

ST MARY'S PRIMARY SCHOOL GLENVIEW



SPECIAL EDUCATIONAL NEEDS and INCLUSION POLICY

Rationale

St. Mary's Primary School, Glenview, recognises that some pupils during their school career may have special educational needs and/or a disability. We recognise provision must be made for children who are identified as having special educational needs and we will endeavour to make every possible arrangement to provide for their individual needs.

We aim to provide a broad, balanced, relevant and differentiated curriculum that will allow these children to realise their full potential, build a positive self-image and develop self-confidence and independence.

Definition

‘A child has special educational needs if he/she has a learning difficulty which calls for special educational provision to be made for him/her.’

Learning difficulty

A child has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of children of his/her age and/or has a disability which either prevents or hinders him/her from making use of educational facilities. (Code of Practice 1998)

Disability

“Someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities.” (Disability Discrimination Act 1995)

Special Education Provision

Educational provision which is additional to, or otherwise different from the educational provision made generally for children of comparable age.
(Code of Practice 1998)

Key Principles of Inclusion

The following areas will encompass all aspects of SEN/Disability as highlighted in the Code of Practice:

- Cognition and Learning
- Social, Emotional, Behavioural & Wellbeing
- Speech, Language and Communication
- Sensory Impairments
- Physical Disabilities

‘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 embed an inclusive ethos within our school, this policy links closely with all other policies in supporting pupils, including those with additional needs who may also have Special Educational Needs. Eg. Gifted and Talented, English as an additional language.

Gifted and Talented

‘The term Gifted and Talented is used to describe these students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group inside their particular school. Gifted and Talented pupils may also present with a learning difficulty.’ (Guidelines for Teachers NCCA/CEA 2007)

Policy Aims

- To provide a broad, balanced, relevant and differentiated education for all.
- To identify children with special educational needs as early as possible through a variety of means and in consultation with appropriate personnel, encouraging parental and pupil involvement in this identification, assessment and support.
- To provide opportunities and experiences which will enable pupils to identify their strengths, accept their weaknesses and build a positive self-image.
- To provide opportunities for formal and informal liaison with class teachers and parents, and to encourage parental involvement and cooperation in the implementation of the SEN programme so that the needs of each child will be met.
- To offer experiences and opportunities which will enable pupils to develop knowledge, understanding and skills which facilitate progress, promote success and develop self-confidence.
- To monitor each child's progress in order to facilitate planning of activities to the needs of each individual.
- To promote the integration of all pupils with SEN as far as reasonably practical into the life and work of our school.
- To encourage the use of teaching strategies which are responsive to different learning styles and which promote effective learning.
- To promote collaboration amongst teaching and non-teaching staff in the implementation of whole school policies to take account of the individual needs of pupils.
- To create a caring and supportive environment in which pupils can develop positive attitudes to their learning.
- To develop and utilise all available resources in support of pupils with special needs.
- To work closely with NEELB Special Needs and Psychology Departments and other appropriate outside agencies in order to improve the quality of help available to each child.

Arrangements for Co-ordinating SEN Provision

Roles and Responsibilities

SEN provision will be the overall responsibility of the Board of Governors and the Principal. In order to facilitate the practical day to day running of the provision, the Board of Governors have delegated responsibility for pupils with special educational needs to Ms. Nicola Shaw. (SENCo).

Board of Governors

The Board of Governors should:

- Take account of the provisions in the DE Code of Practice on identifying and assessing Special Educational Needs.
- Use their best endeavours to provide with pupils identified with SEN and that parents are notified of their child's special educational 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.

Principal

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.
- Provide a secure facility for the storage of records relating to SEN.

SENCo

The SENCo should:

- Co-ordinate the day to day provision of the school's SEN policy.
- Liaise with and delegate responsibility to Mrs. Burke, Ms. Johnstone and Ms. Mulholland, teachers in charge of our Learning Support Centres where applicable.
- Liaise with and advise colleagues.
- Co-ordinate provision for children with Special Educational needs.
- Maintain the school's SEN register and oversee the records of all pupils with Special Educational needs.
- Organise necessary reviews and referrals
- Liaise with parents and external agencies.
- Contribute to the in-service training of staff.
- Involve classroom assistants as part of the learning team.

Learning Support Centre Teachers

The LSC teachers should:

- Be aware of current legislation.
- Be familiar with the administrative process within the school.
- Be involved in testing and recording data.
- 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 promotes progression.
- Contribute to, manage and review IEPs in consultation with the SENCo.
- Be involved in the Annual Review Process. Attend professional development training.

Class Teacher

The class teacher should:

- Be aware of current legislation.
- Keep up to date with information on the SEN register.
- Gather information through information 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 SENCo.
- Involve learning Support assistants as part of the learning team.

Learning Support Assistant

The Learning Support Assistant should:

- Work under the direction of the class teacher
- Be involved in planning look for positives by talking to the child about their strengths
- Provide practical support.
- Listen to the child/speak to staff on the child's behalf.
- Explain boundaries and operate these consistently and fairly
- Keep records and attend meetings.
- Share good practice.

Pupil

The pupil should:

‘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)

This includes:

- Contributing to the assessment of their needs.
- Contributing to education plans through setting learning targets.
- Working towards achieved targets.
- Contributing to the review of IEPs, 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)

It is therefore essential that parents inform the school of any specific identified needs as early as possible on entry to the school and to invite them to work in partnership with school and to play their part in creating a positive and supportive framework to meet their child’s needs. It is the school’s responsibility to inform parents when considering placing the child’s name on the SEN Register and invite them to:

- Meet with staff to discuss their child’s needs
- Attend Review meetings
- Inform staff of changes in circumstances
- Support targets on IEPs

Accessibility

- At present, pupils with SEN/Disabilities have equal access to all areas of the school building.

Annual Report

The Board of Governors will report each year on SEN provision in school.

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)

‘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)

In **St. Mary’s Primary School**, the following will be used to identify pupils’ needs:

- Parental information
- Information from Nursery School or other transferring school
- Formative assessment
- Key Stage assessments
- Teacher observations
- Professional Reports
- Statements of Special Educational Need
- Care Plans
- Personal Education Plans for Looked after Children
- IEP Reviews
- Annual Reviews

The Management of Special Educational Needs

In St. Mary’s 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 Special Educational Needs 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 specialists as required.

In most cases transition through the 5 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 further stage is necessary immediately.

Stage 1

- When an initial concern is expressed, following observation of classroom practice and on-going assessment.
- Class teacher informs SENCo and together they will decide if the pupil's name should be recorded on the SEN Register.
- Class teacher or SENCo invites parent and pupil where appropriate to a meeting.
- Class teacher provides the necessary information to write an effective Individual Education Plan which will be reviewed after a specified time.
- Class teacher organises groups/resources etc. in order to help the child achieve the targets set.
- Class teacher will monitor and review progress and report back to SENCo.
- SENCo will decide whether to remain at Stage 1/remove pupil's name from register/move to Stage 2.

Stage 2

Stage 2 begins with a decision either at the Stage 1 review to proceed with early and more extensive action.

- Class teacher discusses concerns with SENCo who registers pupil's needs and agrees that Stage 2 support is appropriate.
- SENCo and relevant staff work together using all available information to agree a way forward including drawing up an IEP and discussing targets with pupil and parent.
- IEP implemented and reviewed with pupil and parental involvement
- SENCo will decide whether to continue at Stage 2 or move to Stage 1 or 3.

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.

- SENCo reviews available information, consults Support Services and contacts Education Board.
- Stage 3 Referral form is completed following consultation with the parent, pupil and Educational Psychologist.
- Stage 3 assessment is carried out by the Educational Psychologist and recommendations are made. A report is forwarded to the school.
- IEP is drawn up, implemented and reviewed with all involved
- Issues are discussed with the principal
- Following review, the pupil will either remain at Stage 3, revert to Stage 2 or the Principal will request 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

Following an application to the ELB from the 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.

Following Statutory Assessment,

The Board 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 pupil's needs.
- The SENCo ensures that a Stage 5 Education Plan is drawn up and implemented, monitored and reviewed.
- The Annual Review and Transition process will take place.

At all stages of the Code of Practice the class teacher will employ the following teaching strategies:

- Create a caring and supportive environment.
- Consult the Good Practice Guidelines.
- Encourage inclusive activities to ensure integration of the pupil with SEN with others in their class.
- Provide differentiated teaching to best suit the needs of that child.
- Ensure that those children are given positive feedback and encouragement in line with the whole school marking policy.
- Consider the benefits of withdrawal for more intensive support.
- Foster individual pupil' self- esteem.
- Make use of SEN resources available within school: support programmes, ICT etc.
- Use where available, staff skills that support pupils with SENs.
- Implement any provision/strategies as a result of external advice, support and training.
- Take into account general advice and support requested from relevant ELB support.

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 assessment 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 and
- Consider the appropriateness of maintaining the Statement of SENs

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

The Review meeting will take place in school and will be chaired by the Principal who will complete the Annual Review (AR) form, the P.7 Transfer form and forward these to the EA following the meeting.

Recording Pupil Progress

- A Special Educational Needs Register will be kept and maintained by the SENCo. It will briefly state the nature of the child's difficulties and the action taken.
- The class teacher will keep samples of each child's work and stored in the class SEN file.
- Information on children with special educational needs will be passed to each new class teacher or to a new school when necessary.

Monitoring the Progress of Pupils with SENs

The school SENCo will ensure that the progress of pupils on the SEN register is monitored.

- Dissemination to all staff at the beginning of the school year regarding children in the school with SEN.
- Targets of IEPs monitored for quality, progression and appropriateness through meeting with teachers on a regular basis.
- Record that the pupil's class work and/or social skills are progressing and the targets being monitored by viewing evidence or class visits.

- Quality reviews of IEPs and other relevant and purposeful measures that focus on educational outcomes and inform future planning and inform movement either up or down through the Code of Practice stages.

Integration of Children from Learning Support Centres

Children attending the Learning Support Centres will be integrated with their peers, when appropriate, for activities such as Physical Education, Religion, Play Based Learning, Art, talks from visitors and trips. The Learning Support Centre teachers in consultation with the SENCo will decide the level of integration. Mainstream teachers will then be consulted to discuss integration. Children who are integrated in their P.1 year will, as far as possible, be integrated with the same group of children while they remain at St. Mary's. The level of need of the child will decide whether a Learning Support Assistant will accompany him/her to the mainstream class. Liaison between the LSC teacher and mainstream teachers will be ongoing to ensure the success of integration.

Professional Development

The Principal oversees the professional development of all staff in his/her school and 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 SEN field in order to provide for affected pupils.

Any staff INSET should disseminate the training with colleagues who did not attend courses.

Complaints

All complaints regarding SENs in our school will be dealt with in line with the school's normal complaint procedures.

In addition, further information regarding complaints may be obtained from the SEN Advice and Information Service. Details of this service can be found on the NEELB website.

www.neelb.org.uk

St. Mary's SEN policy will be reviewed annually in light of changes in legislation or practice following consultation with all staff members, parents and external agencies.

