



# **Special Educational Needs and Inclusion Policy**

<b>Reviewed/Updated</b>	<b>Date</b>
<b>Updated</b>	<b>September 2020</b>
<b>Review</b>	

## **Rationale/Vision**

Kircubbin Integrated Primary School staff are committed to providing equal access for all our pupils to a broad and balanced curriculum. We recognise that some pupils during their school career may have special educational needs and/or a disability. In the interests of these children we will endeavour to make every reasonable arrangement to provide for their individual needs. As a school we are firmly committed to meeting the needs of children with SEN. We aim to continually build the capacity of our school to put into place appropriate and effective interventions as early as possible.

## **Definitions**

### **Disability**

A disability is when someone 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).

### **Learning Difficulty**

A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children who are the same age as him or her, and/or has a disability which hinders his or her use of educational facilities.

### **Special education provision**

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).

### **SEN Provisions of SENDO**

The law strengthens 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**

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). As an integrated school we are committed to the education of our children in an open, accepting and secure environment where each child is valued for her or himself regardless of culture or religion. We welcome children of all religions and none and strive to develop their understanding and appreciation of their own religious identity and that of others. We believe, however, that education at its best entails a partnership between home and school and we value the extent of parental help and support offered, encouraging this to the full.

In order to make sure that we meet our pupils' needs and include them in all aspects of school life, this SEN policy links closely with all our other policies in supporting pupils such as: Positive Behaviour, Child Protection, Health and Safety and Medical

Needs. These links are important as one child may have needs recognised in more than one area. For example:

- a pupil may have a medical diagnosis which has an impact on their learning.

## **SEN Categories**

Classification of the difficulty of each child is the first essential step. Below are the categories used to record children's SEN.

**The following areas encompass all aspects of SEN/Disability:**

### **1. Cognition and Learning (CL) – language, literacy, mathematics, numeracy**

- a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy
- b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy
- c) Moderate Learning Difficulties (MLD)
- d) Severe Learning Difficulties (SLD)
- e) Profound and Multiple Learning Difficulties (PMLD)

### **2. Social, Behavioural, Emotional and Well-being (SBEW)**

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

### **3. Speech, Language and Communication Needs (SLCN)**

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

### **4. Sensory (SE)**

- a) Blind (BD)
- b) Partially Sighted (PS)
- c) Severe/Profound Hearing Impairment (MMHI)
- d) Mild or Moderate Hearing Impairment (MMHI)
- e) Multi-sensory Impairment (MSI)

### **5. Physical Need (PN)**

Pupils should be under this category if they have a medical diagnosis that requires provision in addition to reasonable adjustments.

### **\*Under Assessment (U)**

*It is not anticipated that this will be commonly used.*

A pupil with SEN who is recorded in any one of the five overarching SEN categories above and who has been assessed by the Educational Psychology Service at the current Stage 3 of the Code of Practice (1998) can be recorded as Under Assessment (U) if no other descriptor applies and:

*either*

1. They have been referred for a medical diagnosis and are on the waiting list.
- or*
2. They are too young for an educational psychologist to make a clear category determination and they plan to follow up.
- or*
3. They have been placed in a specialist provision by Statutory Operations as an emergency placement and are undergoing statutory assessment.

From September 2019 a new separate medical diagnosis register will be used. This medical diagnosis register will be the responsibility of the Pastoral Care Co-ordinator.

The following is a list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population:

- Acquired Brain Injury
- Anaphylaxis
- Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
- Asthma
- Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder (ASD)
- Cerebral Palsy
- Complex Healthcare Needs
- Depression
- Developmental Language Disorder (Medical)
- Diabetes
- Down Syndrome
- Dyspraxia/ Developmental Co-ordination Disorder
- Eating Disorder
- Epilepsy
- Global Developmental Delay
- Hearing Impairment
- Muscular Dystrophy
- Other Medical Conditions/ Syndrome
- Other Mental Disorder
- Physical Disability
- Psychosis
- Spina Bifida - with Hydrocephalus
- Spina Bifida - without Hydrocephalus
- Visual Impairment

*Guidance for Schools: Recording Children with Special Educational Needs – SEN Categories (Department of Education, 2005)*

*SEN and Medical Categories Guidance – January 2019*

*DENI Circular Number: 2019/03*

## **Policy Aims**

### **School Aims (General)**

Kircubbin Integrated Primary School aims:

- To create a happy, stimulating environment in which pupils can learn effectively.
- To enable children to develop self-confidence and independence in a happy, stimulating and challenging environment.
- To nurture the pupils' sense of self-esteem so that they can respect others whose ideas and opinions are different from their own.
- To help pupils develop personally, spiritually and socially and recognise the importance of self-fulfilment irrespective of ability.
- To enable pupils to a reasoned set of attitudes, values and beliefs.
- To enable pupils to acquire knowledge and understanding of the world in which we live.
- To provide a safe, secure and trusting environment for pupils.
- To develop pupils' personal qualities, such as self-discipline, through praise and positive reinforcement.
- To promote the inclusion of all pupils regardless of background, religion, culture, race, gender, disability and academic attainment.
- To promote a supportive, respectful partnership, between school, the home and wider community.
- To ensure all pupils experience a caring and disciplined pastoral system.

### **School Aims (Specific to Children with Special Educational Needs)**

The particular aims which relate to children with SEN are as follows:

- To endeavour to identify pupils with a SEN/disability as early and thoroughly as possible using a variety of means and in consultation with appropriate personnel.
- To ensure full entitlement and access for pupils with a SEN/disability to high quality education within a broad, balanced, relevant and differentiated curriculum.
- To ensure that all pupils with a SEN/disability feel valued.
- To offer curricular, pastoral and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills, thus, ensuring progress, promoting success and self-confidence.
- To offer a broad curriculum which will promote intellectual, emotional, social and physical progress in order that pupils can develop as valuable members of society both now and in the future.
- The support of parents and pupils is crucial if an Individual Education Plan (IEP) is to be effectively implemented.
- To encourage parental involvement in all aspects of SEN provision.
- To consider the voice of the child when planning and implementing SEN provision. When considering the wishes of the child, his/her age and powers of understanding must be taken into account.
- To strive for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach to meeting SEN.

- To educate pupils with a SEN/disability, wherever possible, alongside their peers.
- To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.
- To maintain appropriate pupil profiles; tracking individual SEN pupils where necessary.
- To develop an appropriate system of assessment, record keeping and evaluation to monitor progress.
- To encourage and/or maintain interest of pupils with SEN in their education.
- To encourage the use of a range of teaching strategies and resources that can accommodate different learning styles and promote effective learning.
- To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
- To create a learning environment in which children with SEN can develop a positive self-esteem, thereby enabling them to integrate successfully with their peers.
- To meet the needs of all pupils who have a SEN/disability by offering appropriate forms of educational provision and the most efficient use of available resources.
- To promote collaboration amongst teachers and classroom assistants in the implementation of the SEN policy.
- To promote effective communication at all levels; between principal, teachers, governors, parents and, where appropriate, external agencies.
- To build the capacity of our staff to meet the needs of SEN pupils.
- To work closely with all Education Authority (EA) departments and other outside agencies in order to improve the quality of support available for each pupil with SEN.

## **Arrangements for Co-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 day-to-day running of the provision the Board of Governors have delegated responsibility for pupils with special educational needs to Adam Ferguson (SENCo).

### **Board of Governors**

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

The following section provides an overview of Governors' responsibilities from this document as highlighted in the *SEN Resource File* (2011).

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

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

All Governors will be made aware of the specific guidance from Chapter 12 of the Handbook. There will be a link governor allocated to the area of SEN and they will meet with the SENCo to monitor and support the school's provision for pupils with special educational needs.

### **Principal**

According to the Code of Practice (1998), the Principal should:

- keep the Board of Governors informed about SEN issues;
- work in close partnership with the SENCo;
- liaise with parents and external agencies as required;
- delegate and monitor the SEN budget;
- ensure that the Senior Leadership Team (SLT) are actively involved in the management of SEN within the school. SLT members should ensure consistency of practice and contribute to the realisation of the School Development Plan (SDP); and
- provide a secure facility for the storage of records relating to Special Educational Needs.

### **SENCo**

In all mainstream schools, a designated teacher should be responsible for:

- the day to day operation of the school's special educational needs policy;
- responding to requests for advice from other teachers;
- co-ordinating provision for pupils with Special Educational Needs;
- assisting teachers in writing Individual Education Plans;
- maintaining the school's SEN register and overseeing all the records on pupils with special educational needs;
- implementing the SEN Action Plan;
- monitoring and reviewing the provision and progress of individual pupils;
- liaising with parents of children with special educational needs;
- organising and attending the Annual Review process for statemented pupils;
- liaising with Post-Primary schools re. pupils on Code of Practice;
- establishing the SEN in-service training requirements of the staff, maintaining a staff training log and contributing as appropriate to their training; and
- liaising with external agencies.

## **Class Teacher**

The class teacher should:

- be aware of current legislation;
- keep up-to date with information on the SEN Register;
- gather information through observation and assessment;
- develop an inclusive classroom;
- work closely with other staff to plan for learning and teaching;
- maintain an SEN folder that stores information regarding SEN within their class;
- ensure that work is appropriately differentiated;
- maintain close contact with parents to ensure maximum collaboration;
- be involved in the Annual Review process;
- attend professional development training;
- create, manage and review IEPs in consultation with the SENCo; and
- involve classroom assistants as part of the learning team.

## **SEN Support Staff**

Support Staff should:

- work under the direction of the class teacher;
- be involved in planning;
- be aware of a pupil's current IEP targets;
- 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;
- be involved in the Annual Review process;
- attend where possible any in-service training and avail of any additional training offered;
- keep records and attend meetings, and;
- share good practice.

## **Pupil**

The child should, where possible, according to age, maturity and capability, participate in all the decision-making processes which occur in education (Supplement to the Code of Practice – paragraph 1.19). Key decisions for a particular pupil might include:

- contributing to education plans through identifying targets and strategies;
- contributing to the assessment;
- being aware of current IEP targets;
- working towards achieving agreed targets; and
- contributing to the review of IEPs, Annual Reviews and the Transition process.



## **Parent/Carer**

Kircubbin Integrated Primary School encourages open communication with parents and staff. We will inform parents when staff are considering placing a pupil's name on the SEN register or moving a child to a higher or lesser stage of need.

'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)

- Parents are invited to attend parent teacher interviews in October and March where IEPs will be shared.
- Parents of statemented children will be invited to contribute to and attend the Annual Review meeting each year.
- Parents will be kept informed of any special provision their child may need and the reasons for such provision.
- Parents are expected to contribute constructively to the educational provision being made for their children.
- It is essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, important information may need to be made available by a parent upon a child's entry to the school.

## **Admissions**

The admission arrangements with respect to the majority of pupils with SEN are consistent with the school's general arrangements for all other pupils.

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

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

## **Accessibility**

### **Access to the Curriculum**

All children with SEN will have access to a full, broad and balanced curriculum matched to their needs, abilities and aptitudes. Teachers will employ a range of teaching strategies so that pupils with SEN experience learning in a variety of situations: whole class groups; ability groups; mixed ability groups; and through individualised teaching. Some provision will take the form of individual or group withdrawals.

Regular liaison between class teachers, SEN teachers, Classroom Assistants and the SENCo will ensure Individual Education Plans for individual children are implemented.

When outside specialists are involved in giving advice or making provision, effective lines of communication will be established to ensure those involved with implementing education plans are clear about their roles.

### **Physical Access**

At present pupils with SEN/disabilities have equal access to all areas of the school building. Full details of the school's accessibility can be viewed in the School Accessibility Plan.

### **Reasonable Adjustments**

SENDO 2005 states Board of Governors must make reasonable adjustments in order to avoid putting disabled pupils and prospective disabled pupils at a substantial disadvantage compared to other pupils.

Full details of reasonable adjustments can be found in the School Accessibility Plan. Some examples of reasonable adjustments made in school include:

- The school is fully accessible to wheelchair users; and/or
- There is a well-equipped SEN teaching/resource base and facilities for personal care, including a toilet adapted for use by persons with the disabilities.
- Access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude and attainments.
- Accessibility features may be used when required on school iPads (for example; to support pupils with visual impairments).
- At present pupils with SEN/disabilities have equal access to all areas of the school building.

### **Special Facilities, Resources and Accommodation**

The school is currently equipped with:

- Sensory room.
- Learning support room.

### **Annual Report**

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

### **Identification and Assessment of Special Educational Needs**

We, as a school, will endeavour to identify children with SEN as early as possible in their school career. We recognise that the earlier that action is taken, the more responsive the child is likely to be. To assist with early identification use will be made of all available indicators, formative as well as summative assessment and information from parents, as well as other agencies.

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

*(Code of Practice 1998 paragraph 2.14)*

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

*(Supplementary Guide of the Code of Practice paragraph 5.12, p. 44 )*

In Kircubbin Integrated Primary School, the following may be used to identify pupils’ needs:

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

### **The Management of SEN**

In Kircubbin Integrated Primary School, we follow the five-stage approach as set out in The Code of Practice (1998).

This approach recognises that there is a continuum of SEN 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.

#### **Stage 1**

Stage 1 begins with a concern that a child may have special educational needs. A Record of Concern will be completed by the class teacher in consultation with the SENCo. The class teacher maintains day-to-day responsibility for meeting the pupil’s SENs and will inform the SENCo, the Principal and consult the child’s parents. Pupils will, in the first instance, receive support for a pre-defined period. The class teacher will, in consultation with the SENCo, draw up a Stage 1 Action Plan.

In addition, the class teacher will:

- collect and record information about the child and make an initial assessment of SEN;
- provide or arrange special help within the normal curriculum framework, such as: increased differentiation of class work, alternative teaching and learning strategies to help meet the child’s needs. The nature and aims of such

provision should be recorded, together with the targets, monitoring arrangements and review date.

- monitor and review progress and report back to SENCo.

The SENCo will:

- ensure that parents are consulted and together agree that the child's name is included in the school's SEN register;
- help the class teacher gather information and assess the child's needs; and
- advise and support the class teacher.

### **Stage 1 Review**

Parents will be informed of any proposed action and review date. Having considered review outcomes the SENCo will decide whether to remove the pupil's name from the register, keep the pupil at Stage 1 for another pre-defined period of time or move the pupil to Stage 2. If it has been decided that the child no longer requires provision his/her name will still be retained and he/she will be closely monitored by the class teacher until it is clear that they no longer have special educational needs.

### **Stage 2**

Stage 2 begins with a decision either at the Stage 1 Review, or following discussions between teachers and parents, to proceed with early and more intensive action.

The class teacher remains responsible for working with the child in the classroom. The class teacher will, in consultation with the SENCo, create and implement an Individual Education Plan. Targets will be discussed with the pupil and the pupil will be encouraged to contribute towards their targets. The IEP will be shared with the pupil's parent/carer in a meeting.

The SENCo will:

- take the lead in assessing and identifying the child's learning difficulty. In consultation with the class teacher the SENCo will review, plan and monitor the special educational provision for the child.
- work with the class teacher, to ensure that an Individual Education Plan is drawn up for the pupil; and
- ensure that all these operations take into account, as far as possible, the child's own views and the parents' views.

### **Stage 2 Review**

The Stage 2 review will be conducted by the SENCo, in consultation with the class teacher and, where possible, the child and his/her parents. It will focus on the child's progress in order to make the following decisions:

- If progress has been satisfactory the SENCo may decide that the child should continue at Stage 2 in order to consolidate gains. If the progress continues to be satisfactory, the SENCo may decide that the child no longer needs special educational provision at Stage 2 and may decide to move the child to Stage 1.
- The child's name should be kept on the SEN register until there is no longer any significant concern about progress.

- If the relevant and purposeful measures at Stages 1 and 2 do not result in adequate progress the SENCo may decide to move the child forward to Stage 3 and referral may be made to specialist support services/agencies outside the school.

### **Stage 3**

Stage 3 begins with a decision either at Stage 2 review or following discussions between the SENCo, Principal, teachers and parents, that early intervention with external support is necessary. Any referral to Stage 3 will be agreed with the child's parent/carer.

At this Stage the SENCO will take a lead role, working closely with the child's teacher and drawing on the expertise of relevant external support services.

The SENCo, working with the class teacher, and with the help of the external support services, will ensure that a Stage 3 Education Plan is drawn up. Together they will consider a range of teaching approaches and appropriate support materials, including the use of ICT. The Individual Education Plan will set out revised strategies, taking note of advice gained from the Stage 3 referral, for supporting the child's progress and arrangements for monitoring and review. It will be implemented, as far as possible, within the everyday classroom setting. The SENCo will ensure close liaison with the child's teacher. Parents will always be kept informed and the child should be involved as far as possible.

At Stages 2 and 3 of the Code of Practice the SENCo and class teacher will consider the potential benefits of:

- The Good Practice Guidelines
- SEN Resource File
- Encouraging inclusive activities to ensure integration of the pupil
- Differentiated teaching
- Withdrawal for more intensive support
- SEN resources available within school; support programmes, ICT, etc.
- Available staff skills which support pupils with SEN
- Implementation of any provision/strategies as a result of external advice, support and training provided by relevant ELB/other services.

### **Review of the Stage 3 Individual Education Plan**

The review of the Stage 3 Individual Education Plan will be conducted by the SENCo, in consultation with the class teacher and where possible, parents and child. Relevant external support services may also be present, particularly if the child's progress has not been satisfactory. The review will focus on the child's progress and whether this has been adequate.

- If intervention remains appropriate the child will remain at Stage 3 for a further period of time.
- If the progress has been satisfactory and intervention is no longer required, the SENCo, following consultation, may agree that the child no longer needs external support at Stage 3 and may decide to move the child back to Stage 2 and action appropriate to that stage will be taken.

- If the relevant and purposeful measures at Stage 3 have not resulted in adequate progress, following consultation with the SENCo, teacher, external support services and parents, the Principal may request a Statutory Assessment.

#### **Stage 4**

'In some cases schools will conclude that the pupil's needs remain so substantial that they cannot be effectively met within the resources normally available to the school.'

(Supplement to the Code of Practice – 4.64)

Following an application to the EA from the school's principal or the parent, the EA will consider the need for transition to Stage 4. It should be noted that a request of this kind will not always result in Statutory Assessment nor will Statutory Assessment always lead to a Statement of SEN.

In reaching a suitable decision, the Board will consider:

- the degree of the child's difficulty;
- the nature of the provision required;
- whether the child's needs can reasonably be met by the resources normally available to the school; and
- the Provisional Criteria for Statutory Assessment (agreed by the five former Education and Library Boards).

#### **Following Statutory Assessment**

Following Statutory Assessment, the EA will either:

- make and maintain a Statement of Special Educational Needs and arrange, monitor and review provision.
- or
- provide a Note in Lieu of a Statement.

A Statement of Special Educational Needs sets out the child's educational and non-educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review.

A Note in Lieu of a Statement sets out the reasons for the EA's decision not to make a Statement of Special Educational Needs and includes supporting evidence from the Statutory Assessment.

#### **Stage 5**

Once the statement has been made final:

- provision and /or support will be arranged to meet the child's needs;
- the SENCo will ensure that a Stage 5 Individual Education Plan is drawn up, implemented, monitored and reviewed;
- the Annual Review and Transition processes will take place.

## **IEPS**

The Code of Practice requires schools to set suitable targets for inclusion in Individual Education Plans for each child with SEN. At Kircubbin Integrated Primary School we recognise the importance of communication throughout the IEP process. Firstly, we will ensure that the pupil's voice is included by involving pupils in the setting and reviewing of targets. Secondly, parents will be involved through the sharing of IEPs in meetings. Finally, IEPs will be discussed, created and reviewed by the SENCo in collaboration with the class teacher and support staff. This will ensure that all key stakeholders in a child's education are aware of the targets within a child's IEP.

## **The Annual Review**

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

The Annual Review will:

- gauge the child's progress towards meeting the objectives specified in the statement;
- review the special provision made for the child, including placement;
- consider the appropriateness of maintaining the Statement of SEN;
- be conducted by relevant school staff who will undertake the Review on behalf of the EA;
- take place in school, chaired by the Principal (or other person as delegated);
- involve contribution from all relevant stakeholders in a child's education (parent, child, support staff, class teacher, educational psychologist etc.); and
- be documented on the relevant forms.

## **Exceptional Cases**

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

## **Record Keeping**

The following are some of the records that the SENCo will keep:

- SEN Register
- Records of Concern
- Education plans/reviews
- Statements/Annual Reviews
- Assessment results/data
- Individual Pupil Files
- Record of liaison/meetings with Board/Health Services
- Minutes of meetings with parents
- Minutes of staff meetings/INSET training

- Staff support, advice and training records
- SEN Action Plan

### **Monitoring the Progress of Pupils with SENs**

The SENCo will ensure that the progress of pupils on the SEN register is monitored. To ensure this;

- IEPs will be monitored for quality, progression and appropriateness through meeting with teachers and support staff on a regular basis;
- evidence will be collected in conjunction with IEP reviews to ensure that the pupil is making progress;
- quality reviews will be completed of IEPs and other relevant and purposeful measures that focus on educational outcomes to inform future planning and inform movement either up or down through the Code of Practice Stages.

### **Professional Development**

The Principal oversees the professional development of all staff in his/her school in consultation with the SENCo.

The SENCo will keep a record of all training relating to SEN in a staff training log. It is essential that all staff keep up-to-date with developments in the whole area of SEN in order to provide effectively for pupils. Therefore, the SENCo will complete regular audits of staff training needs in conjunction with the current needs of children within each class.

Any staff attending INSET will disseminate the training with colleagues.

### **Partnerships**

In Kircubbin Integrated Primary School we have developed partnerships with each of the following:

#### **EA Support Services**

For example:

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

#### **Other Support Services**

For example:

- Child & Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Barnardos
- Counselling Services



## **Complaints**

All complaints regarding SEN in Kircubbin Integrated Primary School will be dealt with in line with the school's existing complaints procedures.

## **SEN Advice and Information Service**

The EA have set up an SEN Advice and Information Service to provide support in relation to children with Special Educational Needs. Details of this service can be found on the EA website.

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

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

Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have the authority to resolve a dispute. DARS is a service which is separate and independent from the EA's Special Education Section.

Involvement with DARS will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). Parents/Guardians may contact this service directly.

## **Special Educational Needs and Disability Tribunal (SENDIST)**

Where agreement cannot be reached between a parent and the EA with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). This body considers parents' appeals against decisions of the Education Authority and also deals with claims of disability discrimination in schools.

## **Monitoring and Evaluating the Policy**

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

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

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