



Ballycraigy Primary School

Special Educational Needs and Inclusion Policy

Date reviewed	March 2018
Date ratified by governors	19 March 2018
Next review due	March 2020

Rationale for SEN/Inclusion Policy

The staff of Ballycraigy Primary School are committed to providing a broad and balanced curriculum which offers equal access for all children from Primary One to Primary Seven and in our Nurture unit. We value the individuality of each child and have high expectations for all children. We aim to provide high quality teaching and learning experiences to enable all pupils to reach their maximum potential.

We recognise that some pupils may have special educational needs and/or a disability which could be a barrier to their learning and we will make every possible arrangement to provide for their individual needs in an inclusive manner, alongside their peers. It is our intention to address the needs of the whole child, rather than focusing only on measurable outcomes.

One of the principals of good practice in special educational needs is that children should have their needs identified early. We greatly value the contribution of parents in children's learning and recognise the importance of developing positive relationships. Parents are encouraged to contact the school to discuss any aspect of their child's progress.

This policy describes in detail, the procedures and systems for the early identification of children with special educational needs and/or disability and the arrangements that are made to provide the entitlement of access to a full and balanced curriculum as outlined in the revised Northern Ireland Curriculum. It has been developed within the context of current legislation, policy and guidelines:

The Education Order 1996

The Code of Practice 1998

Special Educational Needs and Disability Order 2005

The supplement to the Code of Practice 2005

Good Practice Guidelines 2009

The SEN Resource File

Extended Early Years SEN Supplement

Definitions.

Definition of Special Educational Needs

“... a learning difficulty which calls for special educational provision to be made.”

Code of Practice 1998

Definition of Learning Disability

“... the child has significantly greater difficulty in learning than the majority of children of his or her age, and/or has a disability which hinders his or her use of everyday educational facilities...”

Code of Practice 1998 paragraph 1.4

Definition of Special Educational Provision

“...educational provision which is different from, or additional to the provision made generally for children of comparable age.”

Code of Practice 1998 paragraph 1.4

Definition of Disability

“a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities.”

Disability Discrimination Act 1995

SEN Provisions of SENDO

“The new law will strengthen the right of an ordinary school place for children with a Statement, unless it is against the wishes of parents or it is incompatible with the efficient education of others.”

“Children who have Special Educational needs but do not have a statement, must, except in specific circumstances, be educated in an ordinary school.”

SENDO 2005 article 3(1)

Definition /Key Principals of Inclusion

Inclusion is providing access to appropriate education for all pupils regardless of SEN or disability.

“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

Aims for Special Educational Needs Provision

- 1 To provide a broad, balanced, relevant and differentiated curriculum for all.
- 2 To identify children with special educational needs and/or disability as early as possible through a variety of means and in consultation with parents and other relevant personnel.
- 3 To ensure that all children with special educational needs and/or disability feel valued and have a positive self-image.
- 4 To encourage parental involvement at all stages.
- 5 To co-operate with various external agencies/professionals in meeting the needs of pupils with special educational needs and/or disability as appropriate.
- 6 To maintain a system for recording assessment so that each child's performance can be monitored and reviewed.
- 7 To promote the inclusion of all pupils with special educational needs and/or disability into the life and work of the school, making anticipatory and reactive reasonable adjustments when necessary.
- 8 To develop and utilise all available resources in support of pupils with special needs and/or disability.
- 9 To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning for all.
- 10 To create a caring and supportive environment in which pupils can take ownership of their learning.
- 11 To develop each child's knowledge, skills and understanding which ensure progress and develop self-confidence.
- 12 To take reasonable steps to ensure that a child's inclusion is compatible with the efficient education of other children.

Identification and Assessment of Special Educational Needs

“It is vitally important that children with special educational needs 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

Strategies to Identify Special Educational Needs and/or Disability

- Observation by class teacher of the pupil’s academic, social and personal development
- Assessment (screening and diagnostic)
- Communication with parents

On some occasions it may be appropriate to include information from social workers, health visitors, doctors and/or other professional agencies.

In light of the Freedom of Information Act parents can have copies of all information on request, therefore we will safeguard the confidentiality of other children.

At some time in their school career a child may have special educational needs brought on by circumstances such as social and domestic problems, medical problems or some other undue pressure from home or school. This may be a temporary need but it should still be identified and provision made at an early stage.

Arrangements for Co-ordinating SEN Provision

The Board of Governors at Ballycraigy have delegated responsibility via the principal for pupils with special educational needs to Miss L Moore as SENCO.

Roles and Responsibilities

Board of Governors

The Board of Governors has a statutory duty to:

- Take account of the provisions in the Code of Practice on identifying and assessing special educational needs.
- Use their best endeavours to provide for pupils identified with special educational needs/disabilities.
- Decide the school’s policy in relation to special educational needs and ensure that a policy is prepared, kept under review and implemented.
- Ensure that parents are notified of their child’s special needs.

- Ensure that where a registered pupil has special educational needs/disability, those needs are made known to all who are likely to teach the child.
- Ensure that the teachers in the school know the importance of promptly identifying those pupils with special educational needs and disability.
- Allocate funding for special educational needs and disability.
- Prepare and take forward a written accessibility plan.

The Principal

The principal should:

- Determine the school's special educational needs policy with the Board of Governors.
- Keep the Board of Governors informed about SEN issues.
- Work in close partnership with the SENCO.
- Liaise with parents, the Board and external agencies where necessary.
- Delegate and monitor the SEN budget with the full agreement of the Board of Governors.
- Ensure that the SENCO is provided with adequate time, outside of normal classroom duties where possible, to fulfil the SENCO role.
- Ensure the SMT are actively involved in the management of SEN within the school. SMT members should ensure consistency of practice and contribute to the realisation of the School Development Plan.
- Provide a secure facility for the storage of records relating to Special Educational Needs.

The SENCO

The SENCO should:

- Co-ordinate the day to day operation of the school's Special Educational Needs and Disability policy and the provision for children with special educational needs.
- Determine, in consultation with class teachers and the learning support assistant, children who will receive additional withdrawal support.
- Liaise with and advise colleagues i.e. ensure that all teaching staff in Foundation Stage and in Key Stages One and Two are confident in identifying children who may have a special educational need or barrier to learning and providing targeted support for these children.
- Maintain the Special Needs Register
- Oversee all the records on pupils with special educational needs – Action Plans, Individual Education Plans, letters, reports, assessments or any other relevant correspondence.
- Carry out any additional assessments as are deemed necessary for the identification of need and/or to inform planning for children.
- Monitor and review the provision through meetings with the class teachers and the learning support assistants.
- Organise and co-ordinate annual reviews for Stage 5 children.
- Liaise with parents of children with special educational needs.

- Contribute to staff development by establishing the SEN in-service training requirements of the class teachers and providing advice/ INSET training whenever possible or pointing staff towards training/sources of information.
- Liaise with external agencies.

The Class Teacher

The class teacher should:

- Take account of individual children's strengths and areas for development when planning.
- Differentiate teaching and learning to ensure that the curriculum is appropriate for individual pupil needs, making any necessary adaptations to teaching and learning materials.
- Be aware of the staged approach to special needs as outlined in the Code of Practice; bearing in mind the importance of early diagnosis.
- Gather information through formal and informal assessment/observation in order to identify barriers to learning.
- Collaborate with the SENCO, learning support assistant and/or classroom assistant to write, monitor and review Education Plans. Maintain a class file of education plans to be passed on to the next class teacher.
- Accept responsibility for their on-going professional development (GTCNI, Teaching- The Reflective Profession), seeking advice from the SENCO, making use of The SEN Resource File or accessing other training if available.

The Learning Support Assistant

The Learning Support assistant should:

- Provide individual/small group literacy or numeracy support programmes for all identified children which promote progression within an inclusive setting.
- Liaise with the class teacher/SENCO in order to set appropriate targets for the children on Individual Education Plans.
- Assess the children's progress prior to each review and communicate this to class teacher/SENCO.
- Evaluate the provision regularly to ensure maximum benefit for children.

The Classroom Assistant

There are two types of classroom assistant employed in our school:

- Special Needs assistants who are funded by the EA and whose main role is to support the needs of children with a Statement of Special Educational Need.
- General classroom assistants who work within a particular class.

The classroom assistant should:

- Assist the teacher in the efficient running of the class
- Support the child/children in all areas of the curriculum, as directed by the class teacher.
- Contribute, in partnership with school staff, to the planning, preparation and delivery of learning.
- Contribute, in partnership with school staff, to the on-going review of the child/children's progress.
- Work alongside other professionals or outside agencies, as required, to support the child/children's learning.
- Assist the teacher to develop the independence of the child/children.
- Understand the significance of their role in contributing to the overall social, emotional, learning and pastoral development of the children within the school.
- Contribute to the inclusive ethos of the school.

The Pupil

The pupil should:

- Depending on their age and functioning level, be aware of their targets and may be involved in setting some targets.
- Be aware of the success criteria and be involved in the review process.

The Parent

The parent should:

- Inform school staff of any significant needs their child may possess.
- Be aware of the targets set for their child and may, if appropriate, be involved in setting targets to be worked on at home.
- Contribute to their child's progress by helping their child with homework or additional activities discussed with the class teacher.
- Attend review meetings with their child to discuss progress.
- Encourage their child by promoting a positive attitude towards learning.

The Structure of SEN in Ballycraigy Primary School and Nurture Unit

A clear and defined system for identifying and acting upon SEN is set out in the Code of Practice on the Identification and Assessment of Special Educational Needs; this establishes a five stage approach. We have adopted the approach set out in the code.

Indicators for the identification of Special Educational Needs

In Foundation stage these may include:

- Inability or reluctance to communicate with others.
- Attention and listening difficulties.
- Inability to follow instructions.
- Lack of awareness of what is going on around them.
- Very withdrawn or very active.
- Delayed language development.
- Articulation difficulties.
- Behaviour problems – ignoring instructions, defiance, aggression.
- Physical difficulties – lack of co-ordination and balance, hearing or sight poor hand/eye co-ordination.

The above indicators would also apply for children in Key Stage One and Key Stage Two but are developed further to include:

- Difficulties with reading and/or writing – weak phonic ability, word recall, spelling.
- Difficulties with numeracy – computation, application of skills, problem-solving.
- Progress measured against performance indicators.
- Analysis of data acquired through formal literacy, numeracy and cognitive ability assessments.
- Observations of physical, behavioural, emotional and social development.

All teachers are responsible for the early identification of children with special needs - at whatever age they become apparent - and should discuss their concerns with the SENCO/Principal promptly.

Stages of The Code of Practice

Stage One

- The class teacher identifies areas of concern through analysis of formal/informal assessment/observations and consults the SENCO.
- Parents are informed and encouraged to be fully involved in supporting their child's learning, working in partnership with the school.
- The class teacher maintains day to day responsibility for meeting the pupil's special educational needs. An **action plan** is drawn up by the teacher, in consultation with the SENCO, outlining increased differentiation and any special arrangements/activities/strategies which will be put in place that might better meet the child's needs within the normal curriculum framework.
- The child's name is added to the **Special Educational Needs register** - with parental permission.
- A review date will be decided and included on the action plan. Parents will be informed of the outcome of the review.

Review

The outcome of the review may be that:

The child has made good progress, is able to learn without needing special support and can therefore come off the register.

In most cases a second action plan will be written and reviewed after an agreed period of time.

If, following this second review period at Stage 1, progress has not been satisfactory, the class teacher and the SENCO may decide that:

The child moves to Stage 2

Stage Two

- Stage 2 begins **either** following a stage 1 review, or following the initial concerns expressed by the class teacher and discussion with parents if it is felt that more intensive action is required.
- The class teacher liaises with the SENCO when assessing the child's learning difficulty and the appropriate special educational provision.
- Early intervention for children experiencing social, emotional and behavioural difficulties may be available in the Nurture Unit.
- Additional small group literacy/numeracy may be available.

- If the Learning Support Assistant is involved she will liaise with the class teacher regarding targets.
- The class teacher draws up a Stage 2 education plan with advice from the SENCO when necessary. This plan will include the child's own views and the parents' views.
- Parents continue to be informed of concerns and targets set.
- A review date will be decided and included on the Stage 2 plan. Parents will be informed of the outcome of the review.

Review

The outcome of the review may be that:

The child continues at Stage 2 – if progress has been satisfactory the teacher will set new targets to be achieved by the next review. Most children would complete at least two IEP cycles at Stage 2.

The child reverts to Stage 1 or no longer needs special help – If the child makes such progress that he/she is working to the best of their ability and no longer needs the special provision under Stage 2 then Stage 1 arrangements may be put in place or the child may be removed from the SEN register. It would be important that any child who is removed from the register would be able to work as part of a group with some independence.

The child moves to Stage 3 – for some children progress may not be satisfactory and additional professional expertise will be sought.

Parents will be informed and consulted at every stage.

Stage Three

Provision at this level always includes the involvement of specialists from outside the school e.g. speech and language therapy/specialist teacher, autism support, occupational therapy, Literacy Teaching Support Service.

- A Stage 3 referral form to the **Educational Psychology Service** may be completed – with parental consent – for further assistance in addressing the child's SEN. The **EPS** will give recommendations to the school and may refer to another external support service if appropriate.

- The SEN co-ordinator works closely with the class teacher, the parents and the appropriate external specialist.
- A Stage 3 Education plan will be written with targets reflecting the advice of the external support agency.
- A review date will be decided and included on the Stage 3 plan. Parents will be informed of the outcome of the review.
- The special education department of the Education Authority may be informed when a child moves to Stage 3.

Review

The outcome of the review may be that:

The child continues at Stage 3 – if progress has been satisfactory the teacher will set new targets to be achieved by the next review.

The child reverts to Stage 1 or 2– If the child makes such progress that it is felt he/she no longer needs external specialist intervention and special educational provision at Stage 3 then Stage 1 or 2 arrangements may be put in place.

The principal considers referring the child to the Board for statutory assessment – Stage 4 referral form may be completed by the SEN co-ordinator in consultation with the class teacher.

Parents will be informed and consulted at every stage.

Stage Four

- The Board will consider whether to issue a notice to the parents of its intention to make an assessment.
- The class teacher, in consultation with the SENCO, will follow the normal practice of drawing up an IEP while waiting for the outcome of the SAR 1 application.
- Should this assessment be deemed necessary the Board will seek parental, educational, psychological and any other advice it considers appropriate.

- Should the Board decide not to assess the educational needs of the child, the parents and the school principal will be informed in writing. Parents have the right to appeal this decision.

Possible outcomes of a statutory assessment

- The Board concludes that a statement is necessary, drafts a proposed statement and sends it to the parents.
- The Board concludes that the child's special educational needs can be met from within the school's own resources, with or without the additional advice or support of an external professional agency and the child remains at Stage 3 or reverts to Stage 2.

Stage Five

A statement of special educational need is issued containing:

- Details of the child's special educational needs.
- Special educational provision including objectives and arrangements for monitoring progress.
- Special educational provision – placement.
- Non – educational needs.
- Non – educational provision.

Once a statement is issued the class teacher in consultation with the SENCO and any external agencies involved will write targets based on the objectives of the statement. The statement will be reviewed annually.

Annual Reviews

Any child with a statement of special educational need must have an annual review so that the yearly targets can be reviewed and the continued suitability of the statement determined.

At the beginning of the school year Special Education provides a list of the annual reviews and deadlines for the completion of these.

The SENCO/Principal will arrange dates and invite parents and any other professionals involved. The class teacher will review the previous year's targets and set new ones. These will be discussed at the review along with any additional contributions. The appropriate paperwork will be completed and sent to Special Education.

Further details regarding annual reviews can be found on the Board's website.

Education Plans

Education plans are written at the start of each new term in the school year and discussed with parents at an IEP parent/teacher interview; however, should a need be identified at another time in the school year, appropriate action will be taken at that time.

These plans will be monitored by the teacher periodically throughout the term to gauge the suitability of the targets and measure progress being made by the child. The targets will be finally reviewed at the end of each term to measure total progress and enable the setting of new targets as appropriate in the next term.

In some cases it may be appropriate to set a shorter time scale for the IEP to be reviewed depending on the nature of SEN focus.

Transition to Post Primary

Copies of education plans and any other relevant information are available to the post primary school.

Stage 5 children will have their transition review held in the last term of their Primary 6 year or term 1 of Primary 7. Teachers, SENCO, Principal, parents, other professionals involved with the children and a representative from Special Education may be invited to attend to discuss progress and possible post primary placement.

Special Education liaises with the parents to finalise this decision during the Primary 7 year.

- The school's assessment systems for observing, assessing and recording all children's progress will also be used to monitor and evaluate the Literacy and Numeracy progress of children with those special educational Needs.
- This policy will be the subject of ongoing review by the SENCO, the School Management Team and the Board of Governors in light of changes in practice or legislation.

Professional Development – for SEN

The SENCO has completed the Certificate of Competence in Educational Testing. She has also completed the Certificate of Principles and Practice of Nurture Provision in July 2015.

- The principal oversees the professional development of all staff in consultation with the SENCO.
- The SENCO will attend any training courses or information sessions provided by E.A., DENI, MFT, RISE or other external agencies.
- The SENCO may provide INSET training at staff meetings or on exceptional closure days.
- Classroom assistants will be given the opportunity to attend INSET training or other courses.
- Members of staff have access to professional development opportunities and may apply for training where needs are identified and courses are available. Those who attend courses will have the opportunity to disseminate and share knowledge with other staff as appropriate.
- Members of staff have access to the SEN Resource File. There are 2 copies in school and individual chapters have been downloaded from DENI on to the school computer system.
- Training for specific medical issues will be provided if available and appropriate e.g. Epipen
- The Performance Review and Staff Development scheme allows the school leadership to identify and facilitate whole staff professional development or individual teachers to undertake specific personal targets.
- The Principal will keep a record of all staff training.

Admissions

The admission criteria with respect to pupils with special educational needs but without a Statement are consistent with the arrangements for all other children.

Children with statements of special educational need are placed in schools at the request of the EA. They will take into account the wishes of the parents, the efficient education of other children in the class and the efficient use of resources to determine the suitability of the placement.

Accessibility

The principal and staff will ensure that all children in Foundation Stage and Key Stages 1 and 2 have access to a broad and balanced curriculum.

There is wheelchair access into and within the ground floor of the school building. We have a purpose built disability toilet and shower. In the event of a pupil with a disability attending the school the particular class could move to the ground floor to accommodate them. A chair lift would be required to provide access to the assembly hall. We would inform EA immediately we became aware of the enrolment of a pupil with a disability so that any necessary alterations to the building can be made.

Every effort is made to ensure that where possible all children are able to take part in extra-curricular activities, class trips or other out of school events. Anticipatory and reactive measures will be taken to facilitate the involvement of all children. Where necessary, parents of children with SEN/Disability will be fully involved in the decision-making process regarding trips.

The Nurture Unit

From January 2014 we have had a Nurture Unit operational for children from Primary 1 to 3 who are experiencing social, emotional or behavioural difficulties. In consultation with class teachers, the Nurture Unit teacher and her classroom assistant carry out observations in the classroom and complete a Boxall Profile on any children who may be eligible for nurture support. Taking all the information into consideration, the children will be chosen in collaboration with the steering group, keeping in mind also the social mix and compatibility of the intended group.

(See Nurture Policy for admission, operation and re-integration procedures.)

Complaints

Any parent who has a concern about their child in relation to SEN/Disability should contact the class teacher initially who will endeavour to resolve the issue. Should further discussion be necessary the SENCO or Principal may also be approached. Unresolved issues may be resolved using The School's Interim Complaint Policy.

Advice and Information Service

The aim of the Advice and Information Service is to ensure that parents of children with SEN/disability know where and how to access information and advice in relation to the needs of their children so they can make appropriate and informed choices and decisions. This advice can be requested directly from the EA or through the school principal, SENCO or class teacher.

The Dispute Avoidance & Resolution Service (DARS)

This service came into effect on 1 September 2005 as part of the implementation of the Special Educational Needs and Disability Order (SENDO). Disagreements may arise between a

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

The Special Educational Needs and Disability Tribunal (SENDIST)

If a pupil or parent feels that disability discrimination has occurred the parent can make a complaint on behalf of the pupil to this tribunal.

Appendices

- 1. Categories of Special Educational Need**
- 2. Diagnostic/screening tests**
- 3. Education Authority and other support services**

Appendix One

Categories of Special Educational Need

Main areas of Special Educational Need (as outlined in the document – Guidance for Schools, Recording Children with Special Educational Needs 2005)

- Cognitive and Learning
- Social, Emotional and Behavioural
- Communication and Interaction
- Sensory
- Physical
- Medical Conditions/Syndromes
- Other

Within each of these areas there are one or more categories:

Cognitive and Learning

Dyslexia/Specific literacy Difficulty (DYL)
Dyscalculia (DYC)
Dyspraxia (DCD)
Mild Learning Difficulties (MILD)
Moderate Learning Difficulties (MLD)
Severe Learning Difficulties (SLD)
Profound and Multiple Learning Difficulties (PMLD)
Unspecified (U)

Social, Emotional and Behavioural

SEBD
Attention Deficit Disorder (ADD)
Attention Deficit Hyperactive Disorder (ADD/ADHD)

Communication and Interaction

Speech and Language Difficulties (SL)
Autism (AUT)
Aspergers (ASP)

Sensory

Severe/profound hearing loss (SPHL)
Mild/moderate hearing loss (MMHL)
Blind (BL)
Partially Sighted (PS)
Multi-sensory impairment (MSI)

Physical

Cerebral Palsy (CP)
Spina bifida and/or hydrocephalus (SBH)
Muscular dystrophy (MD)
Significant accidental injury (SAI)
Other (OPN)

Medical Conditions/Syndromes

Epilepsy (EPIL)
Asthma (ASTH)
Diabetes (DIAB)
Anaphylaxis (ANXS)
Down (DOWN)
Other medical conditions/syndromes (OMCS)
Interaction of complex medical needs (ICMN)
Mental Health Issues (MHI)

Other

Other (OTH)

Detailed descriptions of these categories can be found in the Guidance for Schools document.

Appendix Two

Diagnostic/screening Tests

The following are tests currently available in school. Additional tests may be purchased periodically.

Basic Number Diagnostic Test
Diagnostic Interviews in Number Sense
PTM

Dyslexia Portfolio
York Assessment of Reading for Comprehension
Diagnostic Reading Analysis
PTE
New Group Reading Test

CAT 4
Non-Reading Intelligence Test
New Non-Reading Intelligence Test
Ravens Coloured Progressive Matrices and Crichton Vocabulary Scale

Appendix Three

EA and other support services

[Special Education](#) Special.Education@eani.org.uk

028 2566 1313

[Dispute Avoidance and Resolution Service Officer](#) DARS.enquiry@eani.org.uk

028 2566 2391/028 2566 2387

[Special Educational Needs and Disability Tribunal](#) SENDTribunal@courtsni.gov.uk

028 9072 8757

This Policy has been reviewed by the Principal, Senco, staff and Governors and the information provided in it is current for the school year 2017/2018.