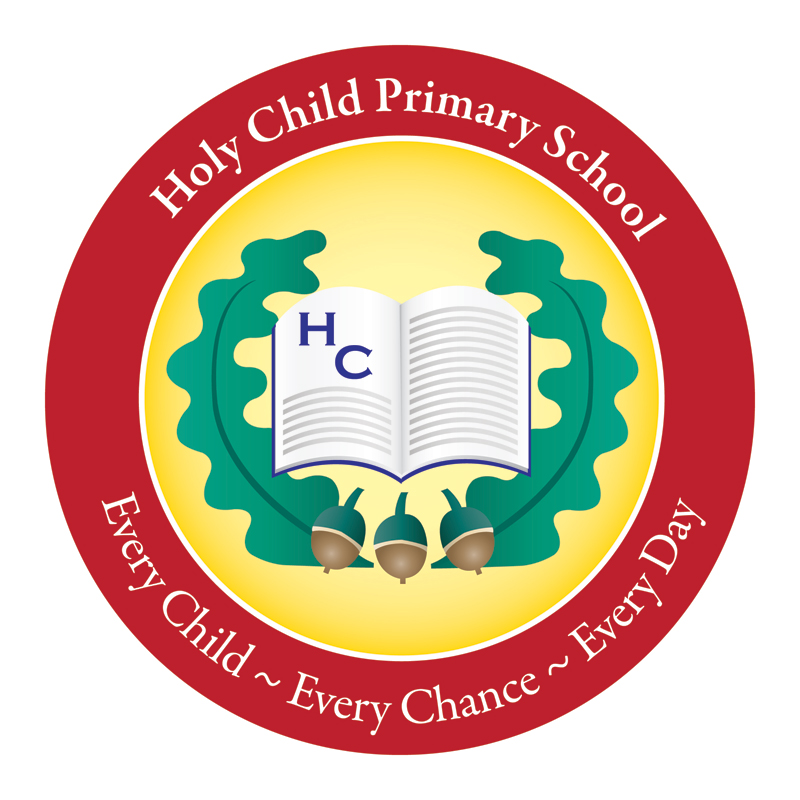
Holy Child

Primary and Nursery School



SPECIAL EDUCATIONAL NEEDS POLICY

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**Special Educational Needs Policy**

**Rationale/Vision**

Holy Child Primary and Nursery School staff are committed to providing equal access for all our pupils to a broad and balanced curriculum including the Northern Ireland Curriculum. We recognize 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.

‘If I have a disability, I have the right to special care and education’ (UNCRC, Article 23)

**Definitions**

# **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.

## **Special Educational Needs**

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

## **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.

## **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.

## **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.

(Paragraph 2.3)

**Key Principles of Inclusion**

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 and policies relating to e.g., discipline, bullying and pastoral care.

# **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](https://www.education-ni.gov.uk/sites/default/files/publications/education/SEN%20and%20Medical%20Categories%20Guidance%20-%20January%202019_4.pdf)).

**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)

**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 and/or PMLD (SCB)

**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. Sensory (SE)**

a) Blind (BD)

b) Partially Sighted (PS)

c) Severe/Profound Hearing Impairment (MMHI)

d) Mild or Moderate Hearing Impairment (MMHI)

e) Multi-sensory Impairment (MSI)

## **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……………… (named person).

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](https://www.education-ni.gov.uk/sites/default/files/publications/education/SEN%20and%20Medical%20Categories%20Guidance%20-%20January%202019_4.pdf)).

* 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

**Policy Aims**

1. To identify pupils with a SEN/disability as early and thoroughly as possible in Holy Child Primary and Nursery School using a variety of means and in consultation with appropriate personnel.
2. To ensure full entitlement and access for pupils with a SEN/disability to high quality education within a broad, balanced, relevant and differentiated curriculum.
3. To ensure that all pupils with a SEN/disability feel valued. To offer curricular, pastoral and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.

‘Education must develop every child`s personality, talents and abilities to the full’

(Article 29 UNCRC)

1. 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.
2. The support of parents and pupils is crucial if an Education Plan (EP) is to be effectively implemented. To encourage parental involvement in all aspects of SEN provision.
3. To consider the wishes of the child when planning and implementing SEN provision. When considering the wishes of the child, his/her age and powers of understanding must be taken into account.
4. To strive for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach to meeting SEN.
5. To educate pupils with a SEN/disability, wherever possible, alongside their peers.
6. To develop a recording system so that each pupil’s performance can be monitored and reviewed appropriately.
7. To encourage and/or maintain interest of pupils with SEN in their education.
8. To encourage a range of teaching strategies that can accommodate different learning styles and promote effective learning.
9. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
10. To meet the needs of all pupils who have a SEN/disability by offering appropriate forms of educational provision and the most efficient use of available resources.
11. To promote collaboration amongst teachers in the implementation of the SEN policy.
12. To work closely with all Education Authority (EA) departments and other outside agencies in order to improve the quality of support available for each pupil with SEN.

**Arrangements for Co-coordinating 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. Áine O` Connor (SENCo).

**Roles and Responsibilities**

SEN provision will be the overall responsibility of the Board of Governors and Principal of the school. However, in order to facilitate the day-to-day running of the provision the Board of Governors have delegated responsibility for pupils with special educational needs to

**Mrs. Aine O` Connor (SENCO)**.

**Board of Governors**

Chapter 12 of the document ‘*Every School a Good School’* (DE) – The Governor Role (2010) relates specifically to the Governor role for pupils with special educational needs.

The role of the Board of Governors of a mainstream school is to exercise its functions in relation to the school with a view to ensuring that provision is made for registered pupils with special educational needs. The Board of Governors has a statutory duty to:

* take account of the provisions in the DE Code of Practice on identifying and assessing special educational needs;
* use their best endeavours to provide for pupils identified with SEN and that parents are notified of their child’s special needs;
* maintain and operate a policy on SEN;
* ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to teach them;
* ensure that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching; and
* allocate funding for special educational needs and disability; and
* prepare and take forward a written accessibility plan.

***SEN Resource File*** (**2011).**

**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 SENCo;
* liaise with parents and external agencies as required;
* delegate and monitor the SEN budget;
* ensure the Senior Management Team (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 School Development Plan (SDP); and
* provide a secure facility for the storage of records relating to Special Educational Needs.

**SENCo** Mrs O` Connorwill 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; and
* liaison with external agencies.

**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 EPs in consultation with the SENCo; and
* involve classroom assistants as part of the learning team.
* Follow the SENCo`s expectations list

**SEN Support Staff/ Additional Adult Assistants**

Good Practice Guidelines for the Use of Classroom Assistants The classroom assistant will:

* work under the direction of the class teacher;
* be involved in planning;
* contribute to, help implement and sign IEPS
* 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.
* assist the teacher to develop the independence of the child;
* be included as part of whole school professional development activities;
* develop specialised expertise to meet the individual needs of the children with whom they work;
* contribute to a clear understanding of their own role amongst other staff;
* be actively involved in the appraisal of their work and agreement of targets set with them in consultation with school management;
* establish a clear role within promotion of the child’s development moving the child towards independence and adult life;
* contribute to the promotion of the inclusive ethos of the school;
* promote the self-esteem and emotional well-being of the child;
* understand the significance of their role and contributing to the overall social, emotional, learning and pastoral development of the children within the school;
* contribute to the planning, preparation and, where appropriate, facilitation of learning;
* contribute, in partnership with school staff, to the planning, monitoring and evaluation of progress of the children within their care;
* contribute to the on-going review processes of the child including working alongside others in the school with outside agencies; and
* work as part of the school team to promote effective relationships with parents

**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 – paragraph 1.19). Key decisions for a particular pupil might include:

* contributing to the assessment;
* contributing to education plans through setting targets; and signing
* 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)

At Holy Child PS, 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 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

**Admissions**

The admission arrangements with respect to the majority of pupils with SEN must be consistent with the school’s general arrangements for all other pupils.

Children with Statements of SEN are placed in schools at the request of the Education Authority.

When seeking to place a pupil with a Statement, the Education Authority will take into account the wishes of the child’s parents and the provision of efficient education for other children in the class or school and the efficient use of resources to determine the suitability of the placement.

This arrangement is in line with SENDO legislation.

**Accessibility**

* At present pupils with SEN/disabilities have equal access to all areas of the school building.
* The school is fully accessible to wheelchair users; we have ramps and 2 wheelchair lifts
* There is a well-equipped SEN teaching/resource base and facilities for personal care, including a toilet adapted for use by persons with the disabilities.
* Access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude and attainments.
* We have paper copies of all important documents and policies and can change to another language if needed

# **Special Facilities, Resources and Accommodation**

* The Butterfly Room – nurture room/ school counselling
* The Sunshine Room – SEN room/Engage room
* The Rainbow Room – extra nurture room
* Calm Boxes for each classroom

**Annual Report**

The SENCo delivers to the BOG a report each year on SEN provision in school and updates on any arising matters at every meeting, as she is the teacher representative on the Board.

**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, p. 44 )*

In Holy Child Primary School and Nursery School, the following may be used to identify pupils’ needs:

* Parental information
* Information from Pre Nursery School or other transferring school
* Cognitive ability tests
* Attainment tests
* Summative and formative assessment
* Key Stage Assessments
* Teacher observation
* Professional Reports
* Statements of Special Educational Need
* Care Plans
* Personal Education Plans for looked after children and
* IEP Reviews
* Annual Reviews

# **The Management of Special Educational Needs**

**The Three Stages of Special Education Provision**

In Holy Child PS, 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:

## **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.

## **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.

## **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 Centres 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); 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; and 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.

## **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.

. **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 SEN.

The Annual Review will:

* be conducted by relevant school staff who will undertake the Review on behalf of the EA.
* take place in school, chaired by the Principal (or other person as delegated).
* be documented on the relevant forms and EA guidance for this process is available from Special Education.

**Record Keeping**

The following are some of the records that the SENCo keeps:

* 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
* Staff support, advice and training records

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

It is the responsibility of the SENCo to ensure that the progress of pupils on the SEN register is monitored.

* 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 in consultation with the SENCo oversees the professional development of all staff in his/her school. It is essential that all staff are keep up to date with SEN developments to provide effective teaching and support for pupils.

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.

**Partnerships**

In Holy Child Primary and Nursery School we have developed partnerships with each of the following:

**EA Support Services** (for example)

* Audiology
* Autistic Spectrum Disorder (ASD)
* Behaviour Support
* Language and Communication
* Specific Literacy Difficulties (SPLD)
* Visual Impairment
* Interdisciplinary Services RISE NI
* Psychology Service

**Other Support Services** (for example)

* Child & Adolescent Mental Health Services (CAMHS)
* Child Development Clinic (CDC)
* AAIS
* Counselling Services
* The Reading Centre
* Little Oaks
* Ardnashee Outreach Support and Language Units
* EOTAS
* Behaviour Support
* Education Psychology Service
* Fir Trees Learning Centre

**SEN children and Risk Reduction Action Plan:**

Not all pupils with SEN and/or disabilities will need an individual risk assessment - it depends on the needs of the pupil. If the Principal, SENCo, teacher, learning assistant and parent believes this is needed then a Risk Reduction Action Plan (RRAP) form

(appendix 8)   will be filled out and implemented. Here are the five steps in the process;

1. Initial meeting of relevant people including parents and pupil
2. Include the pupil in setting targets, strategies and reviewing
3. Share strategies with staff
4. Specify review date, review informally and formally
5. Discuss details of the plan to teaching and non-teaching staff, parents, pupil and Board of Governors

**Complaints**

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

**SEN Advice and Information Service**

The 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 the EA website.

**Dispute Avoidance and Resolution Service (DARS)**

The Dispute Avoidance and Resolution Service (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 the EA 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 a service which is separate and independent from the EA’s 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 the Education Authority and also deals with claims of disability discrimination in schools.

# **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: …………………………………………………..*

*Signature of Principal: …………………………………………………………………….*

*Signature of Chairperson of Board of Governors: …………………………...*

*Review Date: ………………………………………*

Attached documents:

1. Pupil Cause for Concern Form
2. Stage 1 Action Plan
3. IEP Template
4. SEN Transition Plan
5. SEN Transition Profile
6. SENCo expectations
7. SEN and Medical categories leaflet
8. Risk Reduction Action Plan