

# St. Patrick's Primary School



## Special Educational Needs Policy

Ratified by Board of Governors on 26<sup>th</sup> October, 2010

Reviewed Annually

Next Review Date: Autumn, 2025.

‘We learn to love and love to learn.’

This policy was developed in accordance with the Code Of Practice In The Identification and Assessment of Special Educational Needs and within the framework provided by EA.

This policy guides and reflects current practices within our school for children with Special Educational Needs and was devised in October 2010.

## **ETHOS**

We, the staff of St. Patrick's Primary School, Eskra are committed to the education of all children. We are committed to an inclusive ethos and believe that where possible children should be educated in mainstream schools alongside their peers.

Children on the SEN Register are fully integrated into their class group and into the school as a whole.

We aim to deliver a broad and balanced curriculum suitably differentiated to meet the needs of individual children so that all children may reach their full potential and become contributing members of our society.

Children are carefully monitored at every level and assessed to provide the basis for their future learning and to keep parents fully informed of their progress.

We believe that this ideal can best be achieved through involving pupils and with collaboration between parents, teachers and outside agencies.

We aim to do this within a warm and caring environment.

### **Staff are further guided by the following aims:**

- That each child will work to their full potential in an environment where learning is an enjoyable experience and where teachers use an appropriate range of strategies and resources, including ICT, suited to children's learning styles.
- That each child is encouraged to be self-disciplined, self-motivated and independent.

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- That each child's self-confidence and self-esteem is developed and safe-guarded.
- That each child feels safe, valued and respected.
- That positive relationships are encouraged at every level, with open channels of communication so that a consistent learning environment is provided for the child.

By virtue of its Catholic ethos, St. Patrick's P.S., under the leadership of the Principal and staff, shows no distinction between peoples of different gender, race, religion, cultural background, mental or physical disability.

Full learning opportunities are open to all pupils and children are nurtured in self- respect and respect for all peoples.

We have in St. Patrick's Primary School a dedicated staff of teachers and ancillary personnel who have a strong sense of loyalty to our school and who work untiringly for the good of all children.

The pupils show a healthy sense of 'belonging' to the school community. They recognise the importance of high standards of work, behaviour and courtesy. Pupils are encouraged to value one another and express their own views while appreciating the views of others.

Parents are encouraged to be actively involved in the work of their children and are given many opportunities to participate in the life of the school.

The school is proud to display the high standard of children's work in the corridors and classrooms. This creates a stimulating environment for all staff and children.

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## **Definitions**

For all involved in a child's education it is important that there is a clear understanding of the terms 'special educational needs,' 'learning difficulty' and 'special educational provision, as defined in Article 3 of the 1996 Order.

## **Special Educational Needs**

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made.

## **Learning Difficulty**

A child has a learning difficulty if:

- (a) they have a significantly greater difficulty in learning than **the majority of** children of the same age;
- (b) they have a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools; or
- (c) they have not attained the lower limit of compulsory school age and is or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory school age.

## **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.

## **Disability**

The following definition of disability is taken from the Disability Discrimination Act (1995):

A disability is when someone has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

(Paragraph 2.3)

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### **Key Principles of Inclusion**

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."*

All schools should have an inclusive ethos and actively seek to promote the inclusion of all children. Schools should approach inclusion as an integral part of all school policies including the school's SEN policy, school development plan, the school's accessibility plan and policies relating to e.g., discipline, bullying and pastoral care.

### **Admissions**

The admission arrangements with respect to the majority of pupils with SEN must be consistent with the school's general arrangements for all other pupils.

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).

Children with Statements of SEN are placed in the school 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**

Every grant-aided school and independent school is required to have a written accessibility plan which should be publicly available and accessible via the school's website. The focus in the school's accessibility plan is to:

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- 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.

### **The School's SEN Educational Provision**

This policy is informed by;

- The Code of Practice
- EA: Good Practice Guidelines and Provisional Criteria
- DENI Resource File
- DENI/EA/CCMS Guidance Materials
- The Ethos and Aims of St. Patrick's P.S.
- All members of teaching staff are involved in the delivery of the SEN Policy with the SENCo/ Principal having an overview.

### **Objectives**

- To identify children with SEN as early as possible and to provide a learning environment that is sensitive to their needs.
- To provide an appropriate range of strategies and resources for teaching, learning and assessing, suitably differentiated as appropriate.
- To monitor progress to ensure that the provision is effective.
- To work in partnership with pupils, staff, parents governors and external agencies in order to enhance the learning opportunities of the children.

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- To encourage children to respect and value one another regardless of their academic ability.
- To encourage children to work to their full potential in all areas of the curriculum.
- To adhere to the spirit of The Code of Practice.

### **Role of the Learning Support Co-ordinator**

The Learning Support Coordinator, Mrs. Katie Mullin and the Assessment Coordinator, Mrs. Josephine Mulligan/Vice-Principal, are responsible for;

- The day-to-day operation of the school's SEN policy.
- Liaising with and advising fellow teachers.
- Coordinating provision for the child with SEN (in class or withdrawal).
- Maintaining the school's SEN register and overseeing the records on all pupils with SEN.
- Liaising with parents.
- Contributing to in-service training of staff.
- Attending training courses to meet own needs.
- Liaising with external agencies.
- Assessment, information gathering and assisting teachers in drawing up PLPs.
- Reviewing and statementing procedures.
- Managing resources for SEN. (Including SEN Classroom Assistants)
- Reporting on a regular basis to the Principal.
- Reviewing the SEN Policy.
- Drawing up an action plan for SEN.
- Ensuring that time is allocated as appropriate to carry out duties effectively.

### **Arrangements for Coordination of Provision.**

To ensure a whole-school approach:

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- 1) The class teacher is responsible for meeting the needs of all the children in his/her class and the day-to-day identifying and monitoring of SEN pupils. (See appendix A 'The Role of the Teacher')
- 2) The Principal, SENCo/ LSC and staff will liaise regularly for consultation and information sharing including;
  - Support for the class teacher
  - Withdrawal or in-class support for the individual concerned.
  - Appropriate arrangements for statemented children.(See Appendix B 'The Role of the Principal and Board of Governors').

### **Information About The School's Policies For Identification, Assessment and Provision.**

#### Identification and Assessment Arrangements

The identification and assessment of children with Special Needs is the responsibility of each class teacher using observations, experience, professional judgement and testing.

Each teacher is aware of the importance of early identification so that intervention is put into place as soon as possible. Teachers will identify pupils they have a concern about. The parents will then be contacted and informed that the child will be monitored.

We acknowledge that the SEN could be academic, behavioural, or emotional and could be of a temporary nature.

In St. Patrick's P.S. we will adopt procedures for a staged approach as outlined in the following model in accordance with the NI Code of Practice.

If a teacher has concerns about a pupil they will, following consultation with parents, be placed on a Record of Concern. This will be in place for no longer than 2 terms. After this time a decision will be made to either

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place the child on the SEN register or halt the Record of Concern, with relevant evidence supplied to support either decision.

**Stage 1.** The child or young person will have an Individual Education Plan (IEP) or Personal Learning Plan (PLP). Responsibility for teaching and learning lies with the school. School will put in place reasonable adjustments and **additional** strategies and approaches aimed at meeting and addressing the child's SEN.

**Stage 2** Responsibility for teaching and learning lies with the school plus external provision from the EA. School will put in place Reasonable adjustments, **additional** strategies and approaches plus resources, advice, guidance, support and training provided through the EA SEN support services to address the child's SEN.

**Stage 3** The responsibility lies with the school and the EA – with input from HSCT where relevant. The school will put in place reasonable adjustments, school delivered special educational provision plus EA provision as set out in a Statement.

Class teachers will provide Personal Learning Plans at Stage One, Two and Three. Class teachers will complete 1 PLP per Year with 3 Phases. Each Phase will have Three SMART targets. When a child has not made significant progress at Stage 1 a decision will be made to refer the child to Pupil Support Services. This is done after consultation with the child's parents. Furthermore, if a child has received external provision at Stage 2 and has not made sufficient progress, the SENCo/ LSC will seek advice from Educational Psychology. We take cognisance of the 8 areas of SEN. (See Appendix C)

Prior to the completion of the PLP, the views of the child (differentiated depended on Level of understanding) and Parents will be sought. (See Appendix E)

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Provisions have been put in place to identify children with learning difficulties as early as possible. Pupils will be placed on the school's Special Needs Register when the criteria set out below have been satisfied and advice has been sought from the LSC/ SENCo;

- The child is in Year 1 to Year 7.

(Formative assessment methods are used in all classes and the class teacher will raise any concerns with the LSC and parents. Other screening and diagnostic tests used are outlined below. ('Formative Assessment- Special Needs in Year 1' See Appendix D)

- The learning difficulties or social, emotional and behavioural difficulties of the child have been appraised and recorded by the class teacher who may request that a child be placed on the register.
- The parents have been consulted and made aware that the child's name is being added to the register and approval has been given.
- The decision to place a child on the register is consistent with the guidance provided in the Code of Practice.
- Placement on the register is subject to approval by the LSC/ SENCo and is kept under regular review.
- The SEN Register is up-dated as and when required. The LSC and class teacher collaborate to monitor the progress of children and decide when a child, along with Educational Psychology, should move from an existing stage in either direction.

### **Diagnostic And Assessment Procedures**

Class teachers will identify children with special needs through formative assessment and class testing. Teachers use their professional judgement, monitor, observe, interview, question, analyse and review information from pupils, parents and other agencies and any previous records. Screens and diagnostic tests can be used to support findings.

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Tests are used as screening and diagnostic tools and are linked to a planned programme of remediation. The following tests have been selected as the most appropriate for use in St. Patrick's P.S:

<b>Screening Tests</b>
<p><b>Year 1:</b>            WELCOMM (October)            The British Picture Vocabulary Scale (October)            Key Words test Year 1, first 40 + letter sounds.            Teacher made Baseline Numeracy Test.</p>
<p><b>Year 2:</b>            The British Picture Vocabulary Scale (October)            First 100+ 26 initial sounds and names.            Teacher made Baseline Numeracy Test</p>
<p><b>Year 3-7:</b> Suffolk Reading Test</p>
<p>GL PTE Progress Test In English</p>
<p>GL PTE Progress Test In English</p>
<p>NFER Mental Maths</p>
<p>Single Word Spelling Test</p>
<p>NRIT IQ Test (from Year 3)</p>
<ul style="list-style-type: none"> <li>• The agreed criteria for identification of children with reading difficulty is a score of 85 or below on the Suffolk Reading Test (Year 3-7) or a score of 80 or below on the BPVS (Years 1 and 2). The agreed criteria for identification of children with a maths difficulty is a score of 85 or below on the NFER Maths Test. Also, the child must demonstrate to the class teacher a 'significantly greater difficulty' learning than his/her peers and require work which is 'additional to or different from' the classroom plans. These children will be placed on the Special Needs Register where the class teacher/LSC agrees that this is a suitable course of action and when parental approval has been sought. Where necessary, PLPs will be drawn up for improvement purposes. Gaps of 15 or more between IQ and other test results, and between Literacy and Numeracy scores will be analysed carefully and outside agencies contacted with a view to further steps to be taken, if any.</li> </ul>

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- ***The professional judgement of the class teacher will always take precedence over test results where the teacher thinks the results are not reflective of the child's ability/progress.***

#### **Diagnostic Tests**

The MIST Diagnostic Test in Year 2 in order to help with early identification.

### **Arrangements For Providing Access To A Balanced And Broadly Based Curriculum**

#### **Review Procedures**

When children, who have been identified as having special educational needs are placed on the register, their progress will be monitored by the class teacher and reviewed at the end of the time allocated for each PLP Phase by the class teacher and LSC, including the parents and the child (differentiated depended on level of understanding). Parents will be given an opportunity to share their views (Appendix H). We aim to provide at least 3 PLPs each year with targets specifically directed towards the child's needs.

The LSC/Principal provides allocated time for all staff to discuss identification, provision, monitoring, review or resources for SEN. The class teachers and LSC meet formally once a term to review and evaluate progress made towards targets.

A Personal Learning Plan (PLP) sets out the nature of the child's learning difficulty, the stage at which a child is at, the special provision required, views of the child, views of the parent, the targets to be achieved in a given time, review arrangements, the date, the teacher's name, year group and Phase number.

Each Phase is evaluated on completion with pupil, parents and outside agencies and is used to guide future planning. The success of the plan is evaluated by measuring progress made against the specific targets and the LSC and class teacher decide on what further action will be. In the evaluation phase, the pupil and their parents are invited to share their views. (See Appendix H)

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We have a standard letter used to invite parents to meetings. (See Appendix F)

If satisfactory progress is made and the LSC and class teacher decide the child involved no longer needs additional help, the child's name will subsequently be removed from the SEN register, with the parent's full knowledge.

The overall provision is reviewed in the annual report made by the LSC to the BoG.

### **Provision**

The provision of SEN is co-ordinated by Mrs Katie Mullin (LSC) and Mrs. Keira McCallan (Principal) and provision is reviewed annually.

Learning Support Teachers are Mrs D. Barrett and Miss D. McNulty, who will conduct either Small Group or 1-1 Intervention.

Small Group Intervention will be conducted by Classroom Assistants with appropriate activities organised by Class Teacher and in line with PLP targets.

The needs of children with SEN will be reflected in planning and individual teachers will be expected to provide for all abilities within the classroom context.

Time is allocated to facilitate meetings between the LSC, class teachers and outside agencies.

SEN provision is reviewed annually and a report is made to the Board of Governors.

Where a child has an SEN classroom assistant it is the responsibility of the class teacher to inform the assistant of the nature of the child's difficulties, guide the assistant in their daily work, inform them of targets on the PLP and strategies being used and involve them in the review process.

The Vice-Principal, Mrs Mulligan, line manages all classroom assistants.

The school is currently receiving outside help from Mrs. Karin Stewart, Educational Psychologist and Mrs. Nuala Groogan, Peripatetic teacher (Literacy Service/ SpLD). Provision is made for withdrawal to facilitate this.

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Each class teacher will use a variety of differentiation.

- E.g.
- By task
  - By input
  - By outcome
  - By texts/resources
  - By classroom assistants as directed by the class Teacher.
  - By using a variety of teaching strategies and taking cognisance of learning styles.

### **Parent/person with parental responsibility**

At St. Patrick's Primary School, we acknowledge that successful partnerships between parents, pupils and school play a key role in promoting a culture of co-operation, openness and transparency and have a crucial impact on the effectiveness of special educational provision. Seeking the views of the child or young person also plays a key role in helping us understand individual needs. 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. (See Transition Policy)

Parents should be invited as necessary to:

- meet with staff to discuss their child's needs.
- attend review meetings.
- inform staff of changes in circumstances.
- support outcomes/targets on PLPs/IEPs.

In addition to this, parents are fully informed of their child's progress at each stage of the Code of Practice.

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The parent's permission will be obtained to add the child's name to the register at the time of informing the LSC of an Initial Concern and their views and concerns ascertained.

Parents will meet with teachers to discuss targets and review progress at the start and end of each PLP Phase. Parents will sign a copy of the PLP and be provided with a Help At Home Sheet which will detail targets and their role.

Where a parent cannot attend a meeting the class teacher should make every effort through at least two letters and a phone call to arrange a meeting. Where a parent fails to attend the meeting, a copy of the PLP will be sent home in an attempt to gain a signature.

### **Monitoring And Record Keeping**

- Everyone is involved in the monitoring, record keeping and evaluating progress.
- The class teacher has overall responsibility for monitoring the progress of the child on the register.
- Progress is monitored on a day-to-day basis, at an interim review and the evaluation stage of the PLP. All teachers will attach evidence of the progress made by the child, to the PLP. This will be discussed with and retained by the LSC.
- Progress is evaluated against the original targets on the PLP and against the norm for the class and by end of year screens.
- Each child on the SEN register will have a school record folder which is kept by the LSC and a copy of this file will be given to the class teacher.
- The LSC maintains the register, class screens, pupil profiles, reports from external agencies and PLPs. These are updated as necessary.
- Peripatetic teachers, class teacher and other outside agencies involved will provide an annual written report which will be kept by the LSC. PLPs and action plans provided by outside agencies will also be kept by the LSC.
- All information relating to a child transferring to another school will be sent on to that school via SIMS. Permission from

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Educational Psychologists and parents will be sought before sending this information on.

- Liaison records and Parent Consultation Forms are kept in a separate file by the LSC.

### **Partnership Working**

In school we work with a range of EA Pupil Support Services, where appropriate, to receive training and guidance to support the school and parents in meeting the needs of children with special educational and medical needs. Examples of EA [Pupil Support Services](#) may include:

- Autism Advisory and Intervention Service (AAIS)
- Sensory Service
- Special Educational Needs Inclusion Service (SENIS)
- Literacy Service
- SEN Early Years Inclusion Service (SENEYIS)
- Language and Communication Service

Other services may include:

- [Behaviour Support and Provisions](#)
- [Education Psychology Service](#)

### **Other Support Services** (for example)

- RISE NI
- Barnardo's
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Independent Counselling Service for Schools (ICSS)

### **Dispute Avoidance and Resolution Service (DARS)**

The Dispute Avoidance and Resolution Service (DARS) provides an independent, confidential forum to resolve or reduce the disagreement, in

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relation to special educational provision, between parents and school/Boards of Governors or the EA for pupils who are on the Code of Practice where previous attempts to do so have been unsuccessful. Parents can contact the service which is provided by Global Mediation. Involvement with DARS will not affect the right to appeal to the Special Education Needs and Disability Tribunal (SENDIST)

### **Special Educational Needs and Disability Tribunal (SENDIST)**

The Special Educational Needs and Disability Tribunal (SENDIST) considers parents' right to appeal against the decisions made by the Education Authority about their child's special educational needs whenever an agreement cannot be reached. This service also addresses claims of disability discrimination in school.

### **Arrangements For Considering Complaints.**

Parents are encouraged to contact the school if they feel their child's needs are not being met. This should be done in the following way:

First Contact – Class Teacher (by appointment)

Second Contact – LSC and Principal

Third Contact – Chairperson of the Board of Governors.

### **In-service Training**

Through regular consultation with LSC and staff, the Principal will highlight areas to be developed within each school year. The LSC and staff will call upon the expertise, within and beyond the school, to address designated areas of concern.

Any surveys, evaluations or new initiatives pertinent to SEN are relayed and discussed with all staff by LSC and areas for staff training identified.

### **Liaison With Outside Agencies.**

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St. Patrick's P.S. had established links with a range of outside agencies.

The Educational Psychologist allocated to the school is Karin Stewart and any children who require professional assessment are referred in accordance with existing policy – on a Time Allocation basis. Parents are made aware of the SEN policy, their involvement, and support available through the School Prospectus and through individual meetings with LSC and class teachers.

Peripatetic teacher – Mrs. Nuala Groogan

Educational Welfare Officer

Speech Therapists and Doctors

The DENI Inspectorate

### **Internal Liaison**

Class teachers liaise with parents at all stages of the Code of Practice.

The LSC liaises with parents at Stages 1, 2 and 3.

Internal arrangements are made to facilitate liaison with parents, outside agencies, classroom assistants and among staff.

Records of staff meetings are kept by the LSC and Principal.

Class teachers keep a record of all meetings with parents. These are kept in the teacher's file and SENCo/LSC file.

### **Allocation Of Resources To And Amongst Pupils With SEN**

- Individual class teachers have a wide range of resources which are suitable, or which can be adapted for children with SEN. Resources currently in the school include;
- Computers with C2K software.
- Printers
- Listening centres
- Range of phonic material - charts, workbook, games to develop phonetic skills.
- Range of screening and diagnostic tests.
- Games and concrete materials to develop general reading and language skills.

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- Range of reading materials providing general interests for all children: New Way, Heinemann Storyworlds, Oxford Reading Tree, Sounds Write.
- A variety of workbooks, textbooks, providing opportunities for practice in reading skills such as comprehension, writing skills such as punctuation and maths skills and concepts.
- A variety of activities and pictures designed to stimulate conversation and to develop and enrich language.
- Alternative programmes for spelling- Prim-Ed/Sounds Write/ Spell Well.
- ICT Programmes- Mathletics, Reading Eggs, Literacy/Numeracy Apps.
- Advice on classroom management.
- Sensory items.
- Calm down box.
- Trauma Informed Spaces.

The resources are located in the school foyer and staff are invited to make a request to LSC for resources and peruse that which is available. Resources can be viewed and borrowed by staff at meetings or when writing PLPs or classroom plans.

Resources for Special Needs are reviewed and updated by the SENCo/LSC on an annual basis. The LSC will consult with other members on staff resources to be purchased for children on the SEN register.

### **Criteria For Evaluating The Success Of The School's Policy**

When considering the success of the policy the staff will consider the effectiveness of the school's system for:

- identification
- assessment
- provision
- monitoring and record keeping

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## **Performance Indicators**

### **Annual Report**

The Board of Governors report annually on all aspects of SEN provision in school. The SEN section in the Annual Report contains information on: 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.

This report is made available in December 2025 for the academic year 2024/2025. The Principal will report to the Governors on the following:

- The number of children on the SEN register.
- The number of children at each of the various stages/in each key stage.
- The number of Education Plans in operation. The review of PLPs/ the use of SMART targets
- The reading standardised score of children on the SEN register, where appropriate.
- The spelling standardised score of SEN children, where appropriate.
- The maths standardised score of SEN children, where appropriate.
- Whether or not the gap between IQ and maths/reading/spelling scores has lessened.
- The small group or individual teaching time allocated to children with SEN.
- Teacher participation in SEN courses/clusters
- Improvement in pupil self confidence, motivation, attention, behaviour and attendance.

We will use the following information from throughout the year to contribute to our review of SEN procedures.

Formative Assessment

Summative Assessment

Book Scoops

Wall displays

ICT work

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Review of PLPs– evidence attached.  
 Staff meetings including those with Classroom assistants.  
 Parent/Pupil interviews

## **MONITORING AND REVIEW**

This policy was ratified on 26<sup>th</sup> October, 2010. It will be reviewed and evaluated annually.

This Policy was reviewed by Governors on: 6<sup>th</sup> March, 2012.  
 19<sup>th</sup> December, 2013.  
 2<sup>nd</sup> December, 2014.  
 10<sup>th</sup> December, 2015.  
 15<sup>th</sup> December, 2016.  
 27<sup>th</sup> March, 2018.  
 27<sup>th</sup> February, 2019  
 2020- COVID  
 2021- COVID  
 20<sup>th</sup> December, 2022 (Interim Policy)  
 18<sup>th</sup> December, 2023 (Interim Policy)  
 16<sup>th</sup> December, 2024

<b>Date Policy Reviewed:</b>	
<b>Signed:</b>	<b>SENCo/LSC</b>
<b>Signed:</b>	<b>Principal</b>
<b>Signed:</b>	<b>Chair of Board of Governors</b>

***We at St. Patrick's P.S. will continue to review and update our SEN policy in light of future educational initiatives and the changing circumstances within our school.***

*Appendix A*

## **The Role Of the SENCo/LSC**

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In all mainstream schools, a designated teacher who usually assumes the title of the special educational needs co-ordinator (SENCo) should be responsible for:

- the day-to-day operation of the school's special educational needs policy.
- responding to requests for advice from other teachers.
- co-ordinating provision for pupils with special educational needs.
- maintain the school's SEN register and oversee all the records on pupils with special educational needs.
- working in partnership with parents of children with special educational needs.
- establishing the SEN in-service training requirements of the staff and contributing as appropriate to their training.
- liaising with external agencies.
- Monitor, review and update the SEN Policy.

## The Role Of the Teacher

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### **The Class Teacher:-**

- has overall responsibility.
- observes, monitors and assesses child, expresses initial concern.
- plans educational programmes of work (PLPs).
- provides special help in class in all areas of the curriculum through differentiation, alternative teaching/learning strategies, classroom organisation, ICT, etc.
- monitors and reviews child's progress.
- keeps records on the child e.g. PLPs, meetings with parents, reports from external agencies, samples of work, tests, etc. and give copies of all records to LSC.

The Class Teacher File should contain:-

- A record of pupils' scores/observations.
- PLPs- use as a working document.
- Views of the Parent/Pupil.
- Parent Consultation Record
- Reviews of PLPs
- Liaison Records of all meetings between staff/parents/professionals for each pupil.
- Record of monitoring of PLPs for Teacher and CA.
- Examples of evidence of progress of targets.
- Details of any extra provision for pupils on SEN Register, e.g., Learning Support Timetable.

### *Appendix B*

## **The Role of The Principal**

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**She will:**

- Ensure that the monitoring, reviewing and updating the SEN Policy is completed.
- Allocate time and resources for SEN.
- Ensure implementation of the policy.
- Seek approval for the policy by the Board of Governors.
- Liaise regularly with LSC and teachers, parents, pupils and outside agencies.

## The Role of The Board of Governors

**The Board of Governors will:**

- Determine and review the SEN Policy having regard for the principles made clear in the Code of practice.
- Ensure implementation of the policy.
- Report annually to parents on steps taken to implement the school's policy.

### *Appendix C*

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## **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)

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## 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..... (named person).

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)

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- 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

### *Appendix D*

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## **Formative Assessment– Special Needs in Year 1**

- Daily classroom observations and monitoring of attention and concentration, perseverance skills.
- Fine, gross and motor control (E.g. pencil control)
- Behaviour
- Relationships with peers and staff
- Language– immature? articulate?
- Orientation difficulties displayed
- Hand eye co-ordination (copying from blackboard, using mouse)
- Ability to follow instructions
- Recall of letters/numbers
- Auditory comprehension
- Reading difficulties (E.g. unable to retain words, dyslexic tendencies, phonological awareness/difficulties?)
- Mathematical difficulties E.g. no evidence of conservation of number
- Accuracy
- Oral interviews
- Presentation of work
- Self-esteem/confidence
- Level of dependence
- Appearance
- External factors
- *(Taken from 'Special Needs in Year One– Principal's Book'- Sue Harper)*

### *Appendix E*

#### **PLP Part One- Parent's Views**

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*(To be completed annually when a new PLP is generated)*

**As a parent you know your child better than anyone else and you possess unique information about them that may be usefully shared with the school to help us prepare and plan to meet their needs effectively. It is important that home and school work together in partnership to support your child and that we communicate openly. Any information which you share with us about your child's needs will be treated with the utmost respect and confidentiality.**

**Please answer the following questions to assist the school in drawing up a PLP for your child:**

- *What are your child's strengths and what do they most enjoy doing?*
- *What do you feel are your child's main difficulties?*
- *What do you think is the top priority area to be focused on with your child?*
- *What progress would you most like to see your child make this year?*
- *What hopes have you for your child's future?*
- *How will you support your child and the school to help make this PLP a success?*
- *Is there any further information that you would like to tell the school about your child which may affect his/her progress at school?*

**Parent's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Thank you for taking the time to complete these questions. Your contribution to your child's PLP is very important to us*

**Example 1: Table to capture general information on pupil views**

‘We learn to love and love to learn.’

In the following example, the pupil may complete the table independently, or with adult assistance.

- I like to... activities such as running, climbing, singing, drawing, etc
- I like to play with...cars/dress up/water/sand, etc)
- I like to eat/drink...
- My favourite song/rhyme/story

<i>(use visuals to prompt if necessary or appropriate)</i>	<b>At home</b>	<b>In school</b>
<b>I like to....</b>		
<b>I play with.... (toys)</b>		
<b>I play with.... (people)</b>		
<b>I like to eat...</b>		
<b>I like to drink...</b>		
<b>I like to sing...</b>		
<b>My favourite story is....</b>		
<b>When I'm happy I like to...</b>		
<b>When I'm angry I ....</b>		
<b>When I'm sad I need....</b>		

**Example 2: Self-help and independence**

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*In completing this activity, the pupil's level of understanding and communication system will help to determine how the adult introduces the information and how it may be captured. The pupil may complete their responses independently or the adult may scribe responses on their behalf.*

- things I can do by myself...play, wait and take turns, ask for help, toilet, coat on/off, etc;
- things that I need help with...sharing, coat on, toilet, choosing where to play, etc

	<b>I can do myself</b> (symbol (✓)/thumbs up/happy face/ colour code green)	<b>I need some help</b> (symbol (?)/thumbs sideways/neutral face/ colour code orange)	<b>I need a lot of help</b> (symbol (x)/thumbs down/ sad face/ colour code red)
<b>Choose where to play</b>			
<b>Take turns</b>			
<b>Share toys</b>			
<b>Make choices</b>			
<b>Get help</b>			
<b>Self-register</b>			
<b>Help tidy up</b>			
<b>Take my coat off</b>			
<b>Put my coat on</b>			
<b>Use the toilet</b>			
<b>Wash my hands</b>			

Or use the template below to record the same information in written form:

<b>I can do myself (adult write or insert picture)</b>	<b>I need help (adult write or insert picture)</b>

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**Example 3: Pupil views about school and their learning**

**How do you feel about school?**



HAPPY SAD face

Listen to each sentence being read aloud. Then colour a HAPPY to show how you feel about each one

1. I like coming to school		
2. I enjoy most things that we do at school		
3. I feel good about myself		
4. I have lots of friends.		
5. I work as hard as I can		
6. I am good at lots of the things that we do at school		
7. I always listen carefully to my teacher		
8. I listen carefully when other children are speaking		
9. My teacher praises me when I do my school work well		
10. I usually finish my work on time		
11. I know who to ask for help when I need it		
12. I like having extra help in class		
13. When I get extra help I find my work easier		

**Pupil's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Example 4: General questions to capture pupil views**

*(Responses may be written by the pupil or scribed by an adult)*

## Pupil's views

Answer these questions to show how you feel about school and your learning. Think about what you're really good at, how you learn best, what things you find difficult at school, what would help you to make better progress and who might be the best person/people to support you at school. Your opinions are very important and will be listened to and respected.

- *What are your strengths and talents?*
- *What do you most enjoy doing outside school?*
- *What are your favourite things to do in school?*
- *How do you learn best at school?*
- *What do you struggle with or find difficult at school?*
- *What things would you like to do better?*
- *What could the school do to help you?*
- *Who could help you to make better progress?*
- *What could you do to help yourself?*
- *Is there any other information that you would like to share about yourself?*

**Pupil's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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**Example 5: General discussion questions to capture pupil views**

*(A summary of the child's views may be written by the pupil or scribed by an adult)*

## Pupil's views

Listed below are some sample conversation questions that schools may wish to use to stimulate a discussion with a child about their feelings towards school and their learning. Responses can be digitally recorded or a summary may be scribed by an adult at the bottom of the page.

- *What is your favourite thing to do at school?*
- *What do you enjoy doing most at home?*
- *What are you really good at?*
- *How do you learn best?*
- *What things would you like to get better at in school?*
- *Is there anything that you feel you could work harder on?*
- *What do you find difficult at school?*
- *Can you think of anything that would help you with this?*
- *Who would be the best person to help you?*
- *What else could the school do to help you?*
- *What things could you do to help yourself?*

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**Pupil's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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*Appendix F*



# St. Patrick's P.S., Eskra



Dear Parent,

I am writing to ask you to call into school in order to discuss the progress of your child,

Please could you come into school on:

**Date:**

**Time:**

**Place:**

If this is not convenient, please contact me to arrange another appointment.

Many thanks,

Yours sincerely,

Class Teacher/Principal

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Please fill in the reply slip and return it to the school as soon as possible.

I/we will/will not be able to attend the meeting regarding the progress of my/our child.

**In:**

**On:**

**At:**

Signed:

(Parent)

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## PLP Parental Consultation Record

*To be completed at the beginning of each PLP Phase*

<b>Child's Name:</b>			
<b>School Year group:</b>		<b>PLP Phase Number:</b>	
<b>Date that the parent was consulted about this PLP phase:</b>			
			<b>Circle as appropriate</b>
<b>I agree with the content of my child's PLP and the provision detailed within it</b>		<b>Yes</b>	<b>No</b>
<b>My views have been sought about the PLP</b>		<b>Yes</b>	<b>No</b>
<b>My child's views have been sought about the PLP</b>		<b>Yes</b>	<b>No</b>
<b>If my child's PLP needs to be shared outside the school the reason for this has been explained to me</b>		<b>N/A</b>	<b>Yes</b>
<b>Parent Signature:</b>			

<b>School Year group:</b>		<b>PLP Phase Number:</b>	
<b>Date that the parent was consulted about this PLP phase:</b>			
			<b>Circle as appropriate</b>
<b>I agree with the content of my child's PLP and the provision detailed within it</b>		<b>Yes</b>	<b>No</b>
<b>My views have been sought about the PLP</b>		<b>Yes</b>	<b>No</b>
<b>My child's views have been sought about the PLP</b>		<b>Yes</b>	<b>No</b>
<b>If my child's PLP needs to be shared outside the school the reason for this has been explained to me</b>		<b>N/A</b>	<b>Yes</b>
<b>Parent Signature:</b>			

<b>School Year group:</b>		<b>PLP Phase Number:</b>	
<b>Date that the parent was consulted about this PLP phase:</b>			
			<b>Circle as appropriate</b>
<b>I agree with the content of my child's PLP and the provision detailed within it</b>		<b>Yes</b>	<b>No</b>
<b>My views have been sought about the PLP</b>		<b>Yes</b>	<b>No</b>
<b>My child's views have been sought about the PLP</b>		<b>Yes</b>	<b>No</b>
<b>If my child's PLP needs to be shared outside the school the reason for this has been explained to me</b>		<b>N/A</b>	<b>Yes</b>
<b>Parent Signature:</b>			

## *Appendix H*

### **PLP Phase Review- Parent's Views**

The school is in the process of reviewing the current phase of your child's PLP and are preparing to draw up the next phase of provision to meet his/her needs. We would like to take this opportunity to allow you to express your views on the progress your child has made in recent months towards achieving the expected outcomes set within the current PLP phase and to ask you what steps you feel should be taken next to ensure that continued progress is made.

Please answer the following questions to assist the school in reviewing your child's PLP:

- *What do you feel has been the most notable progress made by your child within this PLP phase?*
  
- *Are you happy with your child's level of progress at present?*
  
- *Do you feel fully involved and informed about your child's progress?*
  
- *What areas do you think the school should seek to prioritise for your child within the next PLP phase?*
  
- *Is there any further information that you would like to tell the school about your child which may affect his/her progress at school?*

**Parent's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*Thank you for taking the time to complete these questions. Your contribution to your child's PLP Review is very important to us*

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### ***Example 1: Recording pupil view of progress in achieving expected outcomes***

#### **Session evaluation sheet**

*Use this to monitor and review progress in achieving expected outcomes set for the pupil. Record pupil responses over a period of time and also include impact on other areas (e.g. enthusiasm, confidence, engagement, participation, etc)*

**Example Expected Outcome 1:** "Xxxxx will be able to attend and listen in a small group (3 other children), supported by an adult, 3 times per week"

**Example Expected Outcome 2:** "Xxxxx will be able to wait and take turns in a small group (3 other children), supported by an adult, 3 times per week"

<b>Success criteria re. expected outcomes</b>	<b>Responds to name</b>	<b>Follows a one-step instruction</b>	<b>Waits for a turn</b>	<b>Takes turn</b>	<b>Impact on other areas: attitude, behaviour, enthusiasm, engagement, participation, etc</b>
<b>Week 1</b>					
<b>Week 2</b>					
<b>Week 3</b>					
<b>Week 4</b>					

Responses can be recorded in a number of ways, e.g. using a key/colour coding

**A=** Independent – consistent

**B=** Independent – inconsistent

**C=** Supported by adult – low level of support

**D=** Supported by adult – high level of support

**E=** Not achieved      **Colour coding-** green/orange/red

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**Example 2: Tables to record pupil's view of progress in achieving expected outcomes**

These are statements rather than questions for the adult to ask. The adult should engage with the child and seek their views in a manner which takes into consideration the child's level of understanding and communication system.

Responses can be recorded in a number of ways, e.g. Table (A) - yes/no; smiley face/sad face; thumbs up/down or using Table (B) - colour coding- green/orange/red

**(A)**

	<b>yes/smiley face/thumbs up</b>	<b>no/sad face/thumbs down</b>
<b>I can look when I hear my name</b>		
<b>I can listen when an adult or friend is talking</b>		
<b>I can follow an instruction</b>		
<b>I can wait</b>		
<b>I can take turns</b>		
<b>I like small group time</b>		

**(B)**

<b>I can look when I hear my name</b>			
<b>I can listen when an adult or friend is talking</b>			
<b>I can follow an instruction</b>			
<b>I can wait</b>			



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<b>I can take turns</b>			
<b>I like small group time</b>			

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**Example 3: Table to capture general information on pupil views at review stage**

## How have you been getting on at school?

Listen to each sentence being read aloud. Then colour a HAPPY  or SAD  face to show how you feel about each one

1. I enjoy most of the things that we do at school		
2. I am getting better at lots of things at school		
3. I find my work easier now than I did before		
4. I ask for help when I need it		
5. When I get extra help I find my work easier		
6. I am trying as hard as I can		
7. I get lots of praise in class because I'm trying so hard		
8. I know that I need to keep trying my best so that I can keep doing really well		

**Pupil's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Example 4: General questions to capture pupil views at review stage**

*(Responses may be written by the pupil or scribed by an adult)*

## **Pupil's views on progress in school**

**What progress do you feel you have made in school recently? Answer these questions as honestly as you can to show what you think has gone well for you at school in the past few months and what you feel needs to happen next to help you to make even more progress.**

*What have you improved most at in school recently?*

*Are you happy with the progress you are making at school?*

*What things do you feel that you still need help with at school?*

*What do you think you need to focus on most at school now?*

*Is there any further information that you would like to share about yourself?*

**Pupil's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## **Record of Staff Training**

**2023-2024**

Mrs Mullin received Induction Training Sessions with outgoing SENCo, Mrs McCallan

3.01.24: Children Looked After Trauma and Attachment Whole School Training

15.01.24: RISENI Occupational Therapy Strategies Training: Miss Maguire

29.01.24 and 30.01.24: Trauma and Attachment Training: Mrs McCallan, Mrs Mullin, Miss McNulty and Mrs Shevlin

2.5.24 and 3.5.24: Trauma and Attachment Training: Miss O'Donnell, Mrs Dodenciu and Miss Maguire

21.05.2024: Literacy Service Advice and Guidance Training: Mrs Mullin and Miss Maguire

21.06.2024: Initial Contact Training (Literacy Service): Miss Maguire  
Dates for the below will differ as they were completed independently online.

2024: Dyslexia Awareness Training for Classroom Assistants: Mrs McGarvey, Mrs Shevlin, Mrs Dodenciu and Miss Maguire.

2024: Working Memory and Processing Difficulties for Classroom Assistants: Mrs Shevlin, Mrs Dodenciu and Miss Maguire.

2024: How to use ipads to Support Pupils with Literacy Difficulties: Miss Maguire, Mrs Shevlin.

11.11.24 and 12.11.24: SENCO Induction Training: Mrs Mullin

Mrs. McCallan reviews policy and procedures with all staff annually during the Baker Days and trains all new staff upon appointment.

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