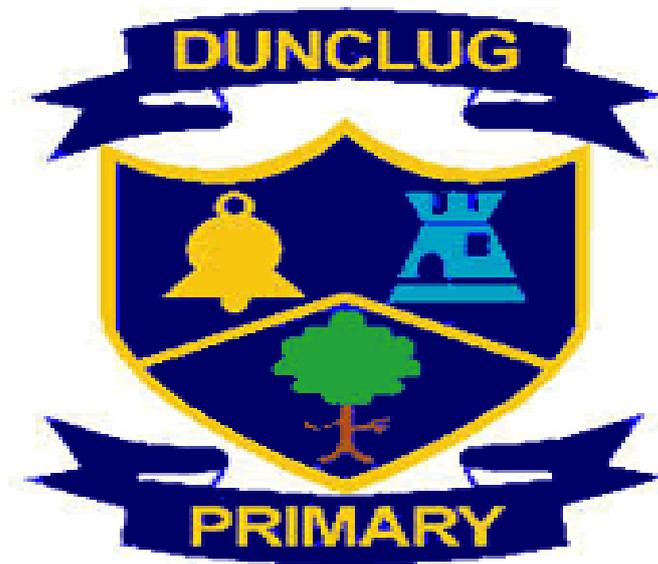


DUNCLUG PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS & INCLUSION POLICY



Reviewed and Updated June 2023

Learning Support Co-Ordinator

Mrs P Boyd

Board of Governor Rep

Mrs S Shaw

Principal: Mr A Beacom

Rationale

We, the governors and staff of Dunclug Primary School, seek to establish a caring community centred on Christ and Christian values. Central to the ethos of the school is the recognition of the worth and value of each person and the cultivation of self-respect for ourselves and others. We aim to create a caring community where teachers teach and children learn effectively. Each individual within the school community is encouraged to reach his/her full potential. We aim to establish a school environment, which actively promotes positive interpersonal relations between all members of the school community.

As a school we aim to ensure that all pupils have an equal access to the Northern Ireland Curriculum. We recognise that some pupils may have special educational needs and/or a disability. In the interest of these children their needs are identified and addressed as early as possible and we aim to ensure that they are given access to a broad and balanced educational experience based on the Northern Ireland Curriculum and make every reasonable arrangement to provide for their individual needs.

To help achieve this, a three staged approach involving identification, assessment and provision is adopted by the school.

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 Children and Young People 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 pre-emptive in areas such as ensuring that the school is prepared and an altered environment and differentiated

curriculum for all children who may wish to attend, including those with SEN/disabilities.

The Supplement to the Code of Practice 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 and Board of Governors, the Educational 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 short-term, schools have been advised that they must continue to abide by 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.

Definitions

For all involved in a child's education it is imperative 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:

“Learning difficulty’ means:

- (a) They have significantly greater difficulty in learning **than the majority** of children 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.
- (c) They have not attained the lower limit of compulsory school age and is or would be 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 generally made for children of their age in ordinary schools.

Disability:

‘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.’

(Disability Discrimination Act (1995) Paragraph 2.3)

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), “all pupils have a right to the same opportunities in the whole of their educational life.”

We endeavour to have an inclusive ethos and actively seek to promote the inclusion of all children in order to make sure that we meet our pupils’ needs and include them in all aspects of school life. We approach inclusion as a vital part of

all school policies including our SEN and Inclusion policy, school development plan, pastoral care, disability access plan, child protection, SBEW, health and safety and other policies relating to discipline, behaviour, anti-bullying and transitions.

SEN and Medical Categories

The following is on the list of the five overarching SEN categories and the sub-categories from: Department of Education Northern Ireland (2019) Recording SEN and Medical Categories – Guidance for Schools, Bangor:DENI. The SEN Register is the responsibility of Mrs Boyd (LSC).

Category 1 - Cognitive & Learning Difficulties – Language, Literacy, Mathematics, Numeracy:

We know that many children may experience learning difficulties for a variety of reasons i.e developmental, social and emotional experiences. In this school we try to provide support within the classroom, outside the classroom and often with support services provided by EA. However, for some children statutory assessment is necessary to ensure that their needs are met.

- 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)*

Category 2 - Social, Behavioural, Emotional and Well-Being – SBEW:

Children who exhibit behaviours which make it difficult for them to function effectively at school.

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

Category 3 - Speech language and Communication Needs (SLCN):

Children may feel it difficult to communicate, respond and interact with others.

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

Category 4 - Sensory Difficulties:

- a) *Severe/profound hearing impairment (SPHI)*
- b) *Mild/moderate hearing impairment (MMHI)*
- c) *Blind (BD)*
- d) *Partially sighted (PS)*
- e) *Multi-sensory impairment (MSI)*

Category 5 – Physical Need:

- *Physical (P)*

Children with a Medical Condition

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 Mrs Boyd (LSC).

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](#)).

Medical Conditions:

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

Attendance

A child who does not fall into any of the above categories but is significantly behind due to poor attendance.

School and Policy Aims

1. To provide a broad, balanced, relevant and differentiated education as a right for all and promote intellectual, emotional, social and physical progress in order that pupils can develop as treasured members of society both present and in the future.
2. To try to identify children with special educational needs or disability as early as possible through a variety of means and in consultation with appropriate personnel.
3. To ensure that all children with special needs feel valued and have a positive self-image.
4. To encourage parental involvement and co-operation in all aspects of SEN provision in school and between various professionals/agencies.
5. To encourage relevant staff, pupil and parent involvement in the monitoring, reviewing and implementing of a Personal Learning Plan (PLP) so it is suited to the child.
6. To consider the wishes and views of the child when planning and implementing SEN provision and take into account his/her age and powers of understanding.
7. To support children in participating in making decisions in all aspects of their learning.
8. To educate pupils with SEN, wherever possible, alongside their peers. To offer experiences and opportunities which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence.
9. To attempt for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach to meeting SEN.
10. To work closely with EA services and other outside agencies as appropriate to support each pupil with SEN.
11. To continue to develop a system for recording continued assessment so that each pupil's performance can be monitored and reviewed.

12. To encourage the use of teaching strategies which are responsive to different learning styles and which ensure effective learning and to try to accommodate different learning styles to help encourage and motivate pupils with SENs in their education.
13. To encourage collaboration amongst teachers in the implementation of the SEN policy.
14. To encourage and maintain the motivation and interest of pupils with SEN in their education.
15. To try to create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their learning needs.
16. To continue to develop and utilise all available resources in support of pupils with special needs.
17. To promote inclusion through training and funding and to have the school better equipped to meet the needs of children with SEN.

Identification and Assessment of 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.’

(Paragraph 5.12 – page 44 – Supplementary Guide of the Code of Practice)

Arrangements for Co-ordinating SEN Provision

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 SEN/Disability to Mrs P Boyd (Learning Support Co-Ordinator).

Roles and Responsibilities

This section highlights the vital roles and responsibilities of all those involved in SEN Provision.

Role of the Board of Governors:

The role of the Board of Governors of a mainstream school is to build upon its functions in relation to the school with a view to ensuring that provision is made for registered pupils with special educational needs. The school has appointed a SEN Governor, Mrs S Shaw, to help monitor the school's provision for children with SEN.

Chapter 12 of the document '*Every School a Good School*' (DENI, 2010) relates precisely to the role of the governors 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:

- Try to ensure that all pupils' educational needs are identified and addressed.
- Have regard for the Code of Practice on identifying and assessing SEN.
- Have regard for the school's SEN policy and ensure that teachers in the school know the importance of identifying those registered pupils with SEN/Disability and provide appropriate teaching.
- Ensure the SEN policy is kept under review.
- Attempt to use their best efforts to provide for pupils identified with SEN and that parents are informed of situation.
- Allocate funding for SEN and disability and prepare and take forward a written accessibility plan.
- Ensure a PLP is prepared for all pupils with identified SEN.
- Designate a teacher as having responsibility for co-ordinating SEN provision.
- To tell the EA about changes of circumstances affecting a child getting EA support.
- Inform parents and pupils over compulsory school age of the arrangements relating to disagreements between them and the B.O.G.

- To ensure teachers take ‘all reasonable steps.’
- To ensure those concerned with pupil’s education all know about their SEN and recognise the need for privacy.
- Prepare and keep under review a programme of special educational provision in respect of each registered pupil at the school who has special educational needs.
- Replace the Individual Education Plan to a Personal Learning Plan.
- Ensure that the Learning Support Co-Ordinator receives the necessary training to conduct her role effectively with sufficient time to conduct this.

Role of the Principal

According to the Code of Practice (1998),

The Principal will:

- Keep the Board of Governors informed about SEN issues.
- Work in close partnership with the Learning Support Co-Ordinator.
- Where necessary liaise with parents and external agencies.
- Delegate and monitor the SEN budget.
- Try to ensure that the Senior Leadership Team (SLT) are actively involved in the management of SEN within the school and strive consistently to practice and contribute to the realisation of the School Development Plan.
- Continue to provide a secure facility for the storage of records in relation to SEN.
- Ensure that the Learning Support Co-Ordinator receives the necessary training to conduct her role effectively with sufficient time to conduct this.

Role of the Learning Support Co-Ordinator

The LS Co-Ordinator will:

- Attempt to co-ordinate the day to day provision and operation of the school’s SEN policy.
- Co-ordinate provision for children with SEN.

- Maintain the school's SEN register and oversee the records for all pupils with special educational needs.
- Liaise and work in partnership with parents of children with SEN.
- Contribute to the in-service training of staff.
- Liaise with and advise colleagues. Respond to requests for advice from other teachers.
- Attend professional and development training.
- Liaise with external agencies.

Role of Class Teacher

The class teacher will:

- Be aware of the current legislation and the new three staged approach to special needs as outlined in the new Code of Practice.
- Keep up to date with information in the SEN Register.
- Gather information through formal and informal assessment/observation.
- Develop an inclusive classroom.
- Ensure to differentiate classroom teaching.
- Contribute to write, manage and review individual education plans in consultation with the LS Co-Ordinator.
- Liaise with the LSAs and LSC to plan learning and teaching.
- Include the classroom assistants as part of the learning team.
- Share good practice.

SEN Support Staff/Additional Adult Assistants

Reference is made to the EA Website. 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.
- Share good practice.
- Provide practical support.
- Keep records and attend appropriate meetings.

- Provide practical support to the child with SEN/Disability.
- Listen to the child and speak to staff on the child's behalf.
- Explain boundaries and operate these consistently and fairly.

Role of the Pupil and Pupil Views

In Dunclug Primary School we seek and have regard to the child's views about their strengths, learning difficulties and education, taking into account their age and maturity. When the targets are being reviewed for PLPS, Annual Reviews or the Transition Process the children will be involved. We seek and listen to their views about how they learn effectively and then focus on the strategies that work for them. We believe that 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, an in account is taken of their wishes, feelings and viewpoints.

'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 1.19)

Key decisions for a particular pupil might include:

- Contributing to their own assessment, provision, and progress.
- Contributing to the review of PLPs, Annual Reviews, and the Transition process.
- Involving and supporting the pupils to participate in making decisions about matters affecting them.

Parent/Person with Parental Responsibility

Dunclug Primary will will endeavour to form a close working and supporting partnership between parents, pupils and the school. This will promote a culture of openness, compassion, communication, transparency and co-operation therefore will have an essential 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, LSC, and other school staff all have a significant role in developing positive and productive relationships with parents and pupils. We encourage this participation and value its contribution.

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 PLPs.

“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.”

(Code of Practice 2.21)

Please note 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 vital 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, vital information may need to be made available by a parent upon a child's entry to the school.

Identification and Assessment of Special Educational Needs

The role of the class teacher and LSC is crucial to the early identification of children with SEN. The class teacher will use the following to help identify a child with SEN:

- Teacher observation of the child working in the class situation.
- Assessment:

Dyslexia screening (computer based), CAT4, GL Online Assessments, CCEA Tasks, achievement of curriculum levels, PASS Salford Sentence Reading, PTE, PTM, SWST tests etc. Our Assessment Manager is also our Learning Support Coordinator, Mrs Boyd, who oversees, monitor, track and evaluate the

assessment of all pupils from P1-7. Diagnostic testing includes Neale analysis, running records, WRAPs, Boxall Profile etc – Mrs Boyd LSC.

Class records including samples of work.

- Communication with parents – both formal and informal.
- Lack of progress – the child is unable to perform certain tasks set by the teacher as adequately as others in the class.
- Information provided by outside agencies e.g. social workers, health visitors, doctors and therapists.
- Information from other schools.
- PLPs, Reviews and Statements.
- Other professional Reports.

Once a child has been identified as having a special educational need (as previously defined), the LS Co-Ordinator will be informed and the child's name will be placed on the SEN register in agreement with child's parents/guardians.

Admissions

Children with statements of SEN are placed in schools at the request of the EA. When seeking to place a pupil with a Statement, the EA will consider the wishes of the child's parents and the provision of efficient education for other children in the class or school and the well-organised and efficient use of resources to determine the suitability of the placement. This arrangement is in line with SENDO legislation.

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).

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.

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.

Under Article 18 of SENDO, the aim of the accessibility plan for Dunclug Primary School is to outline in writing how we will assign adequate resources to, implement, review and revise the plan over a period of three years in order to:

- Increase the extent to which disabled pupils can participate in the school's curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and associated services provided or offered by the school.
- Improve the delivery to disabled pupils within a reasonable timeframe, and in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is usually provided in writing for pupils who are not disabled.

Efforts to improve accessibility to all aspects of the curriculum will include:

- High-quality teaching strategies as the starting point to meet the needs of pupils with a disability.
- Identification of adjustments, resources and provisions that are available for pupils with a disability at whole school level.
- Effective deployment of additional adult assistance.
- Training for all staff.
- A review of all school policies and procedures.
- Promotion of the presence of disability e.g., through displays, information on notice boards and hosting events throughout the school to celebrate World Down Syndrome Day.

The following areas for improvement have been identified to enhance the accessibility of the physical environment:

- Continue to reduce clutter in classrooms and external areas.

- The selection of appropriate furniture and equipment. This includes specialist ICT equipment, changing facilities, easels etc
- A review of the use of indoor/outdoor space in consideration of pupils who are visually and/or hearing impaired. This includes ICT software, Baha training and larger signage around the school.
- Independence of access to rooms downstairs.
- Creation of a sensory garden and outdoor classroom with mud kitchen.
- Development of an emergency alarm system to cater for those with a hearing impairment.

Special Facilities, Resources and Accommodation

Special Facilities:

Learning Support Centre (P1-2)

The Learning Support Class provides a Curriculum that is tailored to meet the specific needs of each pupil. It offers a holistic approach to the development of each pupil. To develop learning, social and behaviour competencies in children with learning difficulties in the context of a supportive class and school environment.

Objectives of the Learning Support Centre:

- To develop an individual programme based on the Northern Ireland Revised Curriculum.
- To develop each pupil's functional skills within the Revised Curriculum.
- To develop an appropriate physical environment to increase predictability and independence.
- To develop each pupil's ability to integrate meaningfully with others at social and functional levels.
- To provide opportunities for parents to work closely with the school on agreed targets.
- To adapt the classroom environment to meet individual needs of pupils, which is constantly monitored and reviewed regularly.

Please see The Learning Support Centre Policy for more information.

Resources Include:

- New touch Screen Interactive Whiteboards throughout the school.
- Nurture nooks in every classroom.
- Two designated 'Calm and Cosy' areas.
- Specialised ICT equipment including colour coded and enlarged keyboards.
- A range of ipads, tablets and laptops to promote interactive learning.
- C2K Softwares including Narrator, Tizzy's Toybox, Clicker and Windows Speech Recognition.
- Social stories, boards games, sensory toys, tents, tepees, clam toys, fidget toys etc
- Reading Schemes including Harberton, Wellington Square, PM, Wolf Hill and Cougar.

The EA allocates additional money to the school to help meet the additional needs of some pupils. This money is based on the application of the Board's formula. When resources permit, the Principal would also seek to allocate additional funds to this area.

The Autism Specific Classes

The statutory responsibility for securing provision for children with special educational needs (SEN) rests with both schools and the Education Authority (EA). The EA is responsible under special education legislation (The Education (NI) Order 1996 and The Special Educational Needs and Disability (SEND) Act, 2016) for ensuring that provision for children with SEN, including children with autism, is appropriate to their age, aptitude and ability. In making special educational provision for a child, the EA has regard to professional advice and the views of parents.

The revised SEN framework will build upon principles of inclusion and a continuum of need. This will complement the continuum of provision required for the spectrum of needs which can present in children with autism.

In Dunclug we recognise Autism Specific Class (ASC) provision to be a thorough educational approach to supporting the distinct teaching and learning needs of the children and young people with autism who are placed in the class. The class is designed to provide positive experiences for the children and young people, to help them learn and enjoy learning, and ensure the best possible outcomes for them. This achieved through knowledge and understanding of:

- a) the child
- b) autism
- c) the complex interaction of factors that influence learning and behaviour.

An ASC is a highly structured setting that builds upon the visual strengths of children with autism, together with their preference for routine and consistency. It also encapsulates the core values of an individualised approach. The very high level of structure, visual clarity and routine makes an ASC provision qualitatively different to other educational settings.

The potential benefits of well-planned and managed inclusion for children and young people with autism are immense and may include the following:

- Access to a broader curriculum
- Improved academic achievement
- Greater opportunities for the development of relationships and friendships
- Opportunities to generalise communication and other social skills
- Better awareness of autism amongst mainstream staff and pupils
- A greater respect for and appreciation of diversity within the whole school.

An Autism Specific Class (ASC) provides accessibility, a safe learning and social base, but also a platform from which young people can extend their experiences, with measured challenges being integral to this. The ASCs are able to offer a modified curriculum that provides greater opportunity to balance academic learning with that of developing important social and life skills. The provision will first increase a child's participation in a small group setting while preparing for wider participation in the school. There is a fundamental flexibility with this model of provision that allows staff to utilise various learning environments within the school to achieve good outcomes for the children and young people.

Accommodation

In Dunclug Primary we try to accommodate SEN by arranging space for privacy and intense learning. We have three specialist classrooms. We also have two gender neutral disabled toilets with changing facilities, wheelchair friendly access to the school building, equipment to support the use of Bahas, an outdoor classroom with mud kitchen, Music Hub and large sensory garden. We also take advantage of our large campus area.

Please see our Disability Access Policy for more information.

Annual Report

The Board of Governors will report each year on all aspects of SEN provision within the school. The information will be collected by the LSC and Principal. The SEN Section in the Annual Report contains information around the provision within Dunclug Primary. This report is available on the school's website.

Record Keeping and Reviewing

The Learning Support Coordinator manages the following:

- All appropriate staff will keep a register of SEN pupils within the school.
- The Class Teacher will keep an Assessment File containing selected pieces of work clearly showing the level at which the child is working and copies of school reports.
- The LSC will keep a file for each child requiring special help containing PLPs, reviews reports, referral forms and communications with outside agencies.
- Pupils' progress will be reviewed in October and February/March and June to evaluate the effectiveness of the P.L.P and subsequent learning. Parents will be informed of progress made. The teachers will also review PLP with 'working notes' in June in preparation for September.
- Statemented children will be reviewed annually and a new statement will be devised if the statement is in agreement to continue.
- The LSC records minutes of any meetings or phone calls with parents, staff, EA or any other agencies.

- Support Staff record any appropriate information or observations and reports back to class teacher and LSC.
- The use of a Home Link Book between school and home to promote effective and positive communication.
- Assessment file showing assessment results and data.
- Any transition plans or care plans in place.

Monitoring the Progress of Pupils with SENs

It is the responsibility of the LSC to ensure that the progress of pupils on the SEN register is monitored by:

- Ensuring targets of PLPs will be monitored for quality, progression and appropriateness through meeting with teachers on a regular basis. The PLPs in Dunclug Primary are considered as a 'live' document.
- Recording the pupil's class work and/or social skills are progressing, and targets being monitored by viewing evidence.
- Reviewing PLPs 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.
- Having monthly/weekly SEN staff meetings to discuss any queries, issues, questions etc.

New Duties of the SEND Act, Education Authority:

- EA shall request help from the Health Trusts when needed.
- Make dispute and mediation arrangements – independent of the EA.
- Participate in mediation with external bodies.
- Determine the capacity of a child over compulsory school age to make decisions in relation to their SEN if a question of capacity is raised.

New Duties of SEND Act, EA and Health Trusts (linked to Children's Services Co-operation Act 2015):

The EA and Health Trust will co-operate with one another with regard to children with SEN to:

- Identify and assess.
- Provide services.
- Prepare a transition plan.
- Share information (with consent).
- Follow General Data Protection Regulations.

Liaison with External Agencies

When a child is in need of help from external support agencies, the LSC will initiate, develop and maintain contact with external agencies. Our school, where appropriate, contacts special schools or support agencies for advice and teaching strategies to develop knowledge and teaching of SEN.

Policy Review

The school's SEN policy will evolve with the school. To ensure its continued relevance it will be reviewed annually and updated as necessary.

The Management of Special Educational Needs

In Dunclug Primary School we follow 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 appropriate 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.
- The majority of special educational needs will be met at this stage.

- The responsibility lies with the school.
- Operates in mainstream schools and classes.
- Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN.

In light of this formative assessment where the class teacher and relevant staff have used different strategies and are still concerned about lack of progress the final step in the assessment of the child's special educational needs will be taken. This will involve a referral to the EA's Educational Psychology service with a view to assessing the suitability of main-stream provision and the adequacy of main-stream resources for the child. This will take place after the matter has been discussed by the Principal, class teacher, parent/guardian and LS co-ordinator. The LSC will make the referral to the Board. The PLP 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.

An assessment will be undertaken only if the EA believes that it needs to determine the child's provision by making a statement. **A Statutory Assessment will not always lead to a statement.**

When making a referral the school will state the reasons for the referral and submit some or the following:

- Parental views.
- Evidence of any action and support from peripatetic teachers.
- Psychology service.
- Medical advice.
- Social Services advice.
- Current PLP

The LSC takes lead responsibility and working with the class teacher and will:

- Assess the child's learning difficulty. This will include planning, monitoring and reviewing the SEN provision.

- Collect all available information
- Ensure targets are set together with a date for review of progress.
- Make sure parents are informed and advised how best to help their child at home.
- Ensure, where appropriate, the child's own views are taken into account.

Stage 2 includes:

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust.
- A PLP is required. 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.
- 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 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.

The Learning Support Co-Ordinator continues to take a leading role and will:

- Work closely with the child's teacher.
- Share responsibility for the child's special educational need with external specialist services.
- Draw up, with the help of an outside specialist an PLP.

- Ensure the PLP is implemented and consider a range of teaching approaches and appropriate support tools including ICT.
- Take responsibility for the information required from the school.

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.
- 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 should be revised, to reflect the content of the statement (as it relates to the PLP 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 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. The LSC ensures that a Stage 3 Learning Plan is drawn up and implemented, monitored and reviewed and the Annual Review and Transition process will take place.

The Annual Review

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a statement of special educational needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual Reviews should be seen as part of the process of continuous monitoring of the child's progress.

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](#).

The Annual Review will:

- Monitor the child's progress towards meeting the objectives specified in the statement.
- Review the special provision made for the child, including placement.
- Consider the appropriateness of maintaining the Statement of SENs.

The relevant school staff will undertake the Review on behalf of the Board. The review meeting takes place in school and is chaired by principal or other person as delegated (LSC). Special Education Sections provide relevant forms for this process.

Absence of Pupil with Statement:

The Board of Governors shall make arrangements to notify the Authority, as soon as reasonably practicable, after the school becomes aware of any immediate or planned changes involving a child and where a child is, or is likely to be, absent from school for more than 4 weeks. The Board of Governors will notify the Authority of this fact and of:

- The duration of the absence where this is known.
- The reason of the absence where this is known.
- The date when the child returns to school.

P7 Transitions

When a P7 pupil with a statement is moving to further education a review is carried out by the educational psychologist to assess if the statement should continue. A meeting is then held to discuss movement with the EA and parents/guardians.

Exceptional Cases

In most cases transitions through the three staged assessment process occurs in sequence. However, in exceptional circumstances, pupils may show such significant difficulties that with multi-professional and parental agreement a move to a higher stage of need is necessary immediately.

Professional Development

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

Aims:

- The school will endeavour to take part in any I.N.S.E.T training and cluster meetings to share expertise and discuss SEN. Information obtained at courses attended will be used to aid in service training of teaching and non-teaching staff.
- All staff to be kept up to date with legislation and current thinking on supporting and learning of pupils with SEN.

This will involve teachers being made aware of resources and teaching strategies for children with SEN. The LSC will disseminate the information.

The LSC is also currently training in the new revised framework for SEN.

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. Examples of EA [Pupil Support Services](#) may include:

- Autism Advisory and Intervention Service (AAIS)
- Sensory Service
- Special Educational Needs Inclusion Service (SENIS)
- Literacy Service
- SEN Early Years Inclusion Service (SENEYIS)
- Language and Communication Service

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)
- Other (please specify)

Areas for improvement identified through self-evaluation:

- Area 1: To continue to develop our Autism Specific Classes and Learning Support Class provision and introduce new staff and families to our school community
- Area 2: To continue to implement the changes SEND ACT NI 2016

SEN advice and Information Service

The EA have set up an SEN advice and Information Service to support parents of children with Special Educational Needs. This can be accessed by contacting:

Headquarters, County Hall: **028 2565 3333**

County Hall

182 Galgorm Road

Ballymena

BT42 1HN

Details of this service can be found on the EA website <http://www.ea.org.uk>.

Complaints Procedure

The school operates an informal complaints procedure whereby parents are advised to discuss concerns with the class teacher and/or LSC at the earliest possible opportunity. In the unlikely event that the matter is unresolved, the parents are advised to take their concerns to the Principal and/or the Board of Governors.

Dispute Avoidance and Resolution Service (DARS)

DARS was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or ELBs for pupils who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS.

Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from Special Education Section. Parents can contact the service which is provided by Global Mediation.

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 or SENDIST. This body considers parents' appeals against decisions of ELBs 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: __/__/----

Dunclug Primary School took into account of the following documentation:

Code of Practice 1998 (DENI)

[HTTP://www.deni.gov.uk/the_code_of_practice.pdf](http://www.deni.gov.uk/the_code_of_practice.pdf)

Supplement to the Code of Practice 2005 (DENI)

<http://www.deni.gov.uk/supplement.pdf>

Disability Discrimination Code of Practice 2005

http://www.deni.gov.uk/disability_discrimination.PDF

Every School A Good School Guidelines 2009 (DENI)

http://www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/03-every-school-a-good-school-a-policy-for-school-improvement.htm

Good Practice Guidelines 2009 (Inter-Board)

<http://www.neelb.org.uk/parents/special-education/publications/>

Updated information from SEN Training from EA in February 2022.

