.
 2. Premises are accessible for all children with various needs.
 3. Effective communication in all SEN matters.
- Seek information to keep themselves updated on challenges and issues arising in the school and how they can be best addressed.
- Ensure all relevant legislation is upheld.
- Check that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching.
- Prepare and take forward a written accessibility plan.

Role of the Principal: Mrs Nuala Kearney

The Principal should:

- Keep the Board of Governors informed about SEN issues and ensure SEN maintains high priority in SDP
- Work in close partnership with the LSC
- Take responsibility for strategic management which includes staffing, budgeting and accommodation etc.
- Ensure senior management are actively involved in SEN management and are ensuring the realisation of SEN within the SDP
- Liaise where appropriate with parents and external agencies.
- Provide a secure facility for the storage of records relating to special educational needs.

Role of the SENCo (soon to be Learning Support Co-ordinator): Mrs Marian Loughlin

The LSC should:

- Co-ordinate the day to day provision of the school's SEN and Inclusion Policy throughout the Primary School and Nursery Unit.
- Liaise with and advise colleagues;
- Co-ordinate provision for children with Special Educational Needs;
- Maintain the school's SEN/Disability register and oversee the records of all pupils with Special Educational Needs
- Liaise with parents of children with Special Educational Needs, sharing concerns and highlighting strategies.
- Attend training to update own knowledge, skills and understanding
- Co-ordinate, plan and contribute to the in-service training of staff;
- Liaise with external agencies.
- Organise necessary reviews and referrals.

Role of Class Teacher

We at St. Oliver Plunkett's P.S. and Nursery Unit recognise that the class teachers are crucial to the early identification of children with SEN/Disability.

The Class Teacher should:

- Be aware of the staged approach to special needs as outlined in the Code of Practice and of current legislation.
- Identify barriers to learning early.
- Gather information through formal and in-formal assessment/observation;
- Monitor progress
- Develop an inclusive classroom;
- Inform parents about the child's barrier to learning and the strategies which are going to be implemented in the classroom and the support required from home.
- Create, implement and review IEP's in consultation with the LSC when necessary, keeping parents informed.
- Be involved in the Annual Review process where appropriate.
- Liaise with the Withdrawal Support Teacher;
- Attend training and develop their professionalism.
- Work in partnership with the parent / carer and the child.
- Seek advice from professionals outside the setting in consultation with the parent / carer.
- Make provision for the needs of the child within their resources in the classroom.
- Involve classroom assistants as part of the learning team.

Role of Learning Support Assistants

Learning Support Assistants will work under the direction of and in partnership with the class teacher to:

- Support the child's involvement in daily classroom activities, promoting independence and self-esteem.
- Look for positives by talking to the child about his/her strengths.
- Listen to the child/speak to staff on the child's behalf.
- Explain boundaries and operate these consistently and fairly.
- Assist in the planning, monitoring and evaluating processes.
- Have regard for the school's SEN (and Inclusion) Policy.
- Attend relevant professional development training.
- Keep records and where appropriate attend meetings

Role of 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 CoP - pars 1.19)

Depending on their age and functioning level they should be encouraged to set targets and be involved in a self-reviewing process. We encourage our children to:

- contribute to their own assessment, provision, and progress;
- contribute to the review of IEPs, Annual Reviews, and the Transition process; and
- participate in making decisions about matters affecting them.

Seeking their views and supporting them to participate in making decisions about their learning is good practice. The child's progress will be more effective

when both they and, where appropriate, their parents are involved, and account is taken of their wishes, feelings, and perspectives.

Role of the parent

We in Saint Oliver Plunkett Primary School and Nursery Unit feel very strongly that education is a partnership between home and school. **“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 parent's say and that their views and anxieties are treated as intrinsically important.” (CoP 2.21)**

Teachers, pastoral staff, LSCs, 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.

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 between stages. 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, essential information may need to be made available by a parent upon a child's entry to the school.

The important role of the parent is to:

- Be involved in creating a positive attitude towards School and Nursery.
- Inform the school of any specific identified needs or involvement with outside agencies as soon as possible.
- Maintain regular contact with the school
- Be involved with supporting and implementing their child's education plans e.g. supporting homework activities.
- Attend annual reviews.

7. Admissions:

St Oliver Plunkett P.S. and N.U. is open to every family in the community. We aim to provide a welcome and stimulating learning environment for all children. We operate an Equal Opportunities policy and our admission arrangements for children with SEN are consistent with the setting's general arrangements for all the other children.

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).

The Admissions Policy can be obtained by contacting the office.

8. Accessibility

Every grant-aided school and independent school is required to have a written accessibility plan. We are currently carrying out audits to help inform our Accessibility plan which will be made publicly available and accessible via the school's website. The focus in the school's 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 in our school:

- 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.

9. Special Facilities / Resources:

The school is located on two levels, with the Nursery Unit in a separate building.

We have a range of resources both in the Primary School and Nursery Unit, which can be accessed by all staff

Facilities and resources include:

- Easy access within one level both indoors and outdoors
- Toilet with disabled access
- Adjustable changing bed
- Wheelchair access
- Lift to first floor
- Sensory resources / play equipment eg sensory cushions, weighted lap pads, fidget toys, ear defenders, parachute, etc
- Selection of toys and equipment to develop fine and gross motor skills.
- Coloured reading overlays
- Cream photocopying paper
- Sloped writing boards
- Harberton Reading program
- Rapid reading program for KS2
- Wellington Square Reading scheme for KS2
- Dyslexia friendly visual resources / writing aids.
- Alpha to Omega phonics programme
- P.A.T. literacy programme
- Thornfield Reading, Writing and Spelling programmes
- Stareway to Spelling
- Words and Sounds
- Easylearn phonics
- Hampshire spelling scheme

10. Reference to other relevant policies:

We have a range of other policies to support our work with children with SEN namely:

- Child Protection Policy
- Behaviour Policy
- Anti-bullying Policy
- Pastoral Care Policy
- Health and Safety Policy
- Complaints Policy
- Transition Policy
- Intimate Care
- Confidentiality/GDPR
- Transition Policy
- Accessibility Policy (Will be available 2022/23)

11. Annual Report

LSC prepares a Board of Governors report annually, on all aspects of SEN provision in school. The report contains information on: the number of children on the SEN register, a breakdown of the number of children at each stage and the number of pupils in the school recorded within each over-arching category as their primary need, the number of statemented pupils; pupils that received provision from EA Pupil Support Services or Health and Social Care Trust; and those that accessed school-delivered special educational provision. The report contains SEN tracking of scores and the LSCs operational plan for the year. This report is saved in the Special Needs Folder on the school system.

12. Arrangements for Complaints:

Parental Complaints

All complaints will be dealt with in line with the school's existing complaints procedures (see below).

We would encourage parents to initially discuss any concerns with relevant staff. We would hope that most issues raised can be satisfactorily resolved in this manner.

St. Oliver Plunkett's Primary School and Nursery Unit will ensure that arrangements and procedures are in place for recording and acting upon parental concerns. These will include arrangements for involving parents when a concern is first expressed within the school and for taking account of their views in the review procedures.

The Complaints Procedure

Make an appointment
with the class teacher
to express your concerns.



If you still have concerns
and require further information
or support, make an appointment
with the LSC (M Loughlin)



If your concerns have still
not been addressed, make an
appointment with the school
Principal (Mrs Nuala Kearney) who may inform the
Board of Governors.

If still unsatisfied with this procedure, parents have the right to pursue the matter further;

Advice and information service

An advice and information service has been set up by the Education Authority - Contact your local EA Office (County Hall, Ballymena).

Dispute Avoidance and Reconciliation Service (DARS)

This service was established and came into effect on the 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/ Board of Governors or the EA 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 can 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.

Parents can contact the service which is provided by Global Mediation. 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

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

Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the ELB with regards to a child's Special Educational Needs, legislation gives the right of appeal to SENDIST. SENDIST considers parent's appeals against decisions of the Education Authority and also deals with claims of disability discrimination in schools. There is a two month time limit from the notified date of 'disputed decision' to appeal to the tribunal.

Further information regarding the appeals procedure can be obtained from:

SENDIST
2rd Floor
Royal Courts of Justice
Chichester Street
Belfast BT1 3JF

Telephone: 0300 200 7812
Fax: 028 9031 3510
Email: tribunalsunit@courtsni.gov.uk

**Section 2. Identification, provision, monitoring and evaluation of
SEN Procedures.**

1. Identification and Assessment of S.E.N.:

"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." (COP 1998 2.14)

"Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness." (Paragraph 5.12 supplement to the COP)

We at St Oliver Plunkett Primary School and Nursery Unit strongly advocate the policy of early intervention and the school and Nursery make every effort to support children experiencing difficulties. Action will be taken as soon as a concern is identified by a member of staff, parent or child. The role of the class teacher is crucial to the early identification of children with special needs; should the barriers to learning the child is experiencing require support/input from outside agencies during the identification process the LSC will facilitate this. There are many ways in which identification takes place. This is through:

- Observations
- Parental communication/information
- Pupil contributions / 'My Pupil Passport' (SEN Pupil Voice toolkit)
- Multi-Agency Advice e.g. Health Visitor, Social Workers, therapists etc
- Problem Solving Framework, Teacher Talking Checklist - particularly useful for gathering information and addressing concerns in the foundation stage.
- WellComm - A Speech and Language Toolkit for Screening and intervention in the Early Years
- Information from Nursery, playgroup, or other transferring school
- Informal school assessments e.g. end of topic, or weekly tests
- Standardised tests (see Assessment Policy)
- Diagnostic assessment (e.g. Dyslexia Portfolio, GL Dyslexia Screener, Single Word Spelling Test, YARC)

- Information obtained from other teachers including previous years' reports.

Further information would be gained through:

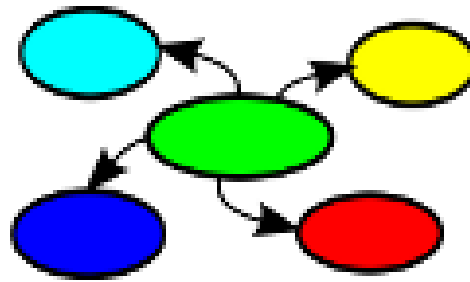
- Psychological reports
- COP Stage 2 reports e.g. RISE, SLT, LTSS, OT
- Statements of Special Educational Needs
- Medical advice
- Risk Assessments
- Care Plans
- IEP reviews and Annual Reviews

When a child or young person is identified as needing support, the first step the school will take is to draw up a Record of Concern. This outlines the areas of difficulty and addresses how the school intends to implement support. It includes discussion with the child/young person and their parents. After an agreed timescale, progress will be reviewed, and a decision made whether to place the child/young person on the school's SEN register

Once the teacher has confirmed that the child has a learning difficulty he/she will consult the Principal and LSC who will enter the child on a SEN register with parental permission. Thereafter the LSC and where appropriate, outside agencies will be involved with class teachers in accordance with the procedures for the school based stages.

A Provision Map has been drawn up and is displayed on the SEN noticeboard in the Staffroom to show '...the full scope of, including high quality, whole class teaching, guided and group work and individual interventions in order

to identify and overcome potential barriers to learning and meet the needs of all children...DfES April 2012



2. Provision at Stages 1-3 of Code of Practice

The Three Stages of Special Education Provision

In St Oliver Plunkett Primary School and Nursery Unit, 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

- School delivered special educational provision.
- The responsibility lies within the school.
- Initial concern is expressed by teacher, parent, health, or social services professional.
- Class teacher gathers information, makes an initial assessment, speaks with parents and outlines the concerns.

- Class teacher informs LSC, who registers child's special educational needs with parental permission.
- Parents complete a Parental Contribution sheet, indicating their child's strengths, difficulties and strategies that assist them.
- Pupils complete 'My Pupil Passport' (part of pupil voice toolkit), which outlines their strengths, difficulties and what helps them at school. These are kept with their PLP (currently IEP).
- LSC and relevant staff work together using all available information to agree a way forward including drawing up a PLP and discussing targets with pupil and parent.
- A Risk Assessment / Care plan is also put in place if required.
- Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN.
- **PLP (currently IEP) implemented** and reviewed with pupil and parental involvement. LSC will decide whether to continue at Stage 1, come off the register or move to Stage 2.

The PLP (currently IEP) should contain the core information/evidence of the school action 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

Following Stage 1 review or when further concern is expressed by teachers, parents, Health or Social Services professional:

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust.

- LSC registers child's needs and agrees, having consulted with parent and Principal that intensive action and specialist support is required.
- LSC reviews available information and consults Support Services.
- Stage 2 Referral Form Formerly stage 3) is completed following consultation with parent, child and Educational Psychologist.
- Stage 2 assessment is carried out and recommendations made.
- Reasonable adjustments and additional strategies and approaches are implemented plus resources, advice, guidance, support and training provided through the EA SEN support service to address the child's SEN.
- PLP is drawn up, implemented and reviewed with all involved.

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 (currently 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.

"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 CoP 4.64)

- Following an application (SAR1) to the Education Authority from the School or parent, the Education Authority considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.
- The class teacher, in consultation with the LSC, draws up an Education Plan while waiting for the outcome of the SAR1 application.

Stage 2 Support Services

- AAIS Support Service
- Audiology
- Behaviour Support
- Literacy Teaching & Support Service
- RISE (Multi-Agency Support Teams for Schools)
- Speech and Language Team (SLT)
- Visual Impairment
- Educational Psychology
- Family Support Service

Other Support Services

- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Occupational Therapy
- Social Services
- Child Protection
- Inclusion and Diversity Service
- Special Education
- Early Years Inclusion Service
- Nurture Group Network

3. Provision at Stage 3 of the Code of Practice

Stage 3

- The EA considers the need for a statement of Special educational needs/disability; if appropriate, it makes a statement and changes, monitors and reviews provision
- The school implements the recommendations of the Statements of SEN regularly monitoring and reviewing provision
- School and EA delivered special educational provision plus any relevant treatment or service identified by the HSC Trust;
- A PLP is required (currently IEP);
- The responsibility lies with the school and the EA -with input from the HSC Trust where relevant;

- Reasonable adjustments, the school delivered special educational provision are implemented plus EA provision as set out in the Statement.

The pupil's PLP (IEP) should 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 and Nursery/P7 Transition process will take place.

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is 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 assessment of the child's progress.

The Annual Review will:

- Assess 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.

The school will undertake the review on behalf of the EA. The review meeting will take place in the school. The annual review form (AR) and the P7 transfer form will be forwarded to the EA.

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](#).

Monitoring the Progress of Pupils with Special Educational Needs

It is the responsibility of the LSC to ensure that the progress of pupils on the SEN register is monitored.

We regularly monitor the PLP targets we set for children to ensure progression and carefully observe how they are working towards them. This helps to inform future planning for the child.

This review is carried out by class teacher, in consultation with LSC and withdrawal support teacher and if necessary any external specialists (Stage 2) onwards. When a classroom assistant is involved in working with a child their observations and perceptions will be taken into account when monitoring and evaluating plans.

The review focuses on the child's progress, the effectiveness of any special help and possible future action. The possible outcomes of the reviews are listed in the staged plans.

Each child on the SEN Register has a Target folder, where observations, tests etc are kept and shared with the child.



Annual Review - Children with statements will have their statement reviewed annually. This is initiated by the Education Authority giving guidance on procedures.

4. Access to the curriculum.

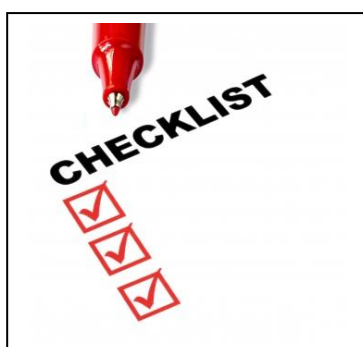
Teaching Methodology:

Effective Teaching and learning strategies allow access to the whole school curriculum for each child. Stimulating work and an attractive classroom environment allow pupils to progress at their own level and rate ensuring that all pupils experience some measure of success. Differentiation is very important. Children will have opportunity to contribute to the decisions affecting their own learning and receive positive feedback with the intention of raising their self esteem. Teachers will show sensitivity to children with SEN particularly in the clarity of their communication both verbal and written.

Inclusion:

Where PLPs become necessary, they build on the curriculum the child shares with other pupils ensuring that, as far as possible, pupil's needs are met and they are integrated as members of the whole school community, without impinging upon the needs of other children. Targets set will be clear, realistic and time bound. They will clearly relate to the needs of the child and facilitate monitoring and evaluation whilst being attainable through the resources available within the school. The child will where possible be involved in monitoring and evaluating their own progress and be involved in target setting for themselves. Children are involved in Assessment for Learning by setting the success criteria for a lesson.

An '**Inclusive Classroom Checklist**' has been agreed and implemented by staff and monitored by LSC through classroom evaluations carried out by teachers.



Section 3. Professional Development and Partnerships

1. Professional Development:

All staff will be made aware of the schools SEN policy and will be asked to contribute to its development and implementation.

The requirements for INSET will be met through Education Authority training provided for LSC and, when available class teachers and classroom assistants. Any SEN training will be disseminated to the rest of staff through staff meetings and Baker days.

The Graduated Response guidance will replace the SEN Resource File and will be made available to all Teaching Staff. Capacity Building will be based on this resource.

In School Support:

Qualifications and Training experience of our staff

Nursery:

- Identification and support for children with ASD
- Social, Emotional and Behavioural difficulties
- Language and Communication
- Capacity Building and early identification of SEN.
- Code of Practice
- Hanen Training
- Identifying and working with Sensory Processing Difficulties

Primary School

- CCET
- Code of Practice
- Leadership and Management Capacity Building Programme
- SEN Framework
- RISE
- ASD training

- SEN CPD Literacy Project.
- Nurture Group Certificate Course
- SEND Implementation
- PLP training
- Beyond Bricks
- Graduated Response Framework

Partnerships

Liaison with External Services:

It is important that liaison with outside agencies is initiated and maintained in the best interests of the child. This is achieved at Stage 2 by the LSC and at Stage 3 by the Principal with LSC's support.

The school will work in partnership with support services for SEN including:

- RISE
- Educational Psychology Service
- Support Services for pupils with SEN
- Behavioural Support Services
- Literacy Service
- Language and communication service
- Health Boards Therapeutic services including speech and physiotherapists etc.
- Community Nursing
- ASD team
- CAMHS (Child and Adolescent Mental Health Services)
- Child Development Clinic (CDC)
- Thornfield
- SEN Early Years Inclusion Service (SENEYIS)

Other Support Service:

- Education Welfare Officers
- Social Workers
- Independent Counselling Service for Schools (ICSS)

Partnership with Parents:

Contribution that parents make to a child's progress is both unique and essential in terms of encouragement, reinforcement and home support. Parents are the child's first educators. They can also provide an additional diagnostic tool by providing the teacher with lightly detailed observations of the child's work in the home environment.

As a result of this it is essential that the parents perceive themselves as partners in the educational process whose involvement and views are both intrinsically important and essential to the child's educational progress.

To encourage this parents are welcomed and their wishes and feelings concerning their child's progress are respected and listened to.

While this takes place during informal contact, and the formal contacts, particular sensitivity towards parental involvement is required in all 3 stages of formal assessment.

Parents complete a 'Special Educations Needs and Disability Questionnaire' prior to children starting Nursery / School.

Also, as previously outlined in Section 2, parents complete a 'Parental Contribution' sheet, when their child enters stage 1 of CoP, outlining their child's strengths, difficulties and strategies that may benefit them.

Any child on the SEN register for communication difficulties or has a statement of SEN, will have a 'Home School Diary' to encourage communication and to keep parents informed.



Pupil participation

St Oliver Plunkett PS and Nursery Unit promote good relationships between staff and pupils. Positive self-esteem is fostered through our whole ethos.

Where appropriate, pupils will be involved in the decision making process in regards to PLPs and Targets etc. As previously outlined in Section 2, they will complete 'My Education Plan' booklet to recognise their strengths and identify their difficulties. Children can use their Target Books to monitor their progress. They will be given the opportunity to experience and celebrate success.

2. Amendments of Policy and Practice:

This will be discussed on an annual basis or more frequently by the staff to ensure that the policy and practice identified by the school is:

- (a) appropriate and
- (b) effective in all key areas.

3. Criteria to Evaluate Implementation of Policy:

The school will use the following criteria to evaluate the implementation of the policy.

1. The school will have clear procedures for identifying pupils with SEN using procedures indicated in 'Identification and Assessment of SEN'.
2. The reviews of the PLP's will measure the pupils' progress.
3. SEN provision will be effective if we can maintain a child at a stage, provide support at a lower stage or remove children from the register.

- 4 Teachers understand their role at each stage of the Code of Practice and time has been allocated for class teachers to liaise with the LSC.
5. Parents are aware of the contents of the school policy and have been informed of their rights and responsibilities.
- 6 All teaching staff will be guided by LSC with regards to the Code of Practice.

4. Record Keeping and Review:

- We respect that SEN information is personal and confidential to children and their families.
- Therefore, the LSC maintains SEN information in a secure cabinet to ensure confidentiality is maintained.
- This secure cabinet contains the SEN register, records of concern, current and previous PLPs for each child, copies of statements of SEN and Multi-Agency reports, Care Plans and Risk Assessments, assessment results/data, individual pupil files, minutes of meetings with parents, educational psychologist consultations, support, advice and training provided to staff. *(This is gradually moving to a Special Needs folder in the staff folder on the school computer system).*
- Each class teacher has a class SEN yellow box folder that contains 3 folders for each child:
 - Red** - duplicate copies of the pupil's IEPs, Parent contribution forms and pupil passports.
 - Green** - statements and reports / advice, Care Plans and Risk Assessments.
 - Blue** - this is children's target folder which contains observations and tests for IEP targets.
This folder is kept in each teacher's secure cabinet.
- Care plans and Risk Assessments, along with photographic ID are kept inside each class register, to inform substitute teachers.

- The SEN register is maintained on SIMS.
- IEPs are saved electronically and can therefore be accessed by other teachers that are involved with the child.
- A record of external support agencies contact details is also kept.
- Record keeping is supervised by LSC and remains manageable and effective in supporting children's progress.
- At all times access to information is on the grounds of need to know which respects the dignity of all involved in this process.

The Board of Governors will ensure that the Special Needs Policy is implemented and will assess its effectiveness. They will review and sign off on this Policy annually, taking into account relevant legislation.

Signed on behalf of the BOG _____

Date _____

Review date _____