



DUNCLUG PRIMARY SCHOOL

***SPECIAL EDUCATIONAL NEEDS (and INCLUSION)
POLICY***

Reviewed and Updated June 2017

SEN Staff of Dunclug Primary School

SENCO

Mrs P Boyd

Principal

Rational

As a school we aim to ensure that the needs of all pupils who may have special educational needs are identified and addressed as early as possible and that they are given access to a broad and balanced curriculum wherever possible.

In order to achieve this, a staged approach involving identification, assessment and provision is adopted by the school.

Definitions

Learning Difficulty:

“Learning difficulty’ means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. ‘Special education 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)

The staff has agreed that the term S.E.N is used when a child’s learning is characterised by the following:

1. Significantly greater difficulty in learning than the majority of children of the same age.

2. A disability which prevents or hinders full use of educational facilities for children of the same age.

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 our other policies in supporting pupils such as; Positive Behaviour, SEBD, Child Protection and Health and Safety.

The following areas include all aspects of SEN/Disability:

Cognitive & Learning Difficulties – MLD, PMLD; SpLD

We know that many children may experience learning difficulties for a variety of reasons i.e developmental, social and emotional experiences. In this school we try to provide support within the classroom and often with support services provided by the Board at Stage 3. However for some children statutory assessment is necessary to ensure that their needs are met. At present a child with I.Q scores of around 70 points is defined as having moderate learning difficulties (MLD).

- *Dyslexia/Specific Learning Difficulty (DYL)*
- *Dyscalculia (DYC)*
- *Dyspraxia/Developmental Coordination Difficulties (DCD)*
- *Mild Learning Difficulties (MLD)*
- *Profound and Multiple Learning Difficulties (PMLD)*
- *Unspecified Learning Difficulties (U)*

Specific Learning difficulty (SLD)

Children who have specific learning difficulties in the areas of spelling, writing, reading and/or mathematics but can function well in other aspects of the curriculum.

Physical/Medical/Sensory disabilities

This would include children with e.g aphasia (problems with spoken language), sever asthma, brittle bone disease, cerebral palsy, cystic fibrosis, diabetes, Down's Syndrome, dyspraxia, epilepsy, rheumatoid arthritis, hydrocephalus, speech difficulties, hearing or visual impairment.

Sensory Difficulties:

- *Severe/profound hearing loss (SPHL)*
- *Mild/moderate hearing loss (MMHL)*
- *Blind (BL)*
- *Partially sighted (PS)*
- *Multi-sensory impairment (MSI)*

Physical

- *Cerebral Palsy (CP)*
- *SPINA Bifida and/or Hydrocephalus (SBH)*
- *Muscular Dystrophy (MD)*
- *Significant Accidental Injury (SAI)*
- *Other (OPN)*

Medical Conditions/Syndromes:

- *Epilepsy (EPIL)*
- *Asthma (ASTH)*

- *Diabetes (DIAB)*
- *Anaphylaxis (ANXS)*
- *Down's Syndrome (DOWN)*
- *Arthritis (ART)*
- *Rheumatoid (RHE)*
- *Brittle Bone Disease (BBD)*
- *Cystic Fibrosis (CF)*
- *Other medical conditions/syndromes (OMCS)*
- *Interaction of Complex Medical Needs (ICMN)*
- *Mental Health Issues (MHI)*

Emotional and Behavioural Difficulties.

Children who exhibit behaviours which make it difficult for them to function effectively at school or they disrupt the education of other pupils.

- Social, Emotional and Behavioural Difficulties (SEBD)
- Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)

Communication and Interaction

Children may feel it difficult to communicate, respond and interact with others.

- *Speech and Language Difficulties (SL)*
- *Autism (AUT)*
- *Asperger's Syndrome (ASP)*

Attendance

A child who does not fall into any of the above categories but is significantly behind due to poor attendance.

School Aims

1. To provide a broad, balanced, relevant and differentiated education as a right for all.
2. To try to identify children with special educational needs or disability as early as possible through a variety of means and in consultation with appropriate personnel.
3. To ensure that all children with special needs feel valued and have a positive self-image.
4. To encourage parental involvement and co-operation between various professionals/agencies in the diagnosis and treatment of special needs pupils.
5. To encourage parental involvement in all aspects of SEN provision as the support of parents and pupils are vital if an Individual Education Plan (IEP) is to be efficiently implemented.
6. To consider the wishes of the child (where appropriate) when planning and implementing SEN provision and take into account his/her age and powers of understanding.
7. To try to offer experiences and opportunities which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence so they can develop as valuable members of society both now and in the future.

8. To attempt for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach to meeting SENs.
9. To develop a system for recording continued assessment so that each pupil's performance can be monitored and reviewed.
10. To promote the integration of all pupils with SEN/Disability as far as is reasonably practical into the life and work of the school.
11. To encourage the use of teaching strategies which are responsive to different learning styles and which ensure effective learning and to try to accommodate different learning styles to help encourage and motivate pupils with SENs in their education.
12. To try to create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their learning needs.
13. To continue to develop and utilise all available resources in support of pupils with special needs.
14. To promote inclusion through training and funding and to have the school better equipped to meet the needs of children with SEN.

Identification and Assessment of 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 with 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)**

Arrangements for Co-ordinating SEN Provision

Roles and Responsibilities

SEN Provision will be the overall responsibility of the Board of Governors and Principal of the school. However in order to facilitate the day-to-day running of the provision the Board of Governors have delegated responsibility for pupils with SEN/Disability to Mrs P Boyd (SENCO).

Role of the Board of Governors

The BOG will:

- Try to ensure that all pupils' educational needs are identified and addressed.
- Have regard for the Code of Practice on identifying and assessing SEN.
- Have regard for the school's SEN policy and ensure that teachers in the school know the importance of identifying those registered pupils with SEN/Disability and provide appropriate teaching.
- Ensure the policy is kept under review.
- Attempt to use their best efforts to provide for pupils identified with SEN and that parents are informed of situation.
- Allocate funding for SEN and disability and prepare and take forward a written accessibility plan.

Role of the Principal

The Principal will:

- Keep the Board of Governors informed about SEN issues.
- Work in close partnership with the SENCO.
- Where necessary liaise with parents and external agencies.
- Delegate and monitor the SEN budget.
- Try to ensure that the teaching staff are actively involved in the management of SEN within the school and strive consistently to practice and contribute to the realisation of the School Development Plan.
- Continue to provide a secure facility for the storage of records in relation to SEN.

Role of the SENCO

The SENCO will:

- Attempt to co-ordinate the day to day provision of the school's SEN policy.
- Liaise with and advise colleagues.
- Co-ordinate provision for children with SEN.
- Maintain the school's SEN register and oversee the records for all pupils with special educational needs.
- Liaise with parents of children with SEN.
- Contribute to the in-service training of staff.
- Attend professional and development training.
- Liaise with external agencies (DENI, 1998, p7)

Role of Class Teacher

The class teacher will:

- Be aware of the staged approach to special needs as outlined in the Code of Practice.
- Gather information through formal and informal assessment/observation and try to keep up to date with the SEN register.
- Develop an inclusive classroom.
- Ensure to differentiate classroom teaching.
- Contribute to write and review individual education plans in consultation with the SENCO.
- Liaise with the LSAs and SENCO.
- Manage Stage 1 of the Code of Practice.
- Include the classroom assistants as part of the learning team.

The role of the class teacher is crucial to the early identification of children with SEN.

The class teacher will use the following to help identify a child with SEN:

- Teacher observation of the child working in the class situation.
- Assessment:
 1. Screening – Dyslexia, CAT4, GL Online Assessments, CCEA Tasks, achievement of curriculum levels, Salford Sentence Reading test etc.
 2. Diagnostic – Neale analysis, running records.

3. Class records including samples of work.

- Communication with parents – both formal and informal.
- Lack of progress – the child is unable to perform certain tasks set by the teacher as adequately as others in the class.
- Information provided by outside agencies e.g. social workers, health visitors, doctors and therapists.

Once a child has been identified as having a special educational need (as previously defined), the SENCO will be informed and the child's name will be placed on the SEN register in agreement with child's parents/guardians.

SEN Support Staff

Reference is made to the EA Website.

- Work under the direction of the class teacher.
- Be involved in planning, where appropriate.
- Look for positives by talking to the child about his/her strengths.
- Share good practice.
- Keep records and attend appropriate meetings.
- Provide practical support to the child with SEN/Disability.
- Listen to the child and speak to staff on the child's behalf.
- Explain boundaries and operate these consistently and fairly.

Role of the Pupil

Depending on their age and ability level pupils will be informed of their targets and where appropriate contribute to setting targets. When the targets are being reviewed from IEPS, Annual Reviews or the Transition Process the children will be involved at an appropriate stage.

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

(Supplement to the Code of Practice 1.19)

Parental/Guardian Involvement

The school will endeavour to form a close working partnership with the parents of children with SEN by:

- Involving parents when concern is first expressed
- Listening to parents’ views and concerns
- Seeking permission from parents before consulting outside agencies
- Reporting progress and assessment/review results
- Involving parents when setting homework
- Making parents aware of the extra provision made for their child within the 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.’

(Code of Practice 2.21)

It is vital 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 the school.

It is the school's responsibility to notify 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 will be invited as necessary to:

- Meet with staff to discuss their child's needs
- Inform staff of changes in circumstances
- Support targets in education plans
- Attend review meetings

Admissions

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 Board will consider the wishes of the child's parents and the provision of efficient education for other children in the class or school and the well-organised use of resources to determine the suitability of the placement. This arrangement is in line with SENDO legislation.

Accessibility

Children with SEN/Disabilities have equal access to all areas of the school building and there is a SEN teaching and resource room, as well as a base to facilitate learning needs. The school has upstairs toilets adapted for use by pupils needing personal care or have another disability. The school is also accessible for wheelchairs and children needing wheelchairs will be catered for.

Resources and Accommodation

Resources

- The SEN room will act as a resource base containing books and materials relevant to SEN.
- The EA allocates additional money to the school to help meet the additional needs of some pupils.
- This money is based on the application of the Board's formula.
- When resources permit, the Principal would also seek to allocate additional funds to this area.
- Two-three support assistants timetabled to take out children for individual support in literacy and small groups in numeracy. This timetable is reviewed regularly. (6-8 WEEKS).

Accommodation

In Dunclug Primary we try to accommodate SEN by arranging space for privacy and intense learning. We have a classroom and a library where classroom assistants can take small groups or individual children out for extra individual support in literacy, numeracy, Reading Together, SEBD Sessions and Statemented children. Two classrooms also have a Calm Area for children who have emotional problems and can go and learn ways to 'calm down' and learn about feelings of others.

A classroom is used for our Literacy and Numeracy Club on a Wednesday and Thursday afternoon. These clubs reinforce learning and knowledge of lessons taught during school time. The clubs are from 2pm to 4pm and cater for P2-7.

Annual Report

The Board of Governors will report each year on SEN provision within the school.

The information will be collected by SENCO and Principal.

Record Keeping and Reviewing

- All appropriate staff will keep a register of SEN pupils within the school.
- The Class Teacher will keep an Assessment File containing selected pieces of work clearly showing the level at which the child is working and copies of school reports.
- The SENCO will keep a file for each child requiring special help containing IEPs, reviews reports, referral forms and communications with outside agencies.
- Pupils progress will be reviewed in October and February/March to evaluate the effectiveness of the I.E.P and subsequent learning. Parents will be informed of progress made.
- Statemented children will be reviewed annually and a new statement will be devised if the statement is in agreement to continue.
- The SENCO records minutes of any meetings or phone calls with parents, staff, Board of any other agencies.
- Support Staff record any appropriate information or observations and reports back to class teacher and SENCO.

Liaison with External Agencies

When a child is in need of help from external support agencies – Stage 3 of the identification procedure of the Code of Practice has been reached. The SENCO will initiate, develop and maintain contact with external agencies. The Special Needs teacher will liaise with the appropriate support services. Our school, where appropriate, contacts special schools or support agencies for advice and teaching strategies to develop knowledge and teaching of SEN.

Monitoring the Progress of Pupils with SENs

It is the responsibility of the SENCO to ensure that the progress of pupils on the SEN register is monitored by:

- Ensuring targets of IEPs will be monitored for quality, progression and appropriateness through meeting with teachers on a regular basis. The IEPs in Dunclug Primary are considered as a 'live' document.
- Recording the pupil's class work and/or social skills are progressing, and targets being monitored by viewing evidence.
- Reviewing 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 Code of Practice stages.
- Having monthly/weekly SEN staff meetings to discuss any queries, issues, questions etc.

Policy Review

The school's SEN policy will evolve with the school. To ensure its continued relevance it will be reviewed annually and updated as necessary.

Complaints Procedure

The school operates an informal complaints procedure whereby parents are advised to discuss concerns with the class teacher and/or SENCO at the earliest possible opportunity. In the unlikely event that the matter is unresolved, the parents are advised to take their concerns to the Principal and/or the Board of Governors.

Record of Concern

In our school the teacher completes a Record of Concern when they feel a child may have some potential problems and use it as a reminder to observe the pupil until a decision is made about whether to provide **school action**. The parents/guardians and SENCO are also notified.

In Dunclug Primary School we follow the five stage approach as set out in the Code of Practice (1998). Following the Provision Criteria for initiating Statutory Assessments of Special Educational Need and for making statements of special educational need we try to follow the more specific 5-Board Criteria regarding what constitute:

- (a)** Significant and/or complex difficulties
- (b)** Relevant and purposeful measures
- (c)** Special educational provision that schools cannot reasonably provide.

We also follow the '**Good Practice Guidelines**' on the reasonable adjustments and the relevant and purposeful measures which might be taken at the school based stages of the Code of Practice prior to a move to Statutory Assessment.

Implementation of the 5 Stage Approach

Stage One

As the child moves through the education process he/she is being formatively assessed by the class teacher. Concern arises when the child regularly experiences problems with set work and is not making the progress expected. At this point the teacher may make their concern known to the parent and seek relevant information which may explain the child's difficulties e.g. a child with reading problems may benefit from having checks on vision and hearing.

The class Teacher has overall responsibility and will:

- Inform the SENCO and the Principal.
- Consult the child's parents/guardians.
- Collect and record information about the child and make 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 child'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 will:

- Ensure that parents/guardians are consulted if not already done so by class teacher the child is included in the SEN Register after permission from parents/guardians.
- Help the class teacher gather information and assess the child's needs.
- Attempt to advise and support the class teacher.

Following a review with parents, the child may continue at Stage 1 for a further period. If progress remains satisfactory for at least **two** review periods the class teacher may decide that the child no longer needs special help. If progress is not satisfactory the class teacher and SENCO may decide to move the child to **Stage 2**.

When there is no obvious explanation differentiated work will be provided by the class teacher. Worksheets will be provided in a simpler language and more explicit instruction given.

The following strategies for differentiation are used throughout the school:-

1. Pupils study the same content and complete the same task but some individuals and groups receive additional support and more explicit instruction.
2. The teacher has resources prepared which match the developmental level of each pupil or group. They are asked to complete these tasks after being given instruction in the basic skills needed to complete the activity.
3. The teacher discusses with individuals or groups the work they are doing in order to assess their understanding of it and future learning needs.

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.

Once a child has been moved up to Stage 2 for learning, they are considered to be withdrawn from class by Support Assistants. Criteria for selecting children for withdrawal support with the special needs teacher are as follows:

- Results of standardised tests – as mentioned earlier in Identification and Assessment of needs section.
- Supporting evidence from Class Teacher.
- Specific nature of the child's difficulties.
- The final decision to remove a child from or place a child on the SEN timetable lies with the Principal and with the SENCO, information from Support Assistant and class teacher.

As per guidelines from the EA efforts will be made to ensure movement on the SEN timetable at the end of each 18-20 week or term period. This will be monitored by the Principal and the SENCO.

If appropriate, on occasions, group withdrawal will also be considered. Classroom assistants will be timetabled to work with an individual or with a group outside the classroom environment to support those pupils not eligible for a place on the SEN timetable but still needing extra help; this is known as our Reading Together Scheme.

Similar to Stage 1 the outcome of the review may be that the child continues at Stage 2, reverts to Stage 1 or no longer needs special help or alternatively moves to

Stage 3.

The SENCO takes lead responsibility and working with the class teacher and will:

- Assess the child's learning difficulty. This will include planning, monitoring and reviewing the SEN provision.
- Collect all available information
- Ensure targets are set together with a date for review of progress.
- Make sure parents are informed and advised how best to help their child at home.
- Ensure, where appropriate, the child's own views are taken into account.

The Class Teacher remains responsible for working with the child in the classroom.

Stage 2 Review

The SENCO, Support Assistant and Class Teacher will conduct the review and where possible with the child and parents/guardians. It will focus on the child's progress.

If progress has been satisfactory the SENCO may decide that the child should continue at Stage 2 in order to consolidate gains and if the progress continues to be satisfactory, the SENCO may decide that the child no longer needs SEN provision at Stage 2 and may decide to move the child to Stage 1. The child's name will 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 should move the child forward to Stage 3 and referral may be made to a special support service/agency outside the school. This move will commence if in agreement with the child's parents/guardians.

Stage Three

The teacher, while using these strategies, continues to monitor the child's progress. When a teacher is particularly concerned about lack of achievement, she will discuss the situation with the S.E.N. co-ordinator. Through discussion, ways forward may present themselves and further assessment tools may be used. This assessment may provide the basis for a teaching programme broken down into small achievable steps. At this point the Principal will be informed by the SENCO that special provision is being made for the pupil.

The education plan will be drawn up with the help of external specialists. The specialists usually include – educational psychologist and peripatetic teachers, for example Literacy Teaching Support Service (LTSS) and Primary Behaviour Support Service (PBSS). They may work directly with the child or act in an advisory capacity to the Class Teacher and SENCO. Depending on the nature of the need medical advice may be sought from the school Health Service or from therapists. Parents will be informed during parent consultation.

The SENCO continues to take a leading role and will:

- Work closely with the child's teacher.

- Share responsibility for the child's special educational need with external specialist services.
- Draw up, with the help of an outside specialist an I.E.P
- Ensure the I.E.P is implemented and consider a range of teaching approaches and appropriate support tools including ICT.

There are children within the school who currently receive LTSS support 3-4 times a week for approximately forty five minutes, and was a six term programme. We are aware of the changes of provision provided by LTSS . The provision will be an eight week programme, possibly a small group withdrawal, and then no provision from LTSS for eight weeks, and then back onto to the programme for eight weeks. The school will therefore take responsibility for providing appropriate provision to Stage 3 children when they have finished their eight week period with LTSS.

At Stages 2 and 3 of the Code of Practice the SENCO and the Class Teacher will consider potential benefits of:

- The Good Practice Guidelines.
- Encouraging inclusive activities to ensure integration of the pupil with SEN with others in the class.
- Withdrawal for more intensive support.
- Available staff skills that support pupils with SENs
- Differentiated teaching.
- General advice and support from EA.

- SEN resources available within the school; Jolly Phonics, ICT, Reading Books, Visual aids etc
- Implementation of any provision/strategies as a result of support and training.

Stage 3 Review

The review of the Stage 3 Education Plan will be conducted by the SENCO, in consultation with the class teacher and LSA and with information provided from Support Assistant and where possible, parents/guardians and child. Relevant external agencies will have their input and may be present, particularly if the pupil's progress has not been satisfactory. The review will focus on the child's progress and whether it has been adequate. The outcome of the review meeting may conclude that the child reverts to Stage 1 or 2, for example this may apply to LTSS children who have received 6 terms support, or the educational psychologist is asked to carry out a further review with a view to requesting a referral to the EA SEN Branch for Statutory Assessment. Parents, where possible, will always be consulted. The SENCO in consultation with the Principal will make any request for a Statutory Assessment.

If progress has been satisfactory the SENCO in consultation with the teacher will decide that the child should continue at Stage 3 and if the progress continues to be satisfactory the SENCO may decide that the child no longer needs external support at Stage 3 and may decide to move the child back to Stage 2 and appropriate action will be taken at that stage.

Moving to Stage 4/5

Criteria for Special Educational Needs will have to meet the criteria set in the 5 Board Provisional criteria that the school follows.

Stage 4

‘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 Code of Practice – 4.64)

In light of this formative assessment where the class teacher and relevant staff has used different strategies and are still concerned about lack of progress the final step in the assessment of the child’s special educational needs will be taken. This will involve a referral to the Board’s Psychology service with a view to assessing the suitability of main-stream provision and the adequacy of main-stream resources for the child. This will take place after the matter has been discussed by the Principal, class teacher, parent/guardian and S.E.N. co-ordinator. The SENCO will make the referral to the Board.

An assessment will be undertaken only if the Board believes that it needs to determine the child’s provision by making a statement. **A Statutory Assessment will not always lead to a statement.**

When making a referral the school will state the reasons for the referral and submit some or the following:

- Parental views.

- Evidence of any action and support from peripatetic teachers.
- Psychology service.
- Medical advice.
- Social Services advice.
- Current I.E.P

The SENCO will take responsibility for the information required from the school.

Following an application to the EA from the school or the parent, the Board will consider the need for transition to Stage 4. **The request of this kind will not always result in Statutory Assessment nor will Statutory Assessment always lead to a Statement of SENs.**

In reaching a suitable decision, the Board will consider:

- The degree of the child's difficulty
- The nature of the provision required
- Whether the child's needs can reasonably be met by the resources normally available to the school and use the 5 Board Provisional Criteria for Statutory Assessment.

Following Statutory Assessment

The Board will either:

- Make and maintain a Statement of SEN and arrange, monitor and review provision or provide a Note in Lieu of a Statement.

A statement of SEN sets out the child's educational and non-educational needs, the objectives, the provision to be made and the arrangements for monitoring and reviewing.

A Note in Lieu of a Statement sets out the reasons for the Board's decisions not to make a Statement of SEN and includes supporting evidence from the Statutory Assessment.

The statutory assessment has an 18-26 week timescale.

Stage 5

Statements

According to the Code of Practice if a child has a significantly greater difficulty in learning than the majority of children of their age or they have a disability that hinders them from making use of educational facilities provided in mainstream schooling then a statement of needs may be provided by the EA.

Once the Statement has been made final it will include:

- Special educational needs based in assessment.
- Educational objectives and how these are to be met.
- Monitoring of progress i.e. annual review.
- Placement (name/type of school).
- Non educational needs as agreed with Health and Social Services.
- Any non educational provision.

The SENCO ensures that a Stage 5 Education Plan is drawn up and implemented, monitored and reviewed and 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 subject of a Statement of SEN, 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:

- Monitor 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 SENs.

The relevant school staff will undertake the Review on behalf of the Board. The review meeting takes place in school and is chaired by principal or other person as delegated (SENCO). Special Education Sections provide relevant forms for this process.

P7 Transitions

When a P7 pupil with a statement is moving to further education a review is carried out by the educational psychologist to assess if the statement should continue. A meeting is then held to discuss movement with the Board and parents/guardians.

Exceptional Cases

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

Staff Development

Dunclug Primary School teaching staff is currently being trained on the 'Resource File for Schools to Support Children with Special Educational Needs,' provided from the Department of Education.

- The school will endeavour to take part in any I.N.S.E.T training and cluster meetings to share expertise and discuss SEN. Information obtained at courses attended will be used to aid in service training of teaching and non-teaching staff.
- All staff to be kept up to date with legislation and current thinking on supporting and learning of pupils with SEN.

This will involve teachers being made aware of resources and teaching strategies for children with SEN. The SENCO will disseminate the information.

The 2015/16 focus is Reading, Writing and Spelling (Dyslexia) and sensory Difficulties, Visual and Auditory.

The SENCO is also currently training in the Leadership and Management Capacity Building Programme for SENCOs. This will be on-going for 2015/16

- **SEN Action Plan Targets:**

- Staff to further develop their knowledge of Sensory Difficulties and to consider using a range of teaching strategies and resources to support those with ASD and Sensory Needs.
- For teachers to try and ensure they add reviews, IEPs and comments to Sims for tracking and monitoring purposes.
- Continue to use SEN register as a live document and update on system and copy to teachers and LSAs three times a year – August, October and March.
- Teachers and LSAs to write working notes and monitor IEPs 3-4 times a year to ensure learning and to use these notes for input in reviews and IEP Targets.
- Learning Support Assistants will continue to be timetabled to take individual children/small groups for individual Stage 2/3 support in literacy, Stage 5 support in literacy and numeracy and Stage2-5 in SEBD.
- SENCO to continue to monitor SEN folders of class teachers for approp record keeping and SENCO to write IEP Checklists for class teachers to help them organise and follow correct guidelines of SEN within the school.

SEN advice and Information Service

The EA have set up an SEN advice and Information Service to support parents of children with Special Educational Needs. This can be accessed by contacting:

Headquarters, County Hall: **028 2565 3333**
County Hall
182 Galgorm Road
Ballymena
BT42 1HN

Details of this service can be found on the EA website <http://www.ea.org.uk>.

Dispute Avoidance and Resolution Service (DARS)

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 ELBs for pupils who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS.

Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from 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 NEELB 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 ELBs and also deals with claims of disability discrimination in schools.

Dunclug Primary School took into account of the following documentation:

Code of Practice 1998 (DENI)

[HTTP://www.deni.gov.uk/the_code_of_practice.pdf](http://www.deni.gov.uk/the_code_of_practice.pdf)

Supplement to the Code of Practice 2005 (DENI)

<http://www.deni.gov.uk/supplement.pdf>

Disability Discrimination Code of Practice 2005

http://www.deni.gov.uk/disability_discrimination.PDF

Every School A Good School Guidelines 2009 (DENI)

http://www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/03-every-school-a-good-school-a-policy-for-school-improvement.htm

Good Practice Guidelines 2009 (Inter-Board)

<http://www.neelb.org.uk/parents/special-education/publications/>

