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**Special Educational Needs Policy**

**Rationale/Vision**

Ballynure Primary School staff are committed to providing equal access for all our pupils to a broad and balanced curriculum including the Northern Ireland Curriculum. We recognise that some pupils during their school career may have special educational needs and/or a disability. In the interests of these children we will endeavour to make every reasonable arrangement to provide for their individual needs.

**Definitions**

* ***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)

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, Child Protection, Pastoral Care, Accessibility etc. It also links with our Gifted and Talented Policy. i.e.

* A pupil may be Gifted or Talented in one area yet have communication difficulties/ASD
* A pupil may have English as an Additional Language but also have a Specific Literacy Difficulty.
* A pupil may have a medical need which has an impact on their learning.

**Guidance for Schools: Recording Children with Special Educational Needs – SEN Categories encompass all aspects of SEN/Disability as follows (DE)**

**1. Cognitive and Learning**

a) Dyslexia/Specific Learning Difficulty (DYL)

b) Dyscalculia (DYC)

c) Dyspraxia/Developmental Coordination Difficulties (DCD)

d) Mild Learning Difficulties (MILD)

e) Moderate Learning Difficulties (MLD)

f) Severe Learning Difficulties (SLD)

g) Profound and Multiple Learning Difficulties (PMLD)

h) Unspecified learning difficulties (U)

**2.** **Social, Emotional and Behavioural**

a) Social, Emotional and Behavioural Difficulties (SEBD)

b) Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder (ADD)

**3. Communication and Interaction**

a) Speech and Language Difficulties (SL)

b) Autism (AUT)

c) Asperger’s Syndrome (ASP)

**4. Sensory Difficulties**

a) Severe/profound hearing loss (SPHL)

b) Mild/moderate hearing loss (MMHL)

c) Blind (BL)

d) Partially sighted (PS)

e) Multi-sensory impairment (MSI)

**5. Physical**

a) Cerebral Palsy (CP)

b) Spina Bifida and/or Hydrocephalus (SBH)

c) Muscular Dystrophy (MD)

d) Significant Accidental Injury (SAI)

e) Other (OPN)

**6. Medical Conditions/Syndromes**

a) Epilepsy (EPIL)

b) Asthma (ASTH)

c) Diabetes (DIAB)

d) Anaphylaxis (ANXS)

e) Down’s Syndrome (DOWN)

f) Other medical conditions/syndromes (OMCS)

g) Interaction of Complex Medical Needs (ICMN)

h) Mental Health Issues (MHI)

**7. Other**

a) Other (OTH)

**Policy Aims**

1. To identify pupils with SEN/Disability as early and thoroughly 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. To encourage parental involvement in all aspects of SEN provision. The support of parents and pupils

 is crucial if an Education Plan (EP) is to be effectively implemented.To consider the wishes of the child

 when planning and implementing SEN provision. When considering the wishes of the child, his/her

 age and powers of understanding must be taken into account.

6. To strive for close co-operation between all services and agencies concerned in order to achieve an

 effective multi-disciplinary 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/or maintain interest of pupils with SENs in their education

10. To encourage a range of teaching strategies that accommodate different learning styles and

 promote effective learning.

11. To create a caring and supportive 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 and making 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 all ELB departments and other outside agencies in order to improve the quality

 of support available for each pupil with SENs.

**Arrangements for Coordinating 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 special educational needs to Mrs Doherty (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 designated Governor for Special Needs is Mrs M Weir.

The following section provides an overview of Governor’s responsibilities from this document as highlighted in the *SEN Resource File (2011):* The role of the 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.

**Principal** (Code of Practice 1998)

The Principal:

* Keeps the Board of Governors informed about SEN issues
* Works in close partnership with the SENCo
* Liaises with parents and external agencies as required
* Delegates and monitor the SEN budget
* Ensures all teachers are actively involved in the management of SEN within the

School in order to ensure consistency of practice

* Provides a secure facility for the storage of records relating to Special

Educational Needs

**Mrs Doherty is the Principal and SENCO.** Relevant training received includes:

* Cert SPLD: Teaching certificate for teaching children with specific learning difficulties
* Masters Module: “Psychology in the Classroom” including four areas of trauma for children: - separation and divorce, bereavement and loss, abuse and neglect, childhood depression and suicide.
* RTU Values, Ethos and Issues for Developing Inclusion
* Leadership for Inclusion
* NEELB SENDO Awareness Raising & Implementing SENDO
* NEELB Inclusion and Speech & Language

 Inclusion and Behaviour Management

* NEELB Autism Support Cluster Group Training – Aspergers Syndrome Awareness, Preparing for Year 8
* NI Children’s Order (RTU)
* Pastoral Care in the Primary School (NEELB)
* Mathematics and Severe Learning Difficulty (RTU)
* Anxiety in Primary School Children (MASTS)

**SENCo**

Mrs Doherty is SENCo and 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 overseeing all records on pupils with SENs
* Liaison 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
* Liaison with external agencies.

**Class Teacher**

P4 – P7 class teachers provide additional support in withdrawal classes for pupils from their own classes for one session each week. In addition, the class teacher will:

* Be 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 EPs in consultation with the SENCo
* Involve classroom assistants as part of the learning team

**The Learning Support Teacher**

Miss McNair is the Learning Support teacher and works under the direction of the SENCo. For four afternoons each week she withdraws pupils for Literacy support in the Den. It is her responsibility to:

* Be aware of current legislation
* Be familiar with the administrative process within the school
* Be involved in testing and recording data for the SEN Register
* Work closely with all members of staff to identify pupils’ needs
* Implement the delivery of suitable programmes for all identified pupils with SEN/Disability which promote progression within an inclusive setting
* Contribute to EPs which inform learning and teaching
* Monitor and review progress
* Be involved in the Annual Review process and
* Attend professional development training

**SEN Support Staff**

Support Staff are deployed to best meet the needs of the children as appropriate. Mrs Armstrong, classroom assistant, who delivers the Better Reading Partnership programme. Mrs Armstrong is Better Reading Partnership trained. The programme is designed for P3 pupils; 3-4 pupils are withdrawn three times each week for ten weeks. Pupils are tested before and after entering the programme. Foundation Stage classroom assistants provide support during assembly and throughout the day for individuals and small groups as directed by the class teacher. In addition other support staff:

* Work under the direction of the class teacher and SENCo
* Are involved in planning
* Look for positives by talking to the child about his/her strengths
* Provide practical support
* Listen to the child/speak to staff on the child’s behalf
* Explain boundaries and operate these consistently and fairly
* Keep records and attend meetings and
* Share good practice

**Professional Development**

The Principal oversees the professional development of all staff in Ballynure Primary School to ensure that all staff keep up-to-date with developments in the whole area of SEN in order to provide effectively for pupils. Any staff attending INSET disseminates the training with colleagues.

**Parents and Non-Teaching Staff Helpers:**

Give additional support to teachers, providing help with educational visits, music and sport.

**Pupils**

‘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 – pars 1.19)

Key decisions for a particular pupil might include:

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

**Parents/Carers**

‘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 the school. At P1 induction parents are supplied with a pack in a form on which to advise the school of any special needs prior to their child’s admission in September in order that timely arrangements can be made.

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 child’s needs
* Attend review meetings
* Inform staff of changes in circumstances
* Support targets on EPs

**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 relevant Education and Library Board. When seeking to place a pupil with a Statement, the Board 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**

In accordance with our Accessibility Plan;

* At present pupils with SEN/Disabilities have equal access to all areas of the school building.
* The school is fully accessible to wheelchair users except for a step at the Den. Provision can be made for pupils who are wheelchair users to use the ICT room.
* There is a toilet adapted for use by persons with disabilities.
* Access to a broad and balanced curriculum is facilitated appropriate to age, ability, aptitude and attainments.

**Special Facilities, Resources and Accommodation**

There are four classrooms, an ICT/general purpose room, one mobile classroom and a special needs room (The Den). Peripatetic teachers, MASTs and LTSS teachers and others may use ‘The Nest’ (Resource Room) when the Den is busy. All classrooms are arranged to provide suitable work areas and a stimulating and attractive classroom environment.

**Resources**

Reading Schemes / Support materials/Supplementary readers, etc. (Special Needs room/P2 corridor/ICT room, classrooms).

Spelling Schemes

SEN Resource File

Handwriting Guides / Exercises

Language development materials

Number/Maths materials

Calculators

Computer access

NEELB Mobile Library

Library books for pupils and fiction/non-fiction

Teachers References Books

Move and Sit cushions

Special Educational Needs Testing

Letter Recognition / Letter Formation

Number Recognition / Number Formation

Initial Sounds

Dyslexia Screener

Adapted Baseline Assessment

Sight vocabulary – Basic Sight Vocabulary, First 100 words, Second 100 words

Vernon Spelling

NFER - English & Maths

NRIT – General Intelligence

Cracking the Code – Maths tests

Salford Reading Test

NFER Nelson Graded Word Reading

Neale Anaylsis

Where required, advice will be sought from external agencies in order to provide additional materials and resources, including adaptive technologies and access devices to assist learning.

**Annual Report**

The BOG receives a report each year on SEN provision in school. Information for this report is collated by the SENCo/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 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’*, (Supplementary Guide of the Code of Practice paragraph 5.12 - page 44).*

In Ballynure Primary School, the following are used to identify pupils’ needs:

* General parental information
* Pre-admission SEN form
* Information from Nursery School or other transferring school
* Baseline assessment interview information
* Summative and formative assessments
* Key Stage Assessments
* Teacher observations and discussions with principal/SENCo
* Professional reports
* Statements of Special Educational Need
* Care Plans
* Personal Education Plans for looked after children
* IEP Reviews
* Annual Reviews
* Standardised tests

**Monitoring the Progress of Pupils with Special Educational Needs**

It is the responsibility of the SENCo to ensure that the progress of pupils on the SEN register is monitored. The following methods are used;

* EPs monitored for quality, progression and appropriateness through meeting with teachers on a regular basis.
* Evidence that the pupil is making progress.
* Quality reviews of EPs and other relevant and purposeful measures that focus on educational outcomes to inform future planning and inform movement either up or down through the Code of Practice Stages.

**Record Keeping**

* SEN Register
* Education Plans/Reviews
* Statements/Annual Reviews
* Assessment results/data
* Record of liaison/meetings with Board/Health Services
* Records of meetings with parents
* Records must be kept until the child is 26 years old

**The Management of SENs**

In Ballynure 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.

**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 by the class teacher. The class teacher maintains day-to-day responsibility for meeting the pupil’s SENs and should inform the SEN co-ordinator and 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 child’s needs. The nature and aims of such provision should be recorded, together with the targets, monitoring arrangements and review date and

• Monitor and review progress and report back to SENCo.

The SENCo:

• Ensures that parents are consulted and together agree 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 should always 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 child 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 and identifying 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 ensures that an Education Plan is drawn up for the pupil.

• At each stage, as far as possible, both the child’s and parents’ views will be taken into account.

**Stage 2 Review**

**T**he Stage 2 review is conducted by the SENCo and class teacher in consultation with the child and his/her parents. It focuses 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. 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 or remove the child from the register. The child’s name is kept on the SEN register until there is no longer any significant concern about progress.If the relevant and purposeful measures at Stages 1and 2 do not result in adequate progress the SENCo will move the child forward to Stage 3 and referral may be made to specialist 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. The SENCO takes a lead role, working closely with the child’s teacher and drawing on the expertise of relevant external support services to ensure that a Stage 3 Education Plan is drawn up. Together they should consider a range of teaching approaches and appropriate support materials. The Education Plan should set out revised strategies for supporting the child’s progress and arrangements for monitoring and review. It should be implemented, as far as possible, within the everyday classroom setting. The SENCo should ensure close liaison with the child’s 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:

* + The Good Practice Guidelines (2009).
	+ SEN Resource File
	+ Encouraging inclusive activities to ensure integration of the pupil.
	+ Differentiated teaching.
	+ Withdrawal for more intensive support.
	+ SEN resources available within school; support programmes, ICT, etc.
	+ Available staff skills which support pupils with SEN.
	+ Implementation of any provision/strategies as a result of external advice, support and training provided by relevant ELB/other services.

**Review of the Stage 3 Education Plan**

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

* If intervention remains appropriate the child will remain at Stage 3 for a further period of time.
* If the progress has been satisfactory and intervention is no longer required, the SENCo, following consultation, may agree that the child no longer needs external support at Stage 3 and may decide to move the child back to Stage 2 or if appropriate stage 1 and action appropriate to that stage will be taken.
* If the relevant and purposeful measures at Stage 3 have not resulted in adequate progress, following consultation with the SENCo, teacher, external support services and parents, the Principal may request a Statutory Assessment.

**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)

Following an application to the ELB from the Principal or the parent, the Board 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 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 ELB will either:*** Make and maintain a Statement of Special Educational Needs and arrange, monitor and review provision, orprovide a Note in Lieu of a Statement.

* A Statement of Special Educational 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 Board’s decision not to make a Statement of Special Educational Needs and includes supporting evidence from the Statutory Assessment.

**Stage 5**

Once the statement has been made final:

* Provision and /or support will be arranged to meet the child’s needs.
* The SENCo ensures that a Stage 5 Education Plan is drawn up, implemented, monitored and reviewed
* The Annual Review and Transition processes 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 SENs.

Relevant school staff will undertake the Review on behalf of the Board. The Review will take place in school, chaired by the Principal/SENCo. Relevant forms and 5ELB guidance for this process are available from the Special Education department at the NEELB.

**Exceptional Cases**

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

**Partnerships**

In Ballynure Primary School we have developed partnerships with each of the following:

**ELB Support Services**

Autistic Spectrum Disorder (ASD)

Behaviour Support

Literacy Teaching Support Service

Multi Agency Support Teams for Schools (MASTS)

**Other Support Services**

Child & Adolescent Mental Health Services (CAMHS)

School Nurse and Paediatrician

Counselling Services

**Complaints**

All complaints regarding SENs in Ballynure Primary School will be dealt with in line with school’s existing complaints procedures.

**SEN Advice and Information Service**

ELB have set up an SEN Advice and Information Service to provide support in relation to children with Special Educational Needs. Details of this service can be found on ELB website.

**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 ELB with regard to a child’s special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). This body considers parents’ appeals against decisions of ELBs and also deals with claims of disability discrimination in schools.

**Monitoring and Evaluating the Policy**

This policy will reviewed regularly and in light of changes in legislation or practice following consultation with all stakeholders.