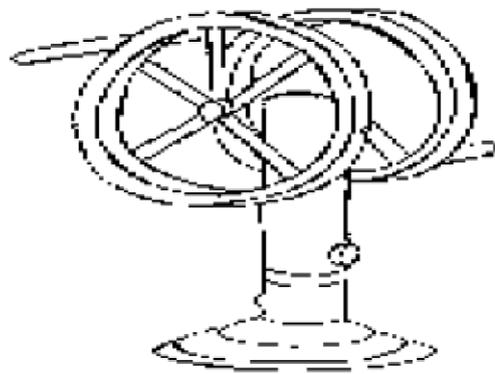


***Ballydown Primary
School***



***Special Educational
Needs and Inclusion
Policy***

This policy takes cognisance of the following documentation:

Code of Practice 1998 (DE)

http://www.deni.gov.uk/the_code_of_practice.pdf

Supplement to the Code of Practice 2005 (DE)

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

Every School A Good School 2009 (DE)

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>

Special Educational Needs (and Inclusion) Policy Rationale

Ballydown Primary School is committed to providing equal access for all pupils to a broad and balanced curriculum. As a school we recognise that some pupils during their school career may have special educational needs and/or a disability and we will endeavour to make every possible arrangement to provide for their individual needs.

Definitions

Special Educational Needs

'Learning difficulty' means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. 'Special education provision' means 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)

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)

SEN Provisions of SENDO

'The new law will strengthen the right to 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.' *Article 3(1) SENDO 2005*

Key Principles of Inclusion

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

(Appendix - page 69 of Code of Practice 1998)

Learning difficulties

- Specific learning difficulties
- Emotional and behavioural difficulties
- Physical disabilities
- Sensory impairments
- Speech and language difficulties
- Medical conditions

'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 e.g. Gifted and Talented (G&T)/English as an Additional Language (EAL) i.e. A pupil may be gifted or talented in one area yet have communication difficulties.

Gifted & Talented

'The term Gifted and Talented is used to describe those 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)

'The term dual or multiple exceptionality (DME) is used to describe a group of educationally vulnerable pupils who belong characteristically to both the SEN and G&T groups. In many instances it is the features of SEN that are dominant and the other gifts, talents and exceptional abilities may be hidden or partially hidden.'

(Guidance on preventing underachievement DCFS

Ref: 00061-2007BKT-EN)

Policy Aims

1. To identify pupils with SEN/Disability as early and thoroughly as possible through a variety of means and in consultation with appropriate personnel.
2. To ensure full entitlement and access for pupils with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential and enhance their self-esteem.
3. To ensure that all pupils with SEN/Disability feel valued and have a positive self-image. To offer curricular, pastoral and extra-curricular experiences and opportunities which allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.

4. To encourage parental and pupil involvement in the identification, assessment and support for SEN and to strive for close co-operation between all agencies concerned for a multi-disciplinary approach. When considering the wishes of the child, his/her age and powers of understanding must be considered. The support of parents and pupils is crucial if an Individual Education Plan (IEP) is to be effectively implemented.
5. To educate pupils with SEN/Disability, wherever possible, alongside their peers within the curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
6. To develop a system for recording continued assessment so that each pupil's performance can be monitored and reviewed appropriately.
7. To stimulate and/or maintain pupil interest and enjoyment in their own education.
8. To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning.
9. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
10. As far as possible, to enable pupils with SEN/Disability, within their age aptitude, to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development in order that pupils can develop as valuable members of society both now and in the future e.g. pupils should develop a range of desirable qualities such as safety awareness, politeness, perseverance, initiative and independence.
11. To meet the needs of all pupils who have SEN/Disability by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
12. To promote collaboration amongst teachers in the implementation of whole-school policies to take account of the individual needs and requirements of pupils.
13. To work closely with all SELB departments and other outside agencies in order to improve the quality of support available for each pupil.

Identification and Assessment of Special Educational Needs

'It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.'

(Code of Practice 1998 paragraph 2.14)

'Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness'

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

In Ballydown **Primary School**, the following may be used to identify pupils' needs.

- Information from Nursery School or other transferring school
- Whole school assessment
- Parental information
- Teacher observation
- School assessment
- Standardised tests

- Diagnostic assessment
- Psychological Reports
- COP Stage 3 Reports
- Statements of Special Educational Need
- Medical Advice
- Care Plans
- Key Stage Assessments
- IEP Reviews and Annual Reviews

It may also be appropriate to include information from social workers, health visitors, therapists and/or other supporting professionals.

Arrangements for Co-ordinating SEN Provision Roles and Responsibilities

SEN provision will be the overall responsibility of the Board of Governors and Principal of the school. However in order to facilitate the practical day to day running of the provision the Board of Governors have delegated responsibility for pupils with special educational needs to Mrs Baird (**SENCO**)

Board of Governors

The BOG should:

- ensure that all pupils' special educational needs are addressed
- have regard for the Code of Practice
- have regard for the school's SEN (and Inclusion) Policy
- ensure the policy is kept under review
- report annually to parent/carers of all pupils of SEN
- ensure that appropriate funds and resources are delegated to SEN

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.
- SMT members should ensure consistency of practice and contribute to the realisation of the SDP
- provide a secure facility for the storage of records relating to Special Educational Needs

SENCO

The SENCO should:

- co-ordinate the day to day provision of the school's SEN Policy
- 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
- utilise Classroom Assistant expertise in staff development

Special Needs Teacher/Learning Support Centre Teacher

Mrs Baird should:

- be aware of current legislation
- be familiar with the administrative process within the school
- be involved in testing and recording data for the SEN Register
- 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 promote progression within an inclusive setting
- contribute to IEPs which inform learning and teaching
- monitor and review progress
- 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 observation and assessment
- develop an inclusive classroom
- work closely with other staff to plan for learning and teaching
- contribute to, manage and review IEPs in consultation with the SENCO
- involve classroom assistants as part of the learning team

Classroom Assistant

Classroom assistants should:

- work under the direction of the class teacher
- be involved in planning
- look for positives by talking to the child about his/her strengths
- provide practical support
- listen to the child/speak to staff on the child's behalf
- explain boundaries and operate these consistently and fairly
- keep records and attend meetings
- share good practice

Reference should be made to the documents titled 'Guidance on the Management, Deployment and Development of Assistants in School'

<http://www.neelb.org.uk/schools/schoolsassistants/>

Pupil

'The child should where possible according to age maturity and capability, participate in all the decision making processes which occur in education.'

(Supplement to the Code of Practice –pars 1.19)

This includes:

- contributing to the assessment of their needs
- contributing to education plans through setting learning targets
- working towards achieving agreed 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 2.21)

It is therefore essential that parents inform the school of any specific identified needs as early as possible on entry to the school. 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
- work in partnership with the school and play their part in creating apposite and
- supportive framework to meet their child's needs

The Structure of SEN in Ballydown Primary School

In Ballydown Primary School, we follow the five stage approach as set out in The Code of Practice. 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/or specialists as required.

In most cases any movement through the 5 Stage process will occur in a smooth linear fashion. 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 Special Needs register
- Class teacher invites parent and pupil to a meeting
- Class teacher provides the necessary information to write an effective Action 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

Following Stage 1 review or when a concern is expressed by staff, parent, Health or Social Services professional:

- 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 the pupil back to Stage 1 or on to Stage 3

Referrals to the Educational Psychology Service

Referrals to the Service are generally made by school principals following procedures laid down in the Code of Practice.

Stage 3

Following Stage 2 review or when further concern is expressed by teachers, parent, Health or Social Services professional:

- SENCO registers pupil's needs and agrees, having consulted with parent and Principal that intensive action and specialist support is required
- SENCO reviews available information, consults Support Services and contacts Education Board
- Stage 3 Referral Form is completed following consultation with parent, pupil and
- Educational Psychologist
- Stage 3 assessment is carried out and recommendations made
- IEP is drawn up, implemented and reviewed with all involved.

- issues are discussed with the Principal
- following review, pupil remains at Stage 3/reverts to Stage 2 /Principal requests Statutory Assessment

SELB Stage 3 Support Services

- autism advice and intervention service
- down syndrome
- early years
- ECSL (Education Centre for Speech and Language)
- Language and Communication Service
- Sensory Support
- Specific literacy difficulty
- Transition service
- Educational Psychology

Other Support Services

- CAMHS (Child & Adolescent Mental Health Services)
- CDC (Child Development Clinic) **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 – 4.64)

Should this be the case, the school will submit form SA1 to Special Education who will decide whether or not to proceed with a statutory assessment. 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

Stage 5

Once the statement has been finalised:

- provision and /or support will be arranged to meet the pupil's needs
- a Stage 5 Education Plan will be drawn up and implemented
- IEPs will be drawn up and implemented
- the Annual Review and P7 Transition process will take place.

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 assess the child's progress towards meeting the objectives specified in the statement
- will review the special provision made for the child, including placement
- will consider the appropriateness of maintaining the statement

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

The review meeting will take place in school, chaired by the Principal.

The Annual Review form (AR) and P7 Transfer Form will be forwarded to the SELB following this meeting.

Learning & Teaching

All children have the right to a broad and balanced curriculum.

This involves all staff in utilising a range of teaching strategies and classroom management styles designed to take account of the differing abilities, interests and experiences of pupils.

In order to facilitate this:

- work should be stimulating
- it should be differentiated so that pupils can experience success yet challenging enough to promote progression in learning
- work should allow pupils to progress at their own rate, yet encourage them to take responsibility for their own learning
- staff should give positive feedback and the achievements of pupils with SEN celebrated
- staff should be sensitive to pupils' literacy and numeracy difficulties and how this impacts on communication. This needs to be taken into consideration when giving instructions
- lessons should be structured in a series of simple clearly defined steps
- the classroom environment should be inclusive, stimulating and attractive, featuring as much pupil work as possible

Pupils who would benefit from extra support in Literacy or Numeracy may be withdrawn from class to receive small group or individual support. Parents may be asked to support their child with follow-up homework activities. Mrs Baird and the class teacher will meet regularly to discuss the child's progress.

Continued Professional Development

It is essential that all staff keep up to date with current developments in order to best provide for pupils with Special Educational Needs. All INSET will be organised in consultation with the SENCO.

Annual Report

The BOG will report each year on SEN provision in school. Information for this report will be collated by the SENCO and Principal.

Accessibility

At present pupils with Special Educational Needs &/or Disabilities have equal access to all areas of the school building. This will be reviewed on an annual basis and contact made to SELB as required.

Complaints

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

Dispute Avoidance and Resolution Service (DARS)

An Advice and Information Service has been set up by the SELB to support parents of children with Special Educational Needs.

DARS 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 neutral venue) but do not have the authority to resolve a dispute.

- Agreement can only be reached with the approval of interested parties.
- From referral to conclusion is approximately 40 working days.
- DARS is separate and independent from Special Education Branch.

Involvement with the DARS will not affect the right of appeal to the Special Educational Needs Tribunal.

Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the ELB 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. SENDIST considers parents' appeals against decisions of ELBs and also deals with claims of disability discrimination in schools. There is a two month time limit from the notified date of 'disputed decision' to appeal to the tribunal.

Various time limits apply for

- Board Compliance with Orders of the Tribunal
- Boards to Comply with in Unopposed Appeals (www.education-support.org.uk)

Further information regarding the appeals procedure can be obtained from:

Special Educational Needs and Disability Tribunal

3 Charlemont Place
The Mall
Armagh
BT61 9AX

Telephone: 028 37512383/ 028 37512224

Fax: 028 37512599 Email: DARS.enquiry@selb.org

Monitoring and Evaluating the Policy

This policy will be reviewed in light of changes in legislation or practice following consultation with all staff members, parents and external agencies.

In addition feedback will be sought on an annual basis. Information will be discussed and reviewed by the Senior Management team. Any amendments considered necessary will be forwarded to the Board of Governors for approval.

Policy reviewed and passed by Board of Governors June 2014
Review date: June 2015

Appendix

Ballydown Primary School Testing Schedule

Class	Tests	Type of Test	Suggested time for administering
Nursery Year 1	British Picture Vocabulary Scale (BPVS)	Individual	September
Year 2	BPVS (selected children only) MIST	Individual Whole class	September February
Year 3	Vernon Spelling Test BPVS (selected children only) NGRT	Whole class Whole class Selected children	September Anytime Anytime
Year 4	NGRT Non reading intelligence test (NRIT) Progress in Maths (PIM) Progress in English (PIE) Vernon Spelling Test BPVS (selected children only)	Selected children Whole class Whole class Whole class Individual	Anytime September April/ May April/ May September Anytime
Year 5	NGRT PIE Vernon Spelling test BPVS (selected children only)	Selected children Whole class Whole class Individual	Anytime April/ May September Anytime
Year 6	Vernon Spelling Test NGRT NRIT PIE PIM	Whole class Selected children Whole class Whole class Whole class	September Anytime September April/ May April/ May
Year 7	Vernon Spelling Test NGRT PIE PIM	Whole class Selected children Whole class Whole class	September Anytime September February February

IEP Schedule

Dates 2015	Task
September	Meet with SENCo as necessary to discuss IEP. Discuss Individual Education Plan with CA and child.
1 st October	IEP 1 complete
October	IEP 1 discussed at parent teacher meetings.
January	IEP 2 reviewed with all involved Copy sent home to parents
1 st February	IEP 2 complete. IEP discussed at parent teacher meeting.
June	IEP 2 reviewed. Teachers meet regarding pupils with SEN's and pass on pupil folders.

