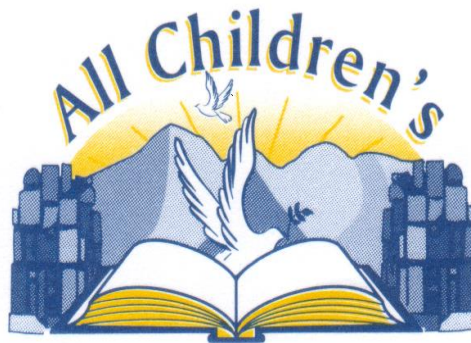


Special Educational Needs and Inclusion Policy.



All Children's IPS

Aims

All Children's Integrated Primary School is committed to providing equal access for all our pupils to the Northern Ireland Curriculum (NIC). We aim to provide each child with a caring, self-fulfilling educational experience, which will enable him/her to become a fulfilled and caring adult.

It is an aim of the school that individual attention is given to each child whether he/she be extremely bright and capable of rapid advancement in academic areas or may have special educational needs and/or a disability. In the interests of these children we will endeavour to make every reasonable adjustment to provide for their individual needs.

Definitions

Learning Difficulty

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

(Code of Practice 1998 paragraph: 1:4)

Disability

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

Disability Discrimination Act (1995)

SEN Provisions of SENDO

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

'Children who have Special Educational needs but do not have a statement, must, except in specific circumstances, be educated in an ordinary school.'

Article 3(1) SENDO 2005

Key Principles of Inclusion

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

(Removing Barriers to Achievement, 2004)

In order to make sure that we meet our pupils' needs and include them in all aspects of school life, this SEN policy links closely with all of our other policies in supporting pupils such as; Assertive Discipline, Positive Behaviour, Child Protection, Health and Safety.

The following areas reflect the *Guidance for Schools: recording Children with Special Educational Needs – SEN Categories (Department of Education)*

1. Cognitive and Learning

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

2. Social, Emotional and Behavioural

- a. Social, Emotional and Behaviour Difficulties
- b. Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder

3. Communication and Interaction

- a. Speech and Language Difficulties
- b. Autism Spectrum Disorder

4. Sensory Difficulties

- a. Severe/profound hearing loss
- b. Mild/moderate hearing loss
- c. Blind
- d. Partially sighted
- e. Multi-sensory impairment

5. Physical

- a. Cerebral Palsy
- b. Spina Bifida and /or Hydrocephalus
- c. Muscular dystrophy
- d. Significant Accidental Injury
- e. Other

6. Medical Conditions/Syndromes

- a. Epilepsy
- b. Asthma
- c. Diabetes
- d. Anaphylaxis
- e. Down's Syndrome
- f. Other medical conditions/syndromes
- g. Interaction of complex medical needs
- h. Mental Health issues

7. Other

Guidance for Schools: Recording Children with Special Educational Needs – SEN Categories
(Department of Education)

Policy Aims

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

Arrangements for Co-ordinating SEN Provision

Roles and Responsibilities

SEN provision is the overall responsibility of the Board of Governors and Principal of the school.

The designated teacher with responsibility for pupils with special educational needs is Mrs **Rachel Parke (SENCo)**

Board of Governors

In 'Every School a Good School' (DE) – the Governor Role (2010) Chapter 12 of the document relates specifically to the Governor role for pupils with special educational needs.

The following section provides an overview of Governor's responsibilities from this document as highlighted in the SEN Resource File 2011:

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

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

The Governors take account of the specific guidance from Chapter 12 of the Handbook. The Board of Governor designated to liaise with the SENCo is **Mrs Jill Gleghorn**.

Principal (Code of Practice 1998)

The Principal will:

- Keep the Board of Governors informed about SEN issues
- Work in close partnership with the SENCo
- Liaise with parents and external agencies as required
- Delegate and monitor the SEN budget
- Ensure the SMT and SENCo are actively involved in the management of SEN within the school, ensuring consistency of practice and contributing to the realisation of the School Development Plan.
- Provide a secure facility for the storage of records relating to SEN

SENCo

The SENCo is responsible for:

- The day to day operation of the school's special educational needs policy
- Responding to requests for advice from other teachers
- Coordinating provision for pupils with special educational needs
- Maintaining the school's SEN register and oversee all the records on pupils with special educational needs
- Liaising 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 (DENI 1998 p7)
- Liaising with LSAs and SEN teacher, monitoring and advising on good practice

Class Teacher

The class teachers:

- Are aware of current legislation
- Keep up to date with information on the SEN Register
- Gather information through observation and assessment
- Develop an inclusive classroom
- Work closely with other staff to plan for learning and teaching

- Contribute to, manage and review IEPs in consultation with the SENCo
- Involve classroom assistants as part of the learning team

Special Needs Teacher

The Special Needs teacher, **Mrs Sharon Curran**, works under the direction of the SENCo.

She is:

- Aware of current legislation
- Familiar with the administrative process within the school
- Working closely with all members of staff to identify pupils' needs
- Implementing the delivery of suitable programmes for all identified pupils with SEN/Disability which promote progression within an inclusive setting
- Contributing to IEPs which inform teaching and learning
- Monitoring and reviewing progress
- Involved in the Annual Review process
- Attend professional development training

SEN Support Staff

Support Staff:

- Work under the direction of the class teacher
- Are involved in planning
- Have clear written guidance on their specific role in supporting named children
- Look for positives by talking to the child about his/her strengths
- Provide practical support
- Listen to the child / speak to the staff on the child's behalf
- Explain boundaries and operate these consistently and fairly
- Keep records and attend meetings
- Share good practice

Pupil

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

(Supplement to the Code of Practice - paragraph 1.19)

Key decisions for a particular pupil include:

- Contributing to the assessment
- Contributing to education plans through setting targets
- Working towards achieving agreed targets
- Contributing to the review of IEPs, Annual Reviews and the Transition process in Year 7

Parent/Carer

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

(Code of Practice 2.21)

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

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

- Meet with staff to discuss their children's needs
- Attend review meetings
- Inform staff of changes of circumstances
- Support targets on IEPs

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.

Children with Statements of SEN are placed in schools at the request of the EA.

When seeking to place a pupil with a Statement, the Education Authority will take into account the wishes of the child's parents and the provision of efficient education for other children in the class and school and the efficient use of resources to determine the suitability of the placement.

This arrangement is in line with SENDO legislation.

Accessibility

All schools must have an accessibility plan (see Five Board Guidance)

- At present pupils with SEN/Disabilities have equal access to all areas of the school building
- The school is fully accessible to wheelchair users
- There is a well equipped SEN teaching/resource base and facilities for personal care, including a toilet adapted for use by persons with disabilities

Special Accommodation

- Learning support room

Annual Report

- The BOG reports each year on SEN provision in school. Information for this report is collated by the SENCo and the Principal

Identification and Assessment of Special Educational Needs

'It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved in their development.'

(Code of Practice 1998 paragraph 2.14)

'Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness'

(Paragraph 5.12 - page 44 - Supplementary Guide of the Code of Practice.

In **All Children's Controlled Integrated Primary School**, the following is used to identify pupils 'needs:

- Parental Information
- Information from Nursery School, Play Group or other transferring school
- Normative and formative assessment
- Teacher observation
- Professional reports
- Statements of SEN
- Key stage assessments
- Care plans
- Personal education plans for looked after children
- IEP reviews
- Annual reviews

Management of SENs

In All Children's Integrated Primary School we follow the five stage approach as set out in the Code of Practice (1998)

This approach recognises that there is a continuum of SEN and that the requirements of the majority of pupils with SEN lie at Stages 1, 2 or 3. This means that their needs are met by the school with the help of outside agencies and / or specialists as required at Stage 3.

Stage 1

Stage 1 begins with a concern that a child may have special educational needs. Normally such a view is expressed either to or from the class teacher. The class teacher maintains day to day responsibility for meeting the pupil's SENs and should inform the SEN co-ordinator, the Principal and consult the child's parents. In addition the class teacher should:

- Collect and record information about the child and make an initial assessment of SEN
- Provide or arrange special help within the normal curriculum framework, such as: increased differentiation of class work, alternative teaching and learning strategies to help meet the children's needs. The nature and aims of such provision should be recorded, together with the targets, monitoring arrangements and review date.
- Monitor and review progress and report back to SENCo

The SENCo

- Ensures that parents are consulted and together decide that the child's name is included in the school's SEN register
- Helps the class teacher gather information and assess the child's needs
- Advises and supports the class teacher

Stage 1 Review

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

Stage 2

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

The SENCo:

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

Stage 2 Review

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

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

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

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

Stage 3

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

At this stage the SENCo takes a lead role, working closely with the child's teacher and drawing on the expertise of relevant external support services.

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

At Stages 2 and 3 of the Code of Practice the SENCo and class teacher will consider potential benefits of:

- Good practice guidelines
- Encouraging inclusive activities to ensure integration of the pupil with SEN with others in his/her class
- Differentiated teaching
- Withdrawal for more intensive support
- SEN resources available within school; support programmes, ICT etc
- Available staff skills that support pupils with SENs
- Implementation of any provision/strategies as a result of external advice, support, training
- General advice and support requested from EA support

Review of the Stage 3 Education Plan

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

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

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

Stage 4

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

(Supplement to the Code of Practice - 4.64)

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

In reaching a suitable decision, the Authority will consider:

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

Following Statutory Assessment

The Authority will either:

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

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

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

Once the Statement has been made final:

- Provision and / or support will be arranged to meet the child's needs.
- The SENCo will ensure that a Stage 5 Education Plan is drawn up and implemented, monitored and reviewed.
- The Annual Review and Transition process will take place.

The Annual Review

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

The Annual Review will:

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

The relevant school staff undertake the Review on behalf of the Authority.

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

Exceptional Cases

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

Record Keeping

The SENCo keeps the following records:

- SEN Register
- Records of Concern
- Education Plans / Reviews
- Statements / Annual Reviews
- Assessment results / data
- Individual pupil files
- Liaison meetings with Authority / Health Services
- Minutes of meetings with parents
- Staffs' support, Advice and Training Record

Monitoring the Progress of Pupils with SEN

It is the responsibility of the SENCo to ensure that the progress of pupils on the SEN register is monitored, including the following:

- Targets of IEPs monitored for quality, progression and appropriateness through meetings with teachers on a regular basis
- Standardised scores from Assessments
- Records that the pupil's class work and/ or social skills are progressing and the targets being monitored by viewing evidence or class visits.
- Quality reviews of IEPs and other relevant and purposeful measures that focus on educational outcomes and inform future planning and inform movement either up or down through the stages of the Code of Practice.

Professional Development

The Principal oversees the professional development of all staff in his school.

The SENCo keeps a record of all training related to SEN.

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

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

Complaints

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

SEN Advice and Information Service

EA have set up an SEN advice and Information Service to support parents of children with Special Educational Needs.

Details of this service can be found on EA website.

Dispute and Resolution Service

DARS was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools / Boards of Governors or EA for pupils with SEN. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS.

Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from the EA's Special Education Section.

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

Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the EA with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal or SENDIST. This body considers parents' appeals against decisions of the EA and also with claims of disability discrimination in schools.

Monitoring and Evaluating the Policy

This policy is reviewed regularly in light of changes in legislation or practice following consultation with all staff members, parents and external agencies.

Policy Date: December 2015

Addendum:

SN policy works in parallel with the introduction of the NSPCC 'Keeping Safe' programme.

Pilot introduced in September 2016 to run for 2 years.

Staff are ensuring that all children in school are made aware of Internet Safety following the guidelines of the ICT / Safeguarding policies.

1/5/2018

