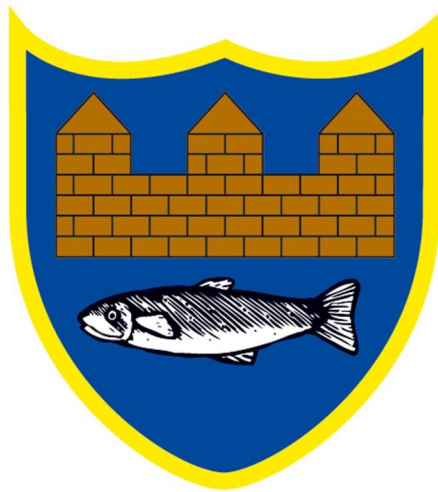


Portrush Primary School

Policy for Special Educational Needs



Reviewed May 2017

Portrush Primary School

Special Educational Needs/ Disability Policy

Mission Statement

Portrush Primary School recognises the unique and distinctive character of each individual pupil and aims for young people to achieve their potential. Each pupil will be provided with learning opportunities to develop as an individual, as a contributor to society and as a contributor to the economy and environment. The school will strive to equip pupils with the necessary knowledge and skills to enable them to make informed and responsible choices and decisions throughout their lives.

This policy consists of:

Section1

- Rationale
- Definitions
- Aims
- Roles

Section 2 Content

- Identification and assessment of needs
- The Structure of SEN
- The Annual Review
- Learning and Teaching
- Staff Development

Section 3 Procedures

- Education Plans
- Evaluation
- Arrangements for parents
- Accessibility
- DARS
- SENDIST
- Complaints

Section 1

Rationale

Portrush Primary School staff is 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

SEN ~"a learning difficulty which calls for special educational provision to be made".

A "learning difficulty" means that the child has significantly greater difficulty in learning than the majority of children of his/her age and/or has a disability that hinders his use of everyday 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 NI 1998)

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

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; Behaviour and Child Protection

Aspects of SEN/Disability

Cognitive and Learning

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

Social, Emotional and Behavioural

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

Communication and Interaction

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

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)
- Other medical conditions/syndromes (OMCS)
- Interaction of Complex Medical Needs (ICMN)
- Mental Health Issues (MHI)

Guidance for schools: Recording Children with Special Educational Needs- SEN categories (Dept of Education)

Aims

- 1 To provide a broad, balanced, relevant and differentiated education as a right for all children;
- 2 To identify children with special educational needs 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/disability 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 pupils with SEN/Disability.
- 5 To offer experiences and opportunities, which allow pupils to develop knowledge, understanding and skills that ensure progress, promote success and develop self-confidence.
- 6 To assess and record results of tests, so that progress can be monitored.
- 7 To promote the integration of all pupils with SEN as far as is reasonably practical into the life and work of the school.
- 8 To encourage the use of teaching strategies which are responsive to different learning styles and which ensure effective learning.
- 9 To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their learning needs.
- 10 To develop and utilise all available resources in the support of pupils with special needs.

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. 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 Cameron (SENCO).

Board of Governors

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

The following responsibilities are highlighted in the SEN Resource File, 2011:

The BOG 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 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.

Role of the Principal

The Principal should:

- Keep the Board of Governors informed about SEN/Disability issues
- Work in close partnership with the SENCo with regard to children's progress;
- Where necessary liaise with parents and external agencies
- Delegate and monitor the SEN budget.

Role of SENCo

The SENCo should:

- Co-ordinate the day to day provision of the school's SEN and Inclusion Policy;
- Liaise with and advise colleagues;
- Co-ordinate provision for children with special educational needs

- Maintain the school's SEN/Disability register and oversee the records of all pupils with special educational needs;
- Contribute to the in-service training of staff;
- Liaise with external agencies.

Role of Class Teacher

The class teacher should:

- Be aware of the staged approach to special needs as outlined in the Code of Practice;
- Gather information through formal and informal assessment/observation;
- Develop an inclusive classroom;
- Write, deliver and review education plans in consultation with the SENCo;
- Guide Learning Support Assistants through implementation of IEP's.

Role of the Learning Support Assistant

Support Staff should:

- Work under the direction of the class teacher
- Be 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
- Share good practice

Role of the pupil

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

In Key stage 2 children should help to set targets, working towards achieving these. They should contribute to the review of their IEPs, Annual Reviews and the Transition process in Year 7.

Role of the Parent/Carer

'The relationship between the parents of a child with SEN and their child's school has a critical bearing on the educational progress and effectiveness of any school based action'.....(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 on entry into school.

- It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN register or when moving the child to a higher or lower stage of need.
- Parents/Carers meet with staff at parent/teacher interviews in October to discuss their child's needs. After explanation of the IEP they sign this. If a parent continually fails to turn up for interview this is noted on the IEP.
- Parents/Carers should attend review meetings.
- Inform staff of changes in circumstances.
- Support targets on IEPs.

Admissions

The admission arrangements with respect to the majority of pupils with SEN are consistent with the school's general arrangements for all other pupils. Children with Statements of SEN may be placed at the request of the NEELB.

Accessibility

The school is accessible to wheelchair users. It has disabled toilets on the ground floor.

Annual report

Information for the annual report will be collated by the SENCo and the Principal.

Section 2

"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 para 2:14)

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

Para 5.12 p44 Supplementary Guide of the Code of practice)

In Portrush Primary, the following will be used to identify pupils' needs:

- *Parental information*
- *Information from Pre-school*
- *Baseline assessment*
- *Key Stage assessments*
- *Teacher observation*
- *Professional Reports*
- *Statements of SEN*
- *Care Plans*
- *Personal Education Plans for 'looked after' children*
- *IEP Reviews*

Annual Reviews

The structure of SEN in Portrush Primary

In Portrush 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. Behaviour Plans are also written for children who need guidance with behaviour. These plans are linked to our Behaviour Policy. Behaviour Plans are reviewed more regularly than Education Plans.

Stage 1

When an initial concern is expressed following observation of classroom practice and on-going assessment:

- Class teacher informs SENCO and together they will decide if the pupil's name should be recorded on the Special Needs register

- Class teacher talks to the parent about her concerns
- Class teacher provides the necessary information to write an effective Action plan which will be reviewed after a specified time
- Class teacher organises groups/resources etc in order to help the child achieve the targets set
- Class teacher will monitor and review progress and report back to SENCO
- SENCO will decide whether to remain at Stage 1/ remove pupil's name from register/move to Stage 2.

Stage 2

- Following Stage 1 review or when a concern is expressed by staff, parent, Health or Social Services professional:
 - Class teacher discusses concerns with SENCO who registers pupil's needs and agrees that Stage 2 support is appropriate
 - SENCO and relevant staff work together using all available information to agree a way forward including drawing up an IEP and discussing targets with pupil and parent.
- IEP implemented and reviewed with pupil and parental involvement SENCO will decide whether to continue at Stage 2 or move the pupil back to Stage 1 or on to Stage 3.

Stage 3

Following Stage 2 review or when further concern is expressed by teachers, parent, Health or Social Services professional:

- SENCO registers pupil's needs and agrees, having consulted with parent and Principal that intensive action and specialist support is required
- SENCO reviews available information, consults Support Services and contacts Education Board
- Stage 3 Referral Form is completed following consultation with parent, pupil and Educational Psychologist
- Stage 3 assessment is carried out and recommendations made
- IEP is drawn up, implemented and reviewed with all involved.
- issues are discussed with the Principal
- following review, pupil remains at Stage 3/reverts to Stage 2 /Principal requests Statutory Assessment.

Stage 3 Support Services

- ASD (Autistic Spectrum Disorder)

- Audiology

Behaviour Support

- LTSS (Literacy Teaching & Support Service)
- MASTS (Multi-Agency Support Team for Schools)
- Speech and Language
- Visual Impairment

Other Support Services

- CAMHS (Child & Adolescent Mental Health Services)
- CDC (Child Development Clinic).

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*)

Should this be the case, the school will submit form SA1 to Special Education who will decide whether or not to proceed with a statutory assessment. 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.

Stage 5

Once the statement has been finalised:

- provision and /or support will be arranged to meet the pupil's needs
- a Stage 5 Education Plan will be drawn up and implemented
- IEPs will be drawn up and implemented
- the Annual Review and P7 Transition process will take place

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 assessment of the child's progress.

The Annual Review:

- will assess the child's progress towards meeting the objectives specified in the statement
- will review the special provision made for the child, including placement

- will consider the appropriateness of maintaining the statement

The school will undertake the Review on behalf of the Board.

The review meeting will take place in school, chaired by the SENCO.

The Annual Review form (AR) and P7 Transfer Form will be forwarded to the E.A following this meeting.

Learning & Teaching

All children have the right to a broad and balanced curriculum.

This involves all staff in utilising a range of teaching strategies and classroom management styles designed to take account of the differing abilities, interests and experiences of pupils.

In order to facilitate this:

- work should be stimulating;
- it should be differentiated so that pupils can experience success yet challenging enough to promote progression in learning;
- work should allow pupils to progress at their own rate, yet encourage them to take responsibility for their own learning;
- staff should give positive feedback and the achievements of pupils with SEN celebrated;
- staff should be sensitive to pupils' literacy and numeracy difficulties and how this impacts on communication. This needs to be taken into consideration when giving instructions;
- lessons should be structured in a series of simple clearly defined steps;
- the classroom environment should be inclusive, stimulating and attractive, featuring as much pupil work as possible.

At Portrush Primary it is not our aim to label any child. What we do aim to do is to teach the learning difficulty which the child has. We assess where the child is at and set 'SMART' targets on their education plans to ensure progress is made. The psychologist may give further advice on this subject.

S=Specific M=Measurable A=Achievable R=Realistic T=Time-bound

Education Plans

Examples of the proformas for Stages 1-5 of the Code of Practice have been included in the policy. These education plans and reviews are completed by the class teacher according to the following timetable:

	Assessment/Review	Education Plans	Reporting
Sept/October	Children on the register are tested on their level of Literacy.	Plans drawn up by class teacher and SENCO.	All parents interviewed by class teacher. SEN Plans signed
Jan / Feb	Children retested and reviewed.	New Plans drawn up for next $\frac{1}{2}$ year.	Parents sign new IEP at February interview.
June	All children retested and reviewed.	Plans reviewed and passed on to the next teacher.	Formal report to all parents.

***IN THE EVENT OF A PARENT BEING UNABLE TO BE SEEN BY THE CLASS TEACHER, A NOTE TO THIS EFFECT WILL BE PUT AT THE BOTTOM OF THE IEP.**

Plans are kept in the child's SEN profile with any reports from outside agencies.

Continued Professional Development

It is essential that all staff keep up to date with current developments in order to best provide for pupils with Special Educational Needs.

All INSET will be organised in consultation with the SENCO.

MASTS training is regularly taken up in accordance with school needs.

Section 3

Complaints

All complaints will be dealt with in line with school's existing complaints procedures.

Advice and Information Service

An Advice and Information Service has been set up by the Education Authority to support parents of children with Special Educational Needs.

This can be accessed by telephoning 028 25662562/560

Dispute Avoidance and Reconciliation Service (DARS)

This service was established and came into effect on 1st September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO).

DARS aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/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 neutral venue) but do not have the authority to resolve a dispute.

- Agreement can only be reached with the approval of interested parties.
- From referral to conclusion is approximately 40 working days.
- DARS is separate and independent from Special Education Branch.

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

Parents/Guardians may contact this service directly.

Dars NEELB

County Hall

182 Galgorm Road

Ballymena

BT42 1HN

028 2566 2391/028 2566 2387

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 or SENDIST.

SENDIST considers parents' appeals against decisions of ELBs and also deals with claims of disability discrimination in schools.

There is a two month time limit from the notified date of 'disputed decision' to appeal to the tribunal.

Various time limits apply for

- Board Compliance with Orders of the Tribunal
- Boards to Comply with in Unopposed Appeals (www.education-support.org.uk)

Monitoring and Evaluating the Policy

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

In addition feedback will be sought on an annual basis.

Information will be discussed and reviewed by the Senior Management team. Any amendments considered necessary will be forwarded to the Board of Governors for approval.

Glossary of acronyms used in this policy

SEN -Special Educational Need

SENDO- Special Educational Needs and Disability Order

SENCo- Special Educational Needs Co-ordinator

IEP's- Individual Education Plans

EA- Education Authority

MASTS- Multi Agency Support Team Services

INSET- In-service Training