

LISNADILL



PRIMARY SCHOOL

Special Educational Needs Policy

INTRODUCTION

Lisnadill Primary School offers a stimulating happy and secure learning environment for children of all abilities. All pupils are offered access to a broad balanced and relevant curriculum with an entitlement to develop to their full potential while being educated alongside their peers. Minimising barriers to learning is an important focus for all staff. The school seeks to provide educational experiences which celebrate all achievements and recognise individuality.

Definition of SEN

Special Educational Needs is defined as “a learning difficulty which calls for special educational provision to be made.” A child has a learning difficulty if he/she has significantly greater difficulty in learning than the majority of children of his/her age and /or has a disability which either prevents or hinders him/her from making use of educational facilities generally provided for children of his/her age in ordinary schools. (CoP par 1.4)

Definition of Disability

“Someone who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.” (Part 1 of Disability Discrimination Act 1995)

OBJECTIVES

At Lisnadill Primary School we aim to : -

- Encourage inclusive practices to ensure that no child with a disability/SEN is treated less favourable or disadvantaged in anyway, in comparison to those who have no disability/SEN.
- Promote a sense of belonging and community and ensure that all children with SEN/disability have a positive self image.
- Use teacher observations along with statutory and non statutory tests to ensure early identification of SEN.
- Take reasonable steps to ensure that a child’s inclusion is compatible with the efficient education of other children.
- Provide a caring and supportive classroom environment conducive to learning with a range of SEN provision to match the relevant SEN/disability.

- Encourage parental involvement and co-operation to assist staff in the development of knowledge, skills and understanding which ensure progress, promote success and develop self-confidence.
- Enable pupils to be active partners in their learning.

ROLES AND RESPONSIBILITIES

Board of Governors (CoP para 2.3-2.6)

In keeping with the Education (N.I.) Order 1996 and the Code of Practice on the Identification and Assessment of Special Educational Needs 1998, the Board of Governors will:

- In conjunction with the Principal, oversee the provision of education for children with SEN.
- Report annually to parents in the Board of Governors' Report, the SEN provision offered by the school.
- Receive SEN statistics at the Board of Governors' meetings.
- Ensure that facilities and resources are provided for the staff to meet the individual needs of SEN/disabled pupils, whilst being educated along with the pupils who do not have special educational needs.

Principal

He/She has responsibility for the day-to-day management of all the school's work in relation to SEN/disability provision. They must inform Board of Governors and work closely with the SENCo. (CoP Pages 4&5)

SENCo

He/She should:

- Have responsibility for the day-to-day operation of the school's SEN Policy
- Co-ordinate SEN/disability provision and maintain the SEN/disability register.
- Respond to requests for advice from other teachers and organise appropriate in-service training.
- Liaise with external agencies.

Teachers

Teachers have ultimate responsibility to:

- Meet the needs of children in their class.
- Present materials appropriate to pupil's age, maturity and learning need/disability.
- Identify barriers to learning.
- Along with parent/pupil involvement, implement appropriate programme/Education Plan to address the needs of SEN pupils.
- Monitor progress.
- Liaise with SENCo, SEN teacher and other support services.

Classroom Assistants

They will work in partnership with, and support the class teacher in various one to one, group or whole class situations.

Others

External Support may involve Spld teacher, Educational Psychologist, Occupational Therapist, Physiotherapist, Speech Therapist etc.

These will liaise closely with class teacher and SENCo to discuss the programme and child's progress.

Learning Support Teacher may be used when funding permits. Again they will liaise with the class teacher and the SENCo.

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 and Library Board. The wishes of the child's parents are of paramount importance along with the provision of efficient education for other children in the class or school, when determining the suitability of the placement.

The school: -

- Is fully accessible to wheelchair users.
- Has classrooms which are well equipped with SEN resources.
- Has excellent facilities for personal care, including a toilet for the disabled.
- Has reading Partnerships when funding permits.

CONCERNS

The school aims to promote good communication with parents and medical professionals regarding concerns about SEN pupils.

Special Education Needs Advice and Information Service Leaflet is given to some parents at the October Parental Interview.

Other medical professionals are invited to observe pupils within the classroom environment.

Interviews between parents and other professionals are arranged to take place within school.

IDENTIFICATION, PROVISION, MONITORING AND EVALUATION OF SEN PROCEDURES

All staff are responsible for early identification of children with SEN through:-

- Professional judgement which includes observation of behaviour, attitudes, physical and cognitive development.

Statutory Tests include:-

- Testing -
 - P1 - Base line Assessment
 - P2 - MIST, EYES, PIE & PIM
 - P3 - PIE, PIM, Vernon Spelling, NFER Nelson Group Reading, Test 6-12
 - P4 - PIE, PIM, Vernon Spelling, NFER Nelson Group Reading, Test 6-12 NRIT, NINA, NILA and End of Key Stage 1 Assessments

- P5 - PIE, PIM, Vernon Spelling,
NFER Nelson Group Reading, Test 6-12
NINA, NILA
- P6 - PIE, PIM, Vernon Spelling,
NFER Nelson Group Reading, Test 6-12
NRIT, NINA, NILA
- P7 - PIE, PIM, Vernon Spelling,
NFER Nelson Group Reading, Test 6-12
NINA, NILA and End of Key Stage 2
Assessments

Non-statutory tests include weekly, monthly, end of topic and end of year tests.

Results of statutory tests are collated and analysed using SIMS.net. Psychologists are requested to administer further screening and diagnostic tests to children with lower standardised scores. Names of such children are recorded on a concerns list if not already on a particular stage of Code of Practice.

Children may be placed on the SEN register after thorough analysis and consultation with parents and others who have had direct access to the child concerned.

STAGE 1 of the CoP

After a child's name has been recorded on a List of Concerns and the teacher has taken the necessary steps to address the concerns, a decision may be taken to place the child on the SEN register in consultation with the parents and SENCo. The class teacher takes initial action to draw up and implement an Action Plan.

STAGE 2

- Individual Education Plan is drawn up by the class teacher in consultation with the SENCo, parents and other medical professionals, when appropriate. This is done at the commencement of each term.
- Review of the IEP targets is completed at the end of each term and again related to the parents.
- Differentiation in class teachers' planning
- Leaving Support Teacher (when funding permits) may assist with appropriate withdrawal.

- SEN resources within the school are used to assist with teaching/learning.
- Implementation of any provision/strategies as a result of external advice, support and training.

STAGE 3

At Stage 3, a school may refer a child to Psychology Service for further assistance in addressing the child's SEN. Psychology will give recommendations to the school and may refer to another external support service for additional support. School based provision continues as appropriate with:

- Additional expertise sought to improve progress.
- Peripatetic support applied for and this external service assists class teacher with the writing of IEPs

If Peripatetic support is not successful, the child will be moved on to Stage 4.

STAGE 4

Following an application (SAR1) to the Board from school or parent, the Board considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

Three IEPs per year will continue to be drawn up and reviewed.

STAGE 5

If appropriate, the Board draws up a statement of educational needs which is reviewed annually. The school implements the recommendations of the statement and employs a classroom assistant accordingly, whilst regularly monitoring and reviewing the provision.

RECORD KEEPING

- SEN register is updated annually in Autumn term by the SENCo. It is kept in a locked drawer in the SENCo's classroom.
- Individual teachers retain their individual pupil's files which contain documentation from psychologists and other medical professions, IEPs, reviews and statements. Again confidentiality is maintained.

- A list of available Support Services for children and young people is displayed on staff notice board and also retained by SENCo.
- Training courses attended by staff are recorded in 'In-Service Courses' book.

MONITORING PROGRESS OF PUPILS WITH SEN

IEPs targets are reviewed and discussed amongst relevant staff and parents with view to movement through the Code of Practice.

Results of statutory and non-statutory assessments are monitored and inform future planning.

EVALUATION OF THE SCHOOL PROCEDURES FOR SEN

- Continuous liaison between staff to evaluate progress and effectiveness of the provision for SEN is ongoing.
- One to one teaching and use of Learning Support Teacher (when available) increases pupil confidence which enhances progress.
- Classroom assistants' contribution is evaluated. They are encouraged to nurture independence of the SEN pupils.
- Staff and parents monitor progress though class results/data and pupil profiles.
- Provision for Stage 5 pupils through the Annual review process is amended as required.
- The Principal submits reports on the progress and effectiveness of SEN provision to the Board of Governors.
- Regular attendance of SEN pupils and inclusion in all areas of school life is encouraged, valued and rewarded.

PROFESSIONAL DEVELOPMENT

- The Principal oversees the professional development of all staff and ensures the necessary training. A record is kept of all staff training.
- Those who attend courses disseminate and share knowledge with other staff.

PARTNERSHIP WITH PARENTS

- Parents are informed and encouraged to be fully involved in supporting their child's learning at every stage of the CoP, in a working partnership with the school.
- Parental Interviews are held in October and February.
- They are welcome to contact school and make an appointment to share concerns with staff.

PUPIL PARTICIPATION

- Pupils are encouraged to take responsibility for their learning and be involved in the target setting process.
- Their views are sought on all aspects of school life.
- They are given opportunities to experience and celebrate success.

This policy will be reviewed in light of changes in legislation or practice. This will happen in consultation with all staff members