

Lissan Primary School



SPECIAL NEEDS POLICY

As a Rights Respecting School, our pathway to a successful future is grounded in the United Nations Convention on the Rights of the Child (UNCRC).

Articles 23 and 29 underpin all of our values and beliefs with regards how we meet all of our pupils needs including those identified as having Special Educational Needs.

Article 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

ARTICLE 29: Education must develop every child's personalities, talents and abilities to the full. It must encourage the child's respect for Human Rights as well as respect for their parents, their own and other cultures and the environment.

Lissan Primary School's SEN policy takes into account the following documentation.

- Code of Practice 1998 (DENI)

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 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/>

In Lissan Primary School our policy acknowledges that:-

The needs of all pupils who have special educational needs must be addressed. We must provide the full curriculum for all children at a level appropriate to their ability. When making provision for children with Special Educational Needs in Lissan P.S. we will adhere to the principles outlined in the Code of Practice.

We recognise that there will be a continuum of needs and provision. We hope that by being flexible and realistic in our policy we will reflect the code's recommendations to meet the needs of children with special educational needs.

Definitions

"Special Educational Needs" is defined as "a learning difficulty which calls for special educational provision to be made." We define "learning difficulty" as a child having significantly greater difficulty in learning than the majority of children of the same age.

"Special educational provision" means educational provision which is different from or additional to provision made generally for children of comparable age.

In Lissan Primary School we recognise that the term of SEN embraces a breadth of learning difficulties varying in type, duration and severity. We recognise that special educational needs may arise as a result of:

- Learning difficulties
- Specific learning difficulties
- Emotional and behavioural difficulties
- Speech/language and communication difficulties
- Medical conditions
- Physical difficulties
- Sensory impairment (hearing or visual difficulties)

- Prolonged absences/fragmented education

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)

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, Health and Safety and Medical Needs.

The following areas encompass all aspects of SEN/Disability:

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)

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

Principles and Aims

- We will develop a good self-concept in all children with special needs, enhancing self-esteem, self-confidence and self-image which is reflected in our school ethos statement: "Together we learn"
- We will promote an ethos of whole school approach to SEN through raised awareness towards understanding and commitment of shared responsibility by all members of staff.
- We will offer a curriculum which is characterised by its breadth, balance, relevance, differentiation, progression and continuity which is matched to the children's needs, abilities and pace.
- We will employ an appropriate range of resources to support and enhance pupil learning, in the most effective way.
- We will encourage parents to recognise the central role they play in the education of their children and to promote effective communication between principal, teachers, governors, parents and external agencies.
- Learning difficulties will be identified as early as possible. We will create and maintain an effective system of monitoring, record-keeping, assessment and evaluation, together with an appropriate range of teaching strategies.
- We believe that the support of parents and pupils is crucial if an Education Plan (EP) is to be effectively implemented. We encourage parental involvement in all aspects of SEN provision. We consider the wishes of the child when planning and implementing SEN provision taking into account his/her age and powers of understanding.

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 special educational needs to Miss Roisin McConville (**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 the Board of Governors in Lissan Primary 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 should:

- 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 are actively involved in the management of SEN within the school. SMT members should ensure consistency of practice and contribute to the realisation of the SDP
- Provide a secure facility for the storage of records relating to Special Educational Needs.

SENCo

The designated teacher should be responsible for:

- The day to day operation of the school's special educational needs policy
- Responding to requests for advice from other teachers
- Co-ordinating provision for pupils with Special Educational Needs
- Maintain the school's SEN register and oversee all the records on pupils with special educational needs
- 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.
- Organise annual reviews.
- Liaise with parents and pupils.
- Develop SEN action plan.

Class Teacher

The class teacher should

- 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, implement and manage and review EPs in consultation with the SENCo
- Manage classroom assistants as part of the learning team

Special Needs Teacher/Learning Support Teacher

The Special Needs teacher will work under the direction of the SENCo.

He/she should:

- 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 work towards targets then review progress
- Be involved in the Annual Review process and
- Attend professional development training.
- Liaise and share resources with class teachers.

SEN Support Staff

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 and
- Share good practice

Pupil

'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 - para 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

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 the 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 child's needs
- Attend review meetings
- Inform staff of changes in circumstances
- Support targets on EPs

Accessibility:

In Lissan Primary school we make all reasonable adjustments as and when required.

- The school is accessible to wheelchair users.
- Access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude and attainments.

Annual Report

SENCo and Principal will collate information about SEN provision in school and present this to BOG.

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 Lissan Primary School, the following may be used to identify pupils' needs:

- Parental information (regular meetings)
- Information from Nursery School or other transferring school (Baseline assessment)
- Cognitive ability tests
- Attainment tests
- Summative and formative assessment
- Key Stage Assessments (refer to assessment policy)
- Teacher observation
- Professional Reports
- Statements of Special Educational Need
- Care Plans (overseen by health care professionals)
- Personal Education Plans for looked after children and
- IEP Reviews
- Annual Reviews

Identification and Procedures

At Lissan Primary School we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has SEN before they enter the school, every effort will be made to liaise with the nursery, other agencies and the parents to enable the school to provide support if necessary.

- Learning difficulties will be identified as early as possible.
- SENCO to be informed when a concern arises.
- Parent will be informed immediately.
- Parental support will be actively sought.
- The child's name will be placed on the Special Needs register and the parents informed.
- Following identification, a child's progress will be closely monitored and evidence gathered.
- Teacher will complete Stage 1 (record of concern form)
- Teachers will adhere to the school based stages of the Code of Practice. Class teachers will have responsibility for keeping records of concerns, intervention and progress in the class.

Organisation of Provision

Provision for special needs within our school can be made in a variety of ways depending on the age and needs of the child and the availability of resources. The type of provision given to any child will be reviewed regularly and any changes in organisation will result directly from staff discussion, participation and planning.

Possible Strategies for Organisation

- SENCO liaises with the teacher with regard to resources, materials, teaching strategies and curriculum issues.

- Individual support for child given by class teacher.
- Differentiation.
- Classroom organisation i.e. paired work/group support work.
- Outreach support/Behaviour Support Team.

Resources

We acknowledge and appreciate that the school's most important resource is its staff. Through staff development and support we will prioritise and awareness of the qualities and skills necessary for working with SEN children.

In Lissan 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.

In the process of identifying SEN, teachers may complete a Record of Concern form which is then looked at by the SENCo. Children may or may not proceed to the SEN register.

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 should:

- Ensure that parents are consulted and together agree that the child's name is included in the school's SEN register.
- Help the class teacher gather information and assess the child's needs.
- Advise and support 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 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, child and parents. It should 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. 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 should 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.

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, should ensure that a Stage 3 Education Plan is drawn up. Together they should consider a range of teaching approaches and appropriate support materials, including the use of ICT. 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 should consider potential benefits of:

- The Good Practice Guidelines.
- 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 should normally be conducted by the SENCo, in consultation with the class teacher and where possible, 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 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 EA from school's 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 EA will either:

Make and maintain a Statement of Special Educational Needs and arrange, monitor and review provision.

or

Provide 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.
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- Relevant school staff will undertake the Review on behalf of the Board.
 - The Review will take place in school, chaired by the Principal (or other person as delegated).
 - Relevant forms and 5ELB guidance for this process is available from Special Education

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.

Record Keeping

The following are some of the records that the SENCo should consider keeping:

- SEN Register
- Records of Concern
- Education plans/Reviews
- Statements/Annual Reviews
- Assessment results/data
- Individual Pupil Files
- Record of liaison/meetings with Board/Health Services
- Minutes of meetings with parents
- Staffs' Support, Advice and Training Records

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. The following are suggestions for your consideration;

- 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.

Professional Development

The Principal oversees the professional development of all staff in his/her school in consultation with the SENCo.

The SENCo should keep a record of all training relating to SEN.

It is essential 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 should disseminate the training with colleagues.

Partnership

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

- Educational Psychologist
- Community Paediatrician
- Educational Psychiatrist (CAMHS)
- School Doctor
- Speech Therapist
- Educational Welfare Officer
- Social Worker
- Outreach Support
- Occupational Therapy Team
- Special Units
- EA Support Services
- Audiology
- Autistic Spectrum Disorder (ASD)
- Behaviour Support
- Language & Communication
- Specific Literacy Difficulties (SPLD)
- Visual Impairment

- Peripatetic Services
- School Nurse
- Interdisciplinary Services - eg: Multi Agency Support Teams for Schools (MASTS)

Complaints

In the event of a complaint:

- Parent and class teacher arrange to discuss the initial concern.
- Teacher will attempt to resolve problems at this informal level.
- Records are to be kept of details discussed and any action to be taken.
- If problem continues, parent, and/or teacher will speak to SENCO and/or Principal.
- Principal and SENCO will make a decision regarding procedure.
- If necessary, inform outside support agency e.g. School psychologist.
- Inform the Board of Governors.
- Review the situation with parent and class teacher.

SEN Advice and Information Service

EA 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 EA website. www.eani.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 EA 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 EA's and also deals with claims of disability discrimination in schools.

Monitoring and Evaluating the Policy

We review our policies regularly and in light of changes in legislation or practice following consultation with all staff members, parents and external agencies.

Policy Date :Sept 2015

Signature of Principal:

Signature of Chairperson of Board of Governors:

Review date: Sept 2016

