

St Mary's Primary School Maghery



Interim Special Educational Needs Policy

February 2022

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1.1 Foreword

For the purposes of this document the term SEN refers to those pupils in St Mary's Primary School who have special educational needs and/or a disability which affects their learning.

1.2 Guidance

This policy takes into account of the following legislation and documentation:

1.3 Legislation:

- [The Education \(NI\) Order 1996](#)
- [Special Educational Needs and Disability \(NI\) Order 2005](#)
- [The Special Educational Needs and Disability Act \(NI\) 2016](#)

1.4 Documentation:

- [Department of Education Northern Ireland \(1998\) Code of Practice on the Identification and Assessment of Special Educational Needs. Bangor: DENI \(PDF, 644KB\)](#)
- [Department of Education Northern Ireland \(2005\) Supplement to the Code of Practice. Bangor: DENI \(PDF, 801KB\)](#)
- [Equality Commission, Northern Ireland \(2006\) Disability Discrimination Code of Practice for Schools \(SENDO\). \(PDF, 761 KB\)](#)
- [Department of Education Northern Ireland \(2009\) *Every School a Good School – a policy for school improvement*. Bangor: DENI \(PDF, 706KB\)](#)

1.5 Mission Statement

In St. Mary's Primary School, we strive to create a secure, stimulating and happy learning environment where all pupils are of equal importance.

We work in close partnership with our parents, promoting catholic values and providing the best education for our pupils, so that the children are given important life skills to use in their role as future adults.

1.6 Vision

St Mary's Primary School staff are committed to providing equal access for all our pupils to a broad and balanced educational experience based on 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.

In St Marys we aim to do this by:

- Encouraging inclusive practices;
- Promoting a sense of belonging and community;
- Early identification of SEN/disability;
- Ensuring that a child's inclusion is compatible with efficient education of other children;
- Ensuring that no child with a SEN/ disability is treated less favourably or disadvantaged in anyway in comparison to those who have no SEN/disabilities;
- Involving parents/carers at all stages;
- Providing a classroom environment that is conducive to learning;
- Developing children's full potential, socially, emotionally, physically and intellectually;
- Providing a range of SEN provision to match the SEN/disability of the child;
- Effectively monitoring and evaluating;
- Developing knowledge, skills and understanding;
- Strive for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach.

The legislation that currently governs practice regarding children and young people (C&YP) with special educational needs (SEN) is the Education Order (1996).

The current Code of Practice on the Identification and Assessment of SEN provides guidance on how the legislation is to be delivered in schools and was published in 1998.

SENDO (2005) increased the rights of C&YP with SEN and/or disabilities to be educated in mainstream schools and aimed to ensure that children with disabilities were not disadvantaged compared to their peers in school. This included the school being proactive in areas such as ensuring that the school is prepared with an adapted environment and differentiated curricula for all children who may wish to attend, including those with SEN/Disabilities.

The Supplement to the CoP was published in 2005 and updated parts of the 1998 CoP to reflect the changes following SENDO (2005).

The most recent legislation, the Special Educational Needs and Disability Act (NI) 2016, strengthens and builds upon the duties contained within the Education Order (NI) 1996 and SENDO (NI) 2005. It places new duties on the schools Board of Governors, the Education Authority and Health and Social Care Trusts. It provides new rights for parents and children over compulsory school age. It is one element of the new SEN and Inclusion Framework which include new SEN Regulations and a new statutory Code of Practice as of 2021, awaiting ministerial approval.

NB: In the interim, schools have been advised that they must continue to adhere to all aspects of the Code of Practice (1998) and the Supplement to the Code of Practice (2005), except for recording children under the new three stages of the Code of Practice.

2. Definitions

For all involved in a child's education it is important that there is a clear understanding of the terms 'special educational needs,' 'learning difficulty' and 'special educational provision, as defined in Article 3 of the 1996 Order.

2.1 Special Educational Needs

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made.

2.2 Learning Difficulty

A child has a learning difficulty if:

- (a) they have a significantly greater difficulty in learning than the majority of children of the same age;
- (b) they have a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools; or
- (c) they have not attained the lower limit of compulsory school age and is or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory school age.

2.3 Special Educational Provision

Special educational provision (SpEP) is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in ordinary schools.

2.4 Disability

The following definition of disability is taken from the Disability Discrimination Act (1995):

A disability is when someone has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

3. 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 Disability Discrimination Code of Practice for Schools (ECNI, 2006), states: "...all pupils have a right to the same opportunities in the whole of their educational life."

All schools should have an inclusive ethos and actively seek to promote the inclusion of all children. Schools should approach inclusion as an integral part of all school policies including the school's SEN policy, school development plan, the school's accessibility plan

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, Safeguarding and Child Protection, Health and Safety and Medical Needs.

4. SEN and Medical Categories

The following is the list of the five overarching SEN categories and sub-categories taken from: [Department of Education Northern Ireland \(2019\) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI](#).

4.1 Cognition and Learning (CL) – language, literacy, mathematics, numeracy

- a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy
- b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy
- c) Moderate Learning Difficulties (MLD)
- d) Severe Learning Difficulties (SLD)
- e) Profound and Multiple Learning Difficulties (PMLD)

4.2 Social, Behavioural, Emotional and Well-being (SBEW)

- a) Social and Behavioural Difficulties (SBD)
- b) Emotional and Well-being Difficulties (EWD)
- b) Severe Challenging Behaviour associated with SLD or PMLD (SCB)

4.3 Speech, Language and Communication Needs (SLCN)

- a) Developmental Language Disorder (DLD)
- b) Language Disorder associated with a differentiating/ biomedical condition (LD)
- c) Communication and Social Interaction Difficulties (CSID)

4.4 Sensory (SE)

- a) Blind (BD)
- b) Partially Sighted (PS)
- c) Severe/Profound Hearing Impairment (SPHI)
- d) Mild or Moderate Hearing Impairment (MMHI)
- e) Multi-sensory Impairment (MSI)

4.5 Physical Need (PN)

- a) Physical (P)

5. Children with a medical condition

Children who have an identified medical condition will be recorded on the school's medical register. Those who do not require special educational provision will be recorded on the Medical register only and will not be placed on the SEN register.

A pupil with a medical diagnosis or disability may or may not have a SEN but what is key is "does the pupil have a requirement for special educational provision to access the curriculum."

A pupil can be recorded on both the SEN register and medical register if they have both a medical need and require special educational provision to be made for them.

The Medical Register is the responsibility of Miss R Robinson (Principal)

The following is the list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population taken from [Department of Education Northern Ireland \(2019\) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI](#).

- Epilepsy
- Asthma
- Diabetes
- Anaphylaxis
- Autism Spectrum Disorder (ASD)
- Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- Dyspraxia/ Development Co-ordination Disorder (DCD)
- Developmental Language Disorder (Medical) (DLD)
- Global Developmental Delay
- Down Syndrome
- Complex Healthcare Needs
- Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
- Depression
- Eating Disorder
- Psychosis
- Other Medical Disorder
- Cerebral Palsy
- Spina Bifida – with Hydrocephalus
- Spina Bifida – without Hydrocephalus
- Muscular Dystrophy
- Acquired Brain Injury
- Visual Impairment
- Hearing Impairment
- Physical Disability
- Other Medical Condition/ Syndrome

6. Policy Aims

1. To identify pupils with SEN/disability as early as possible using a variety of measures 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.
4. 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.
5. 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.
6. To encourage parental partnerships in all aspects of SEN provision.
7. To consider the views of the child when planning and implementing SEN provision taking into account their age and capacity.
8. To support children in participating in making decisions in all aspects of their learning.
9. To strive for close co-operation between all services and agencies concerned to achieve an effective multi-disciplinary approach to meeting SEN.
10. To educate pupils with SEN, wherever possible, alongside their peers.
11. To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.
12. To encourage and/or maintain the interest of pupils with SEN in their education.
13. To encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.
14. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
15. To meet the needs of all pupils who have SEN by offering appropriate forms of educational provision and the most efficient use of available resources.
16. To promote collaboration amongst teachers in the implementation of the SEN policy.
17. To work closely with EA services and other outside agencies as appropriate to support each pupil with SEN.

7. Arrangements for Co-ordinating SEN Provision

Although meeting the needs of pupils with SEN is a whole school issue the overall responsibility for managing SEN provision resides with the Board of Governors and the principal of the school. However, to facilitate the day-to-day running of the provision the board of governors has delegated responsibility to co-ordinate the provision for pupils with special educational needs to Mrs Sheena Copeland (Learning Support Co-Ordinator)

7.1 Roles and Responsibilities

The following section highlights the key roles and responsibilities of all those involved in SEN provision:

7.2 Board of Governors

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.

Chapter 12 of the document '*Every School a Good School*' (DENI, 2010) relates specifically to the role of the governor in supporting pupils with special educational needs. Based on this information, The *SEN Resource File* (DENI, 2011) outlines that 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 efforts 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;
- check that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching; and
- allocate funding for special educational needs and disability; and
- prepare and take forward a written accessibility plan.

We recommend that the Governors take account of the specific guidance from Chapter 12 of the Handbook. The Board of Governors should establish a committee of its members to monitor the school's work for children with special educational needs.

The Governor for SEN in St Mary's PS is Mrs S Hendron.

7.3 Principal

According to the Code of Practice (1998) the principal should:

- keep the board of governors informed about SEN issues;
- work in close partnership with the LSC;
- liaise with parents and external agencies as required;
- delegate and monitor the SEN budget;
- ensure the senior leadership team (SLT) are actively involved in the management of SEN within the school;
- SLT members should ensure consistency of practice and contribute to the realisation of the school development plan; and
- provide a secure facility for the storage of records relating to special educational needs.

7.4 SENCo (soon to be Learning Support Co-ordinator)

In all mainstream schools, a designated teacher who usually assumes the title of the special educational needs co-ordinator (SENCo) 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;
- coordinating provision for pupils with special educational needs;
- maintain the school's SEN register and oversee all the records on pupils with special educational needs;
- working in partnership 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; and
- liaising with external agencies.

7.5 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, manage, and review IEPs in consultation with the LSC; and
- involve classroom assistants as part of the learning team.

7.6 Special Needs Teacher/Learning Support Teacher

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

He/she should:

- Be aware of current legislation
- Be familiar with the administrative process within the school
- Be involved in testing and recording data
- 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

7.7 SEN Support Staff/ Additional Adult Assistants

Support Staff/ Additional Adult Assistants 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.

7.8 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 – pars 1.19)

In St Mary's Primary School, as far as reasonably practicable, we seek and have regard to the child's views about their strengths, learning difficulties and education, taking into account their age and maturity. We seek and listen to their views about how they learn effectively and then focus on the strategies that work for them.

Key decisions for a particular pupil might include:

- contributing to their own assessment, provision, and progress;
- Working towards achieving agreed targets with the class teacher
- contributing to the review of IEPs, Annual Reviews, and the Transition process; and
- involving and supporting the pupils to participate in making decisions about matters affecting them.

Seeking their views and supporting them to participate in making decisions about their learning is good practice. The child's progress will be more effective when both they and, where appropriate, their parents are involved, and account is taken of their wishes, feelings, and perspectives.

7.9 Parent/person with parental responsibility

'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)

At St Mary's Primary School, we acknowledge that successful partnerships between parents, pupils and school play a key role in promoting a culture of co-operation, openness and transparency and have a crucial impact on the effectiveness of special educational provision.

Seeking the views of the child or young person also plays a key role in helping us understand individual needs.

Teachers, pastoral staff, LSCs, and other school staff all have a significant role in developing positive and constructive relationships with parents and pupils. We encourage this participation and value its contribution.

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 between stages. 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, essential information may need to be made available by a parent upon a child's entry to the school.

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; and
- support targets on IEPs.

8. 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.

The Special Educational Needs and Disability Order (SENDO) (2005) legislation strengthened the right for children with a Statement to an ordinary school place 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).

Children with Statements of SEN are placed in the school at the request of the Education Authority (EA). When seeking to place a pupil with a Statement, the EA 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.

9. Accessibility

Every grant-aided school and independent school is required to have a written accessibility plan which should be publicly available and accessible via the school's website. The focus in the school's accessibility plan is to:

- increase the extent to which disabled pupils can participate in the school's curriculum. By way of example, this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure, and cultural activities;
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services provided or offered by the school; and
- improve the delivery to disabled pupils of the information which is provided in writing to pupils who are not disabled. This should be completed within a reasonable time and take into account their disability and any preferences expressed by them or their parents.

At present:

- Pupils with disabilities have equal access to all areas of the school building;
- The school is fully accessible to wheelchair users;
- All children have access to a broad and balanced curriculum that is facilitated appropriate to age, ability, aptitude, and attainments;
- Written information can be provided in a variety of formats upon request.
- Low level toilets are available
- We have a spare teaching classroom for withdrawal groups
- Pupils have access to a Nurture Room

9.1 Curricular and Extra Curricular Access and Entitlements

St Mary's ensures that:

- Every child can access all aspects of school life and provision will be made in line with SENDO.
- Every child can access activities such as; school plays, sports days, trips and after school activities for example Irish dancing, choir, Football and sporting clubs
- Curricular work is differentiated
- A range of strategies are used including ICT, withdrawal, group work and classroom environment is adapted to suit the needs of the children.

10. Annual Report

The Board of Governors report annually on all aspects of SEN provision in school. The SEN section in the Annual Report contains information on: the number of statemented pupils; pupils that received provision from EA Pupil Support Services or Health and Social Care Trust; and those that accessed school-delivered special educational provision.

This report is made available by Miss Robinson and Mrs Copeland at the Board of Governor meeting in Term 3.

11. 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 St Mary's Primary School, the following may be used to identify pupils' needs:

- Information from transferring school;
- Information from previous teachers;
- Liaison with parents;
- Pupil contributions;
- Teacher observations;
- Class tests
- Standardised tests;
- Target setting with senior management – reviewed after standardised testing in May (P3 to P7)
- Identification of low standardised scores ie less than 85 or with a discrepancy between ability and attainment levels;
- Diagnostic assessments;
- Whole school assessment (e.g.: CAT/PTE/PTM);
- Key stage assessments;
- Individual education plans;
- Care plans;
- Personal education plans for children who are looked after;
- Statements of special educational need;
- Annual reviews;
- Professional reports;

12. The Management of Special Educational Needs

The Three Stages of Special Education Provision

In St Mary's Primary School, we adhere to the three stages of the Code of Practice. These stages focus on the level of intensity of the special educational provision required for a child to make adequate progress commensurate with their abilities and improve their outcomes. Responsibility for pupils with SEN at each stage lies with the school, given the day-to-day role of the school in a pupil's teaching and learning, with increasing EA involvement when required. A summary of the three stages of special education provision is set out below:

12.1 Stage 1 includes:

- School delivered special educational provision;
- A PLP is required (currently IEP);
- The majority of special educational needs will be met at this stage;
- The responsibility lies with the school;
- Operates in mainstream schools and classes; and
- Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN.

The PLP (currently IEP) should contain the core information/evidence of the school action to inform a request, if considered necessary, for access to EA SEN services at Stage 2. The child will only move to Stage 2 once any external special educational provision is being implemented.

12.2 Stage 2 includes:

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust;
- A PLP is required (currently IEP). A smaller number of children will need this provision;
- The responsibility lies with the school plus external provision from EA;
- Operates in mainstream schools and classes (and by exception in special school or Learning Support Centre (LS Centre) for the purpose of assessment; and
- Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN.

In the event of a child not making progress, despite the external support from the EA, the child may require consideration for a statutory assessment. A new online form designed to guide the user through the process is used to make a request for statutory assessment. The PLP (currently IEP) contains the core school information the EA will use to consider and if appropriate make, a statutory assessment.

The pupil will remain at Stage 2 when a request for a statutory assessment is being considered, is being made and, if appropriate until a Statement is made.

12.3 Stage 3 includes:

- Pupils with a statement of SEN;
- School and EA delivered special educational provision plus any relevant treatment or service identified by the HSC Trust;
- A PLP is required (currently IEP);
- A smaller number of children will need this provision;
- The responsibility lies with the school and the EA –with input from the HSC Trust where relevant;
- Operates in mainstream schools, LS Centers attached to mainstream schools or special schools (as determined within the child's statement);
- Reasonable adjustments, the school delivered special educational provision are implemented plus EA provision as set out in the Statement.

At Stage 3, the child has a statement and is receiving special educational provision (as set out in the Statement).

The pupil's PLP (IEP) should be revised, to reflect the content of the statement (as it relates to the PLP (IEP) including:

- The SEN category (or categories);
- The setting intended outcomes based on the objectives of the special educational provision and the nature and extent of the EA's provision including any relevant service and treatment the HSC Trust are to provide;
- Any additional school provision or modifications to the curriculum, as itemised in the statement.

The pupil's PLP (IEP) will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the annual review of the statement.

12.4 Exceptional Cases

In most cases transition through the three-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.

12.5 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 procedure is designed to:

- gauge the child's progress towards meeting the objectives specified in the Statement;
- review the special provision made for the child, including placement; and
- consider the appropriateness of maintaining the statement of special educational needs.

The annual review is carried out by the school on behalf of the EA.

The Review will take place in school and is chaired by the principal or Mrs Copeland. Relevant forms and the EA's guidance for this process are available by contacting Statutory Assessment and Review Service (SARS) of the school's local EA office or they can be downloaded from the [EA website](#).

13. Record Keeping

13.1 The class teacher will:

- Be responsible for monitoring the progress of all children in his/her class
- Hold a copy of SEN Register for their class
- Contribute to current IEPs, record of concern and termly reviews – available in Teachers folder on school's network
- Oversee home school diary as an evaluation and parental link for some children with specific needs
- Design and use pupil merit charts, visual resources, when needed
- Liaise with the LSC
- Modify provision as appropriate through observations, class tests, pupil profiles, pupil performance, pupil feedback etc
- Review IEPs with pupil and parental input and pass these onto the LSC when completed each term.

13.2 LSC will:

- Monitor completion of individual education plans/(PLP)reviews on a termly basis;
- Meet with class teachers to monitor progress of pupils with SEN on a regular basis and once formally at a review meeting per year;
- Monitor SEN Register termly;
- Monitor effective use of Classroom assistants;
- Keep SEN Individual Pupils Files contain the following:
 - records of concern;
 - IEPs and Reviews
 - Review tests of withdrawn children
 - Diagnostic tests and results
 - Record of correspondence with parents including minutes of meetings, emails and telephone conversations.
 - Educational Psychology reports and/or Statements together with any relevant documentation from external agencies
 - Record of liaison/meetings with staff from the Education Authority's SEN Support Services/Health and Social Care Trust
 - Support, advice, and training provided to staff.

13.3 Principal will:

- Report to the Board of Governors;
- Take responsibility for monitoring the success of the policy and the effectiveness of current provision through meetings with the SENCO, learning support team, external agencies, monitoring teacher's planners for differentiation, ensuring all staff have adequate training.

13.4 Monitoring the Progress of Pupils with Special Educational Needs

It is the responsibility of the LSC to ensure that the progress of pupils on the SEN register is monitored. This may be achieved by considering that:

- individual education plans are monitored and reviewed for quality, progression, and appropriateness through meeting with teachers on a regular basis;
- evidence is collated to demonstrate whether the pupil is making progress; and
- information gathered is used in future planning for intervention and to inform movement either up or down through the stages of the Code of Practice.

14. Professional Development

The principal in consultation with the LSC oversees the professional development of all staff in school. It is essential that all staff are kept up to date with SEN developments to provide effective teaching and support for pupils.

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

Following attendance at relevant internal or external education and training programmes, staff members will be encouraged to disseminate the information provided to build the capacity of their colleagues.

15. Partnership working

In school we work with a range of EA Pupil Support Services, where appropriate, to receive training and guidance to support the school and parents in meeting the needs of children with special educational and medical needs.

Pupil Support Services include:

- Autism Advisory and Intervention Service (AAIS)
- Sensory Service
- Visual Impairment
- Special Educational Needs Inclusion Service (SENIS)
- Literacy Service
- SEN Early Years Inclusion Service (SENEYIS)
- Language and Communication Service
- Occupational therapy
- Social services

Other services may include:

- [Behaviour Support and Provisions](#)
- [Education Psychology Service](#)

Other Support Services

- RISE NI
- Barnardo's
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Independent Counselling Service for Schools (ICSS)
- NSPCC

16. Promoting Pupil Achievement

In St Mary's PS we promote good relationships and positive self-esteem. Children's views, ideas and opinions are taken into consideration. Children can express themselves at whole school, class, small group and individual level. They are given the opportunity to experience and celebrate success.

This can be achieved through:

- Class assemblies, circle time
- Being members of school clubs
- School reward system – Weekly rewards
- Receiving personal awards eg. captain, vice-captain, pupil of the month
- Individual class rewards – table of the week/ pupil of the week
- Participation in group/team events eg. sports, choir, dancing
- Participate in school outings
- Contribute to school website
- Success of targets on IEP being shared with pupils

17. Complaints

17.1 Procedures for Addressing Concerns

In St Mary's we believe we have an open and approachable ethos where all problems can be addressed. We take seriously any concerns brought to our attention and hope to achieve resolution quickly and effectively.

We provide:

- Experienced staff who are knowledgeable in SEN procedures
- A parental concern guide (Appendix 3)
- A school's complaints procedure (policy available on request)
- Information for parents on the Code of Practice - "Special Educational Needs - A Guide for Parents" (Appendix 4)
- Information about the independent Dispute Avoidance and Resolution Service - DARS - if necessary (Appendix 5)

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

If you have any queries in relation to special educational needs of a child with a Statement or who is currently being assessed for a statement of special educational needs, you can contact your local [EA Office](#).

Please contact your SEN Link Officer in the first instance. Contact details should be on the EA documentation issued to you alongside your child's statement.

17.2 Dispute Avoidance and Resolution Service (DARS)

The [Dispute Avoidance and Resolution Service \(DARS\)](#) provides an independent, confidential forum to resolve or reduce the disagreement, in relation to special educational provision, between parents and school/Boards of Governors or the EA for pupils who are on the Code of Practice where previous attempts to do so have been unsuccessful.

Parents can contact the service which is provided by [Global Mediation](#).

Involvement with DARS will not affect the right to appeal to the Special Education Needs and Disability Tribunal (SENDIST)

17.3 Special Educational Needs and Disability Tribunal (SENDIST)

The [Special Educational Needs and Disability Tribunal \(SENDIST\)](#) considers parents' right to appeal against the decisions made by the Education Authority about their child's special educational needs whenever an agreement cannot be reached.

This service also addresses claims of disability discrimination in school.

18. Monitoring and evaluating the SEN Policy

The SEN policy will be reviewed annually. It will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. This policy will be brought to the Board of Governors for final approval.

Policy Date: 30/3/2022

Signature of Principal

Rita Robinson

Signature of Chairperson of Board of Governors:

Jimmy Mc Kee

Review Date: 30/3/2022

Appendix Contents

1. Standardised tests used throughout the school
2. IEP and Review Samples
3. Parental Concern Procedures
4. 'Special Educational Needs' A Guide for Parents
5. DARS - Independent Dispute Avoidance and Resolution
6. Useful Contacts
7. Useful Websites

Appendix 1

Standardised and Diagnostic tests used by the school

P1

Baseline testing consisting of

- British Picture Vocabulary Scale - BPVS
- Teacher generated observation booklet - on-going throughout academic year

P2

- Teacher generated observation booklet – on-going throughout academic year
- MIST

P3

- NRIT - Cognitive Attainment Test
- PTM – Progress in Mathematics 7
- PTE - Progress in English 7
- Suffolk – Reading Test
- SWST – Single Word Spelling Test

P4

- CAT - Cognitive Attainment Test
- PTM – Progress in Mathematics 8
- PTE - Progress in English 8
- Suffolk – Reading Test
- SWST – Single Word Spelling Test

P5

- PTM – Progress in Mathematics 9
- PTE - Progress in English 9
- Suffolk – Reading Test
- SWST – Single Word Spelling Test

P6

- CAT – Cognitive Attainment Test
- PTM – Progress in Mathematics 10
- PTE - Progress in English 10
- Suffolk – Reading Test
- SWST – Single Word Spelling Test

P7

- PTM – Progress in Mathematics 11
- PTE - Progress in English 11
- Suffolk – Reading Test
- SWST – Single Word Spelling Test

Appendix 2

EDUCATION PLAN (St Mary's Primary School)



Name: Year: Class Teacher: D.O.B: Supported by:	Strengths and successes: Nature of difficulty:	Start Date: EP No: Review Date: December Stage of C.O.P:
Core Targets:	Criteria for success:	Possible teaching strategies/resources to include school support arrangements:
Parents: _____		signature: _____
SENCO signature: _____		Class Teacher signature: _____

Target:	Outcomes:	Future Actions:

Parent (s) Guardian (s) Involved <input type="checkbox"/> At meeting <input type="checkbox"/> In writing By telephone <input type="checkbox"/> Parent signature: _____ Date: _____ SENCO/Teacher signature: _____ Date: _____	Outcome: A Fully met B Developing well C Moderate success D Minimal progress E Not met	Future planning: 1. Consider new target 2. Sustain target 3. Fine tune target 4. Major review of target and strategy 5. Select more appropriate target												
Other Comments: _____ _____ _____ _____		Off Register <input type="checkbox"/> <table> <tr> <td>Remain at stage</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Move to stage</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	Remain at stage	1	2	3	4	5	Move to stage	1	2	3	4	5
Remain at stage	1	2	3	4	5									
Move to stage	1	2	3	4	5									

Appendix 3

Parental Concerns Procedure.

We aim to ensure that all of our pupils and staff receive the best possible experience and we will constantly strive to improve this. We welcome comments from our whole school community and consider ourselves to be flexible enough to make changes in what we do for the better whether such a suggestion comes from a young child, dinner lady, parent or the Chairperson of our Governors. We attempt to deal with complaints or concerns in a totally professional manner and would urge you to do the following if you have a concern:

- In the first instance, contact your child's class teacher through a note or a phone call to the office to arrange a meeting. This formality must be observed because teachers may be on duty in the morning and after school and they will arrange an appropriate time to meet with you.
- If you are not satisfied that the matter has been resolved, telephone the school or call at the office to arrange a meeting with the principal. We want to resolve any issues immediately if this is possible so that meeting will occur as soon as possible.
- If you are still not satisfied that the matter has been resolved, the Chair of Governors can also be contacted through the school office.

Your query/issue may be minor or major. We wish to assure you that it will be dealt with professionally and confidentially and that you will be informed of any necessary action before it is taken.

Special educational needs – what does it mean?

SEN - a definition

The term 'Special Educational Needs', or SEN, has a legal definition. Children with SEN have 'learning difficulties or disabilities which make it harder for them to learn or access education than most other children of the same age.' These children may need extra or different help from that given to other children of the same age.

Many children (around 20-25%) will have special educational needs of some kind during their school lives. Schools can help most children overcome the barriers their difficulties present quickly and easily.

Special educational needs could mean that children have difficulties with:

- some or all of the work in school;
- reading, writing, number work or understanding information;
- expressing themselves or understanding what others are saying;
- making friends or relating to adults;
- behaving properly in school;
- organising themselves;
- some kind of sensory or physical needs which may affect them in school; or
- a medical condition or syndrome that impacts on their educational needs.

These are just examples. Children naturally progress at different rates and have different ways in which they learn best. Teachers try to take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. So all teachers will consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is described as 'differentiating the curriculum'. Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed. If you feel that your child may have a special educational need that has not been identified, you should speak to your child's class teacher, to the Special Educational Needs Co-ordinator or the principal as soon as possible. Working closely with your child's teachers will often help to sort out any problems or worries. It will also help you to support your child in the best possible way.

Dispute Avoidance & Resolution Service (DARS)

What is the DARS?

The Dispute Avoidance and Resolution Service (DARS) came into effect on the 1 September 2005, as part of the implementation of the **Special Educational Needs and Disability Order (SENDO)**.

Who may use the service?

A referral may be made if the child/young person at the centre of the disagreement is at one of the stages of the SEN Code of Practice

Why use the service?

Disagreements sometimes arise between a parent/guardian, and either a school or the Education Authority, in relation to the special educational provision being made for a child or young person. If initial attempts to resolve such disagreements have not been successful, it may be appropriate to make a referral to the DARS.

The purpose of the service is to provide - within an independent, confidential and informal forum - further opportunities through which disagreements may be more fully addressed.

How does the service work?

Participation is voluntary and, when points of disagreement have been clearly identified, the challenge is to plot a way forward that all parties are prepared to accept.

Whilst members of the DARS team will facilitate the possible resolution of disagreements, they do not have the authority to impose outcomes. Ultimately, agreement can only be reached with the approval of all of the interested parties

Contact Details

The DARS central office is located in Armagh and those intending to engage with the service should do so, in the first instance, by telephone: **028 3751 2383**

Other telephone nos: **028 3831 4465** **028 7186 3520**
Email: **DARS@eani.org.uk**

Useful Telephone Contacts

- Autism Advisory and Intervention Service 028 38314471
- Education authority (southern section) 028 37512200
- Autism N.I. (PAPA) 028 90401729
- National Autistic Society 00442078332299
- Autism Diagnostic and Intervention Service 028 30834246
- Dispute Avoidance & Resolution Service (DARS) 028 37512383
- 3, Charlemont Place, The Mall, Armagh 028 37512224
- Southern Health & Social Care Trust
- Action For Children In Education (ACE) 028 37412830
- Speech & Language Therapy Office 028 381 1023
- Lurgan Health & Social Services 028 38311023
- Portadown Psychology Office 028 38351480
- Special Educational Needs Advice & Information Service 028 37512404

Useful websites

- www.selb.org - Useful information about Special Education provision in our locality
- www.education-support.org.uk – Information on identification and assessment of children with special educational needs. This site also provides basic Special Educational Needs policy translations in many different languages.
- www.deni.gov.uk – Department of Education publications on Special Educational needs
- www.nasen.org.uk/ - National Association for Special Educational Needs
- www.shssb.org/ - Southern health and Social Services Board
- www.adhsst.n-i.nhs.uk/ - Armagh and Dungannon Health and Social Services
- www.cbct.n-i.nhs.uk/ - Craigavon and Banbridge Health and Social Services
- www.newryandmournetrust.n-i.nhs.uk/ - Newry and Mourne Trust
- www.cafamily.org.uk/ - Contact a Family
- www.askmencap.info/ - Ask Mencap
- www.autismni.org/ - Parents and Professionals and Autism
- www.ni-add.org.uk – Northern Ireland Attention Deficit Hyperactivity Disorder
- www.downs-syndrome.org.uk – Down's Syndrome Association
- www.peatni.org – PEAT (Parents' Education as Autism Therapists)
- www.equalityni.org – Northern Ireland Equality Commission
- www.nida.org.uk/ - Northern Ireland Dyslexia Associations
- www.barnardos.org.uk/northernireland / - Barnardos Northern Ireland
- www.niccy.org – Northern Ireland Commissioner For Children and Young People
- www.shssb.org/partnership_working/wraparound - Wraparound
- www.onlineccms.com – Council for Catholic Maintained Schools

