



St Clare's Abbey Primary School Newry

The best interests of the child must be a top priority in all our actions. Article 3

Policy for meeting the needs of pupils with Special Educational Needs.

We are a school committed to promoting the rights of our children as per the UNICEF Rights Respecting School programme. Our work in this aspect of school life promoted the following articles-

Article 12- We have the right to say in all matters affecting us and to have our views taken seriously.

Article 13- We have the right to the freedom to say what we think and to receive information as long as it is within the law.

Article 28- We have the right to a good quality education.

Article 29- We have the right to the opportunity to use and develop our talents.

Article 23- We have the right to special care and education if we have a disability.

Article 42- You have the right to know your rights.

Article 2- We have the right to be treated unfairly.

Article 3- We have the right to trust that adults will do the best for us and that when they make decisions they will think about how these affect us.

Written 2015/16

Approved by BOG 22/04/16

Reviewed: April 2019

Approved by BOG 2nd May 2019

*This policy will require on-going amendments in 2019/2020 in light of new SEN framework. (Amendments made in this review relate to support programmes available.)

1: General information within the Special Educational Needs policy

Our Commitment:

St. Clare's Abbey Primary School aims to provide a stimulating inclusive environment in which every child is helped to achieve our aims. We recognise the right of every pupil to a broad and balanced education tailored to his/her own ability. We are deeply committed to making the best provision possible for children with additional educational needs in partnership with parents and other agencies.

Objectives of our SEN policy:

1. To provide a broad, balanced, flexible and differentiated/extended education as a right for all, in a happy, sensitive and secure environment;
2. To use assessment procedures which are aimed at identifying learning difficulties;
3. To implement an effective record-keeping system;
4. To ensure that the parents are informed of their child's SEN provision and made aware of Special Educational Needs Advice and Information service (SENAIS)
5. To encourage parental involvement and encourage co-operation between various professionals in the diagnosis and treatment of special needs;
6. To encourage teachers to utilise teaching strategies which are responsive to different learning styles;
7. To employ an appropriate range of resources and use them in the most effective way;
8. To monitor current practice to ensure provision is effective and pupils make the best possible progress;
9. To promote the dignity and self-esteem of children irrespective of their ability;

10. To support teachers' continuing professional development in meeting the needs of pupils with SEN

Admission arrangements:

The admission arrangements with respect to the majority of pupils with additional educational needs are consistent with the school's general arrangements for all other pupils. Children with statements of Special Educational Needs are placed in schools at the request of the Education Authority. In keeping with SENDO legislation, the Board 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.

Reference to other relevant policies

The following policies are relevant to our SEN provision and are in line with SENDO legislation,

- Admissions- updated 18/19
- Positive behaviour- updated 18/19
- Health and safety- updated 18/19
- Child protection- updated 18/19
- First aid policy- updated 18/19
- Feedback policy- updated 18/19
- Staff code of conduct- updated 18/19
- Induction and Transition Policy - updated 2018/19
- All curriculum policies especially
 - numeracy- updated 18/19 and
 - literacy due to be updated 18/19

It is proposed that the Special Education Needs and Disability (SEND) Act (Northern Ireland 2016), which will reform how children with Special Educational Needs are identified and supported, will be fully implemented throughout 2019 and 2020 and so the information here will be subject to change.

Definition of Additional Educational Needs:

Within St. Clare's Abbey we have children with a wide range of SEN identified as per the definition of SEN as stated in the Code of Practice

The term "Special Educational Needs" is defined in the relevant legislation as *"a learning difficulty which calls for special educational provision to be made."*

"Learning difficulty" means that a *child has significantly greater difficulty in learning than the majority of children of comparable age, or has a disability which hinders his or her use of the kind of facilities generally provided in ordinary schools.*

"Special Educational Provision" means *educational provision which is different from or additional to provision made generally for children of comparable age.*

We appreciate that SEN embraces a breadth of learning difficulties varying in type, duration and severity. Our School recognises that Special Educational Needs can arise as a result of:

1. Intellectual/Cognitive difficulties.
2. Speech and language communication difficulties.
3. Emotional/Behavioural Wellbeing difficulties
4. Physical and Sensory difficulties ~ (Visual and Auditory problems).

Children with medical conditions with no additional SEN will be registered on the medical register only.

A whole school approach to managing SEN provision within St. Clare's Abbey

All management and teaching staff are responsible for the assessment identification and provision for children with SEN. The principal, Mrs Monaghan, holds overall responsibility and she works closely with the Board of Governors to ensure appropriate provision for children with Additional Educational needs.

The role of the Board of Governors (Code of Practice paragraph 2.3-2.6)-

(The named Governor with responsibility for SEN is Mrs. Ciara Reilly)

1. To support the principal and all the staff in their professional assessments of, and provision provided for children with Additional Educational needs;
2. To ensure that any decisions made about school organisation take account of SEN children;
3. To facilitate quality provision for children with SEN by aiming to secure the best environment for the children, regarding resources and class sizes;
4. To have regard for the five stages of the Code of Practice.

The role of the Principal

1. To ensure that the staff are aware of their role in dealing with children with Additional Educational Needs;

2. To encourage staff to increase their knowledge about working with such children, i.e. by attending relevant in-service training courses (In-house and EA led)
3. To monitor and evaluate school progress in the area of provision for Additional Educational Needs;
4. To agree with the staff regarding the allocation of time, finances, staffing and other resources for SEN provision;
5. To liaise with other professionals, when appropriate, regarding children with SEN;
6. To meet with the parents of such children when required.

The role of the SENCO, Mrs M Toner -

In keeping with Senior leadership and post responsibilities SENCO contributes to;

- ❖ the vision for SEN development within the school
- ❖ the development of high quality teaching and learning within SEN
- ❖ monitoring the performance of children with SEN
- ❖ efficient distribution of resources

Day to day responsibilities include -

- Ensuring effective implementation of SEN policy;
- Updating the SEN register and overseeing all records of children with SEN;
- Assisting teachers in identifying, assessing and meeting pupils' additional educational needs;

- Co-ordinating provision for children with SEN;
- Liaising with teachers and classroom assistants and ensuring that both are supported in meeting the pupils needs;
- Liaising with parents;
- Attending training courses as appropriate to the needs of the school and contributing to in-service training of staff;
- Providing support to staff in the writing, review and implementation of IEPs;
- Liaising with external agencies.

The role of the ECPD teacher:

Miss O Shea has the ultimate responsibility for meeting the needs of pupils with SEN within her class. In order to achieve this she will fulfil the duties outlined for class teachers below and in addition will:

- Promote inclusivity and a warm, loving 'home from home' for the precious children in her class.
- Make good use of all educational advice provided re her pupils.
- Liaise with the health and educational partners who work on a regular basis in the ECPD.
- Deploy classroom assistants effectively and ensure that their training needs are kept up to date.
- Liaise closely with parents.
- Liaise with class teachers of the classes into which her children are integrated and from whom pupils integrate with her class for periods of the day to ensure that all are aware of the needs of these pupils and the targets as identified in their IEP.

- Write, implement and review the IEP of those children involved in integration or reverse integration with the teachers of those classes and SENCO, three times yearly
- Work closely with SENCO to ensure that all available school resource, expertise and training opportunity is availed of fully in helping these children.

The role of the Head of Nursery:

- Liaise closely with parents to establish any difficulties as per the settling in policy
- Alert SENCO to issues as per her early observations to facilitate early intervention
- Liaise with health professionals (Including Speech and Language Therapist, Health Visitor Programme and RISE NI)
- Work closely with primary 1 teachers particularly in term 3 to ensure robust exchange of information re SEN children as per transition policy

The role of the class teacher:

Class teachers have the ultimate responsibility for meeting the needs of pupils with SEN. In order to achieve this they:

- Liaise with the SEN co-ordinator/ Newcomer co-ordinator regarding their pupils who have additional educational needs and the curriculum provided for them;
- Identify children who may have difficulties accessing the curriculum and bring them to the attention of the SEN co-ordinator/ Newcomer co-ordinator and principal;

- Towards the end of each academic year meet with new class teacher to discuss needs of children and to formulate IEP targets for Term 1;
- Write and implement IEPs and when necessary adapt class work and provide alternative resources/strategies for children with SEN. Within our school all teachers use the IEP as a working document, monitoring and evaluating as they are implementing.
- Monitor progress of all children including those with Special Educational Needs and consult frequently with classroom assistant regarding pupil needs, any recommendations and observations;
- Involve child in his/her IEP through the use of a Pupil Friendly version of this which is used to ensure that he/she knows targets and is involved in gauging his/her own progress against same.
- Facilitate any withdrawal work necessary, for example, by ensuring that the children are available for withdrawal at the time allocated and ensuring that the withdrawal teacher or personnel from outside agency has appropriate information re reading level and IEP. Liaise with same as appropriate
- Maintain appropriate records on children with SEN and to keep close contact with parents to ensure continuity in learning between home and school, remembering at all times that parents need so much support from us as possible as coming to terms with their child's SEN can be so overwhelming.
- Collect accurate information when there are concerns regarding a specific child;
- Inform him/herself of summary/recommendations/objectives as stated in Statement of Special Educational Needs for a pupil at

Stage 5 of the code of practice and to adhere to use these accordingly;

- Liaise with staff from external agencies who may be working with a child;
- Differentiate/extend curriculum appropriately for children at both ends of the spectrum.
- Ensure that SENCO is kept informed of any observations/ recommendations made by external personnel e.g. RISE NI/ Education Authority literacy support teacher/ Language and Communication team who have been working with a child in his/her class.

Special Educational Needs Support

Currently we have a number of staff/volunteers and Neighbourhood Renewal funded employees who provides support:

- Mrs Duffy provides in-class reading support;
- Mrs Quinn provides withdrawal literacy support;
- SENCO, Mrs Toner, provides teaching support for P3 children who are acquiring basic literacy skills at a slower pace to other children;
- Mr Sweeney provides group Numeracy support in key stage 2;
- A number of teachers and classroom assistants manage Count Read Succeed after school literacy/ Numeracy support (provided through Neighbourhood Renewal funding);
- Key stage 2 teachers provide support for implementation of digital resources including Nessy Reading and Spelling and the Mathletics resource;

- Mrs Murphy provides support for Keystage 2 children using Lexia Core 5;
- Mrs Mc Veigh provides Speech and Language support for selected pupils in Term 1 both in main school and in the nursery setting;
- Mrs Byrne provides Sunshine Room nurture sessions for individual children;
- Mrs Byrne provides Relax Kids whole class sessions to support individual children who have been identified as being in need of these strategies (occasionally 1-1/ small group Relax kids sessions are provided);
- A set of classroom assistants, upskilled by Occupational Therapists, engage selected children in Sensory Motor Activities each morning (these children have been chosen for reasons as stated in the Motor Sensory Intervention table saved in Staff);
- Classroom assistants provide alternative play provision for children challenged to behave appropriately during playground play times;
- Miss O' Shea's mentors for boosting self-esteem of vulnerable children;
- Mr Byrne and Mrs Cunningham co-ordinate Gardening club which includes children who benefit pastorally, physically and behaviourally from frequent planting, weeding and other gardening activities;
- Mrs Doyle manages Finance Club for a group of Primary 7 children who benefit from this real life experience of sorting, counting, making purchases and calculating amounts including amounts of change;

Arrangements for review of each individual programme of support is detailed in the intervention folder.

Many of these children are on the Special Educational Needs Register with staff making observations regarding their response to strategies and interventions.

The role of the special needs support team:

1. To work closely with class teachers to address IEP targets;
2. To monitor pupil progress and provide feedback to class teacher and SENCO.

Every year we have a selection of assistants who work with SEN pupils funded from a combination of SEN finance and LMS budget, they are seen as an integral and vital part of our SEN provision.

The role of the classroom/general assistant:

1. To liaise with class teacher and SENCO;
2. Maintain a brief record of observations;
3. Use observations to aid discussions with teacher and SENCO re pupil progress;
4. Contribute to target setting and reviews of IEPs;
5. To work with the teacher to gain an understanding of the recommendations for a pupil with a Statement of Special Educational Needs and participate in annual reviews;
6. To participate in the annual review;

7. To work with groups of children in the areas of literacy and numeracy enabling the teacher to support other children including those with special educational needs.

We recognise the importance of working in partnership with parents and enjoy a good communicative relationship with them.

The role of the parents

1. To provide teachers with any relevant information regarding possible SEN and, or support from external agencies, i.e. speech therapy;
2. To meet with class teacher/SENCO regarding adding child to SEN register;
3. To meet with teacher and try to comply with the strategies as recommended on pupil Individual Education Plan;
4. To sign and return any IEPs or reviews.

In keeping with the aims of the revised curriculum we encourage our pupils with SEN to play an active part in their own learning.

The role of the pupils

1. To work co-operatively with all staff;
2. To be involved in the monitoring of his/her progress on an ongoing basis (using the pupil friendly version of the IEP) and more formally at each IEP review and at annual reviews for the statemented child.

Allocation of resources

1. Classroom assistants-

The main part of our SEN budget is spent on additional classroom assistance hours to supplement EA allocation and to provide short non-contact sessions weekly to enable classroom assistants and teachers to plan and review work for SEN children. We also employ classroom assistants to implement our motor sensory group and to offer emotional support in our 'Sunshine Room'- Nurture facility. We have a range of assistants fully trained in Numeracy Catch Up and Reading Partnership.

2. Resources-

A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities. Updating of the SEN resources coincides with the variety of learning styles and needs of children.

Updated resources to date include

- A levelled reading scheme (PM levels 1-30) centrally stored to be used by all SEN children as appropriate.
- A developing range of resources recommended by the Occupational Therapy service including stepping stones, balance boards and big exercise balls for use in Sensory Motor Group;
- Equipment in our 'Sensory Room' for the purposes of 'Relax kids' and other mindfulness activities including calming music 'chill out' cushions and a selection of other resources;

- Numicon resources catering for Nursery and Foundation stage classes and children in other classes experiencing difficulties acquiring numeracy knowledge;
- Gardening tools and overalls;
- A wide range of I pad apps including Clicker Docs/ Clicker sentences/ Splingo/ Word Wizard.
- Other resources including ear defenders and writing slopes.

3. On-going staff development in-service

- Staff have completed Nessy on-line Dyslexia training with modules completed including Dyslexia explained; Phonological dyslexia, Working memory and dyslexia; visual processing dyslexia; auditory processing dyslexia; how to help.
- A number of Keystage 2 teachers have been attending EA literacy support led sessions addressing strategies for supporting children with Specific Literacy Difficulties including Dyslexia Friendly Classroom; Overview of Texthelp Read and Write; Support for pupils with memory difficulties; Support Pupils with Literacy difficulties; Support for pupils with spelling difficulties.
- Mrs McGoldrick and Mrs Tierney are accredited in the Numeracy Recovery Programme.
- Mrs Toner (SENCO) and Mrs Monaghan are accredited in the Reading Recovery Programme.
- Mrs Toner and Mrs Cribbin received Training from EA Autism Service in Applied Behaviour Analysis (2016-2017)
- SENCO, Mrs Toner achieved AMBDA qualification and a number of other teachers in each key stage completed on-line training sessions

and three have attended specialist sessions on 'Meeting the Needs of Pupils with Specific Literacy Difficulties' with Literacy Project.

- A selection of teachers have visited Tamnamore Learning Support Centre to observe strategies used with children challenged by Social Emotional Behavioural and Wellbeing Difficulties.
- A large number of staff are now trained in the use of Numicon resources for teaching numeracy concepts.
- A number of teaching staff have been trained in 'Maths Catch Up' an intervention programme; SENCO, Mrs Mc Goldrick & Mrs Mc Keown.
- Nursery Teacher, Mrs Bennett, and SENCO, Mrs Toner, are upskilled in Dyspraxia SMART Moves programme which has been disseminated to classroom assistants facilitating the Sensory Motor Group (2014-15).
- Miss Mallon has attended training in meeting the needs of pupils with Downs Syndrome and Joanne Hardy Inclusion Service is available to up-skill staff at the beginning of the year as necessary.
- A staff development plan for classroom assistants is implemented each year. Several slots are allocated for SENCO to skill up classroom assistants.
- RISE NI classroom assistant training.
- A range of teachers and classroom assistants have attended training with EA Autism Services.

3. Advice from external agencies.

Teaching staff are given time to reflect on advice provided by psychologist and other professionals for inclusion in IEPs and daily teaching. This is then disseminated to classroom assistants. We have availed of advice and support from the SpLD service and allowed teachers and assistants the opportunity to observe our school's

peripatetic support teacher modelling guided strategies with a number of children with specific literacy difficulties.

Intervention programmes for pupils with SEN

Pupils with learning difficulties:

1. Pupils with learning difficulties in Literacy:

Programmes led from school resources

- Reading Partnership
- Literacy withdrawal support. (Mrs Quinn, a former SENCO who now works 3 mornings per week on a voluntary basis. She works on the targets identified on the IEP and teachers provide her with resources and information re instructional text level.)
- Paired reading programme, led by Mrs Duffy who volunteers to work in school 1 day per week. She offers pupils from P3 individual sessions of paired reading
- Nessy Reading and Spelling resource is used with children who present with Specific Literacy Difficulties Primary 4-7 (these children will have been referred to EA literacy support team)
- Lexia Core 5 ICT programme is used with a variety of SEN pupils/ pupils underachieving in Literacy. A combination of home and school use is recommended. It addresses word, sentence and text level work at the child's instructional level. This is monitored by an assistant who provides support as needed.
- Accelerated Reader

- BBC touch typing resource is used to teach touch typing skills to pupils as deemed appropriate by teacher.
- Clicker Docs and Clicker sentences is used to assist pupils in expressing their thoughts and ideas when writing.
- Read and Write Text ease is introduced to Primary 7 pupils to assist them in transitioning to post primary settings where this literacy support package is used.

Programmes provided by Education Authority

- Each year a selection of pupils access tuition from SpLD service. Ongoing efforts are made to ensure that St Clare's Abbey staff are shown appropriate strategies by the EA literacy support teacher so that the work can be complemented in class.
2. Pupils with learning difficulties in Numeracy:
- Numeracy Catch up provided by three trained classroom assistants and one teacher.
 - After school Count Read Succeed numeracy support targeting Primary 4 children.
 - Mr Sweeney's support group.
 - Video tutorials on website for parents to support their children.
3. Pupils with physical and sensory difficulties
- At the heart of our new school is a highly equipped facility for physically challenged pupils.

- The school implements a very successful Motor Sensory programme. All classroom assistants involved have been trained in the programme by an occupational therapist. Approximately 50 pupils many of whom are known to Occupational Therapy benefit from these early morning sessions. Primary 1-4 children attend Monday to Wednesday with Primary 5-7 children attending Thursday to Friday. Primary 7 children typically attend in term 1 and 2 only.
- For a small selection of pupils with very specific physical difficulties undergo OT support programmes planned by the OT and implemented by the child's classroom assistant.
- In light of extensive work done with Michael Gilsenan, an expert in orthoscopies, a number of staff continue to raise awareness among parents re how vision problems can be linked with reading difficulties. This information is disseminated to parents when deemed appropriate in an effort to encourage all parents to take their children for eye tests.
- SENCO and relevant teachers work closely with hearing impaired service to address the needs of a pupil with a hearing impairment.

4. Pupils with Emotional/ Behavioural difficulties

School based programmes:

- 'Sunshine room' nurture programme. Several of our more 'needy' children avail of this programme as needs dictate. It is a wonderful facility, led by a very talented classroom assistant.

- An assistant offers Relax Kids programme for a select number of pupils on a one to one basis or as part of a whole class programme. These pupils each present with an emotional need.
- Gardening Club
- Alternative play time provision - Forest Play/ Park play/ Meadow play.

Externally provided services:

- ❖ Child and Parenting service (CAPS) support for specific pupils
- ❖ Play therapy for specific pupils
- ❖ NSPCC counselling and other support programmes accessed with social services support
- ❖ Behaviour support from EA team
- ❖ Social skills development from Autism Advisory Service for specific pupils

5. Pupils with speech and language difficulties:

For our pupils thought to have difficulties in the area of speech and language we request an observation from the Language and Communication Team who in turn provide us with the necessary advice and support. This may mean referring the child for Speech and language therapy, making reasonable adjustments as recorded on an IEP or indeed the team may advise that the child's difficulty is not impacting on his/her learning. In addition to this a Speech Therapist, funded through Neighbourhood Renewal fund, provides intensive blocks of Therapy to children in Nursery classes and others in Foundation Key Stage 1 and 2 for whom it has been determined that this style of intervention will 'make a difference'. The

Nursery teacher is trained by Speech Therapists on how to use 'Welcomm language' programme at diagnostic and support levels. This is useful for the early identification of children with this Additional Educational Need.

Our newcomer pupils:

Currently we have over 30% of our pupils with 'newcomer' status. Support measures for these pupils are twofold:

- Culture based- 1.assisting them in celebrating and retaining their own culture and 2.helping them to adjust to Irish culture
- Language based- 1.assisting them in the acquisition of language specifically related to what they will be learning in school i.e. which will help them access the curriculum and 2.helping them to gain generalised English vocabulary.

To assist these children we:

- Work closely with the IDS service and use the various components in the diversity toolkit
- Offer language support assistants at Numeracy after school club.
- Have a coordinator appointed for enhancing Newcomer provision. She has completed QUB post graduate study in this field, with a view to enhancing our provision.

Section 2: Information about the school's policies for the identification, assessment and provision for all pupils with special education needs

Identification, Assessment and Review

All staff are responsible for early identification of children with a Special Educational Need.

The school's procedures for identification include:

- Any concern expressed by parents or others who know the child
- Liaison with previous schools and settings and involvement with other agencies,
- Analysis of assessment outcomes-

- whole class standardised tests are administered in May.

When studying our assessment outcomes children scoring in the low range in conjunction with teacher judgement may

move to a Record of Concern on the Code of Practice and are added to the SEN register.

- Given the allocation of psychology hours pupils are prioritised thereafter following consideration by SENCO and principal;
 - British Picture Vocabulary Scale administered in Primary 1 which provides teachers with an insight into each child's aptitude for learning;
 - CAT Cognitive Ability Test P.3& 6 is used to assess discrepancy between attainment and ability using Assessment manager;
 - A range of assessment tools including WRIT (Wide Range Intelligence Test), PhAB (Phonological Awareness Battery), DRA(Diagnostic Reading Assessment), Working Memory Rating Scale and Dyslexia Portfolio may each be used in order to assist the teacher/SENCO in building a profile of a learner thought to have a Specific Literacy Difficulty.
 - Dyscalculia screener
- teachers' observation of learning needs i.e. as presented through progression in Literacy acquisition, baseline observations, mental maths competences, running records and daily teaching (recorded in tracking tables). Teachers will also make additional relevant observations i.e. reoccurring behavioural concerns;
 - a child undergoing statutory assessment or having a Statement of Special Educational Needs on arrival in school.

Provision

Code of Practice

Record of Concern/ Stage 1

Upon identifying the children parents are informed that the child needs differentiation within class lessons and so with parental permission the child is added to the SEN register, a School Record of Concern is completed. SENCO will provide guidelines as appropriate. The teacher will detail a small number of prioritised targets which are clear and realistic within the classroom context, as well as the differentiated teaching and learning strategies which the teacher will employ in order to help the pupil to achieve the targets. Towards the end of the term and in consultation with the child and classroom assistant the class teacher will record the outcomes of the set targets. An additional stage 1 Record of Concern may be made, he/ she may be removed from the SEN register or move to Stage 2.

Stage 2

At stage 2 the SENCO may facilitate seeking advice from other agencies. Advice sought at this stage as a result of consultation with board support services will be in the form of generalised advice about strategies rather than specific advice about an individual pupil's difficulties. The Stage 2 plan, written by the class teacher, in consultation with the pupil, classroom assistant and parents if necessary, will detail a small number of prioritised targets. The SENCO will provide guidelines and support as appropriate. The plan will be implemented within the mainstream setting

with careful consideration of use of programmes, activities and materials available. Towards the end of the term and in consultation with the child and classroom assistant the class teacher will record the outcomes of the set targets. An additional stage 2 action plan may be made, he or she may move to Stage 1 or move to Stage 3.

Stage 3

In consultation with Educational Psychologist, and with consent of Parents, SENCO and Principal will decide upon children who will be considered for a full assessment by the Board's Psychology Service although as previously stated such children will have to be prioritised in line with designated psychology hours.

A stage 3 Education Plan is used to document the more detailed planning that takes place and the involvement of the board's specialist support services which may follow assessment by Educational Psychology Service. Specialist support may be sought from Behaviour Support Team, Autism Support Service, Literacy Support Service, Inclusion Team and Services for Hearing/Visually Impaired. The plan, written by the class teacher, in consultation with the pupil, classroom assistant and parents, will detail a small number of prioritised targets and detail any support received. The SENCO will provide guidelines and support as appropriate. Towards the end of the term and in consultation with the child and classroom assistant the class teacher will record the outcomes of the set targets. An additional stage 3 action plan may be made, he/she may move to Stage 2

or following psychology recommendations the outcome may be a request to the board for statutory assessment.

The SENCO and principal will use test scores to identify children for EA peripatetic literacy support screening. This takes place after careful consideration of test scores and EA literacy support referral criteria. All those with parental responsibility must have consented to this and the child will move to stage 3 of the Code of Practice.

Stage 4

If the Educational Psychologist recommends that the pupil should proceed to Stage 4, in consultation with those with parental responsibility, the school will complete a Stage 4 'Statutory Assessment Form'. The Education Authority considers the need for a statutory assessment and, if appropriate, makes a multi- disciplinary assessment. All evidence is collected from parents, school and any relevant outside agencies. This is then collated and forms the basis of an initial proposed statement which will be issued by the Education Authority regarding the SEN pupil. If advice states that child is not going to progress to statutory assessment he/she will then move back to stage 3 on the register.

Stage 5

The Education Authority will then consider the Statutory Assessment and, if appropriate, make a final statement.

Should a decision be made to provide a 'Statement of Special Educational Needs' a Stage 5 Education plan will be used detailing a small number of prioritised targets which will continue to be developed with the help of outside specialists, where appropriate and will take account of any additional resourcing made for the pupil by the board. The SENCO will provide guidance and support as appropriate. Towards the end of the term and in consultation with the child and classroom assistant the class teacher will record the outcomes of the set targets. Additional Stage 5 Education Plans will continue to be made for the pupil following the review of the first one.

Annual reviews

The Board monitors and reviews provision on a yearly basis with the school. Parents, classroom assistants, and other relevant agencies are invited to attend an annual review meeting and contribute to the success of the child's year and the appropriateness of the statement (usually in March). A contribution may be sought from External agencies.

Monitoring

We value the importance of the child, teacher, parent and classroom assistant in contributing to IEPs, reviews and annual reviews. IEPs are written and reviewed once per term and annual reviews take place in Term 2.

Teachers write a realistic number of targets which are measurable and achievable. The aim is that pupils will achieve A or B on IEP targets and if it is thought that this will not be so IEP targets are adjusted

accordingly. SENCO analyses the outcomes of IEP targets at the end of each term.

When making a stage 4 referral evidence is sent along with other relevant paper-work.

Evaluation

- SENCO is often consulted informally by teachers and support teachers re pupil progress and effectiveness of provision, this is done in a more formal way when IEPs are reviewed;
- IEP targets are monitored for progression and SENCO consults termly with classroom assistants in order to review observations made, to discuss progress and any concerns assistants may have;
- Good differentiation in class teachers' planning is explicitly noted in short term numeracy and literacy plans;
- Classroom assistants assist in the review of the school development plan and contribute to the review of SEN for the year. These are included in the development plan for the following year;
- EA Literacy Support teacher provides frequent verbal feedback to SENCO and class teacher. Support teacher will make contact with parent;
- Attendance of SEN children;
- Involvement of pupils/parents monitored;
- Non-contact meetings with teachers each term to write and review IEPs;
- Professional development in the area of special needs features on the school development plan each year;

- Effectiveness of withdrawal programmes are monitored at the end of each term;
- Provision for statemented children is officially reviewed annually and amended as required;
- Report (drawn up by SENCO) is submitted to Board of Governors re effectiveness of current provision, resources, teacher and whole staff training;

Record Keeping

- SEN register is updated annually;
- Pupil folders are used for storing IEPs, statements, reports from outside agencies and any correspondence regarding the child.
These folders are stored in SENCO's room (access to these are restricted to protect confidentiality of pupils) ;
- Teachers record implications for teaching and learning arising from in-service training;
- Minutes are kept of all meetings with psychologist and support services, these are noted on SIMS module;
- Minutes are kept of all staff meetings led by SENCO;
- A record of telephone numbers for external support services is accessible for all in SEN room (see also list in appendix)

SECTION 3 Professional Development and Partnerships

Professional Development

- Principal oversees professional development of all staff
- Staff training is sought as needs arise
- those who attend courses disseminate and share knowledge with other staff members
- a record is kept of all staff training

Partnerships

Internal Partnerships

- Principal reports to the Board of Governors;
- SENCO monitors IEPs and through termly meetings with teachers she guides and directs them in target writing, gauging pupil progress and movement along the Code of Practice;
- Principal meets with classroom assistants termly to discuss any problems

External Partnerships

- SENCO liaises with Education Authority services in order to gain advice, support and training in support of children at stages 1 and 2
- Similarly, SENCO liaises with Education Authority services for specific support recommended by psychology for children at stages 3 or above
- Health and social services are contacted as required
- RISE 'Regional Integrated Services for Education' delivery of whole class programmes, staff training, individual pupil assessments and programmes of support

Partnerships with parents

- We recognise the involvement of parents as being of crucial importance to the development of their child, they are partners with us in their child's learning and are involved at each stage of the Code Of Practice;
- At the beginning of each academic year parents are informed of procedures for writing and reviewing of IEPs and their role in this process. They are invited to speak with their child's class teacher at this time;
- Parents are welcome to contact their child's teacher or Mrs Monaghan if they have a concern;
- Teachers share advice, useful teaching strategies and resources which may benefit the learning of their child.

Pupil participation

We strive to achieve a good relationship with each child whereby a positive self-esteem is fostered.

- IEP targets and reviews are shared with the child in a child friendly format to ensure that the child will understand the targets that together we hope to achieve;
- Pupil views are sought particularly in preparation for annual reviews;
- Pupils are given the opportunity to celebrate their success by choosing to, for example, attend the nurture room, have a session on the computer or another activity of the child's choice

Links with other educational establishments and transfer arrangements

- Copies of appropriate records are made available;
- Where possible the Principal, SENCO or class teacher will communicate with the Principal, SENCO or class teacher of the receiving school.

Procedures for raising concerns:

If any parent has a worry or concern relating to his/her child's additional educational needs we recommend that he or she follows the following flow chart:

I have a concern about my child's additional educational needs.

I can talk to the class teacher.

I am still concerned, I can talk to the
SENCO
Mrs Martina Toner
Or

If I am still concerned, I can talk to
Mrs Monaghan
(School Principal)

If I am still concerned, I can talk /
write to the School Governor
responsible for additional educational
needs
Mrs Ciara Reilly

If I am still concerned, I can talk /
write to the Chairman of the Board of
Governors
Shane Comer

At any time I can talk to the
Advice and Information Officer in EA
(Tel 028 3752 5691)
Following contact with that service if I
am still concerned I can contact:
DARS – EA area
(Dispute Avoidance and Resolution Service)
(Tel 028 3751 2383)

By implementing this policy we strive to add value both pastorally and academically to the lives of this special group of children within our school.