

MAGHERAFELT PRIMARY SCHOOL



Special Educational Needs

We, at Magherafelt Primary School, believe in creating a place where everyone feels welcome, secure and valued; and work together in equality to achieve their full potential.

Learning Difficulty

“Learning difficulty’ means that the child has a 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 education 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 or long term effect on his or her ability to carry out normal day to day activities.” (Disability Discrimination Act 1995)

SEN Provision 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 specific Special Educational Needs (SEN) 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)

Aims of SEN Provision in Magherafelt Primary School

1. To provide a broad, balanced, relevant and differentiated curriculum as a right for all children.
2. To identify children with SEN, including gifted and talented, as early as possible through a variety of means and in consultation with appropriate personnel.
3. To ensure that all children with SEN feel valued and have a positive self-image.
4. To encourage parental involvement and co-operation between various external agencies in the diagnosis of difficulties and provision of programmes of study for pupils with SEN.
5. To offer experiences and opportunities, which allow pupils to develop knowledge, understanding and skills, which ensure progress, promote success and develop self-confidence.
6. To develop a system for recording continued assessment so that each pupil's performance can be monitored.
7. To promote the inclusion of all pupils with SEN into the mainstream classroom.
8. To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning for all.
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. To develop and utilise all resources in support of pupils with SEN.

Arrangements for Co-ordinating SEN Provision

SEN provision is the overall responsibility of the Board of Governors and Principal of the school. However, in order to facilitate the day-to-day running of this provision, the Board of Governors have delegated responsibility for pupils with SEN to Mrs. D. Doherty (SENCo).

Role of the Board of Governors

In 'Every School a Good School' (DE) – The Governor Role (2010), Chapter 12 of this document relates specifically to the governor role for pupils with SEN.

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 SEN. The Board of Governors has a statutory duty to:

- Take account of the provisions in the DE Code of Practice on identifying and assessing SEN.
- Use their best endeavours to provide for pupils identified with SEN and that parents are notified of their child's special educational needs.
- Maintain and operate a policy on SEN.
- Ensure that where a registered pupil has SEN, 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 SEN and disability; and prepare and take forward a written accessibility plan.

Role of the 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.

Role of the SENCO

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

- Co-ordinating the day-to-day provision of the school's SEN policy.
- Responding to requests for advice from other teachers.
- Co-ordinate provision for children with SEN.
- Maintain the school's SEN register and oversee the records of all pupils with SEN.
- Liaise with parents of children with SEN.
- Contribute to the in-service training of staff.
- Liaise with external agencies.

Role of the Class Teacher

The class teacher should:

- Be aware of current legislation.
- Keep up to date with information on the SEN register.
- Gather information through formal and informal assessment / observation.
- 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 where necessary.
- Involve classroom assistants as part of the learning team.

Learning Support Teacher

The Learning Support Teacher should work under the direction of the SENCo. She should:

- Be aware of current legislation.
- Be familiar with the administrative process of the school.
- 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.
- Contribute to the Annual Review process.
- Attend professional development training.

SEN Support Staff

Support staff:

- Work under the direction of the class teacher.
- Be involved in planning.
- Look for positives by talking to the children about their strengths.
- Provide practical support.
- Listen to the child and feedback to staff.
- Explain boundaries and operate these consistently and fairly.
- Share good practice.

Role of the Parent

“The relationship between the parents of a child with SEN and school has a crucial bearing on the child’s educational progress and effectiveness of any school based action.” (Code of Practice 2.21)

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. It is the school’s responsibility to inform parents when staff are considering a child’s placement on the SEN register or movement within this register. Parents should be invited to attend meetings as deemed necessary.

The parents should: -

- Be aware of their child’s needs as outlined by the teacher and / or IEP.
- Work in partnership with the school and class teacher in the implementation of a programme of study.
- Attend meetings / reviews to ensure regular updates on their child’s progress.
- Inform staff as soon as possible of any change in need.

Admissions

The admission arrangements with respect to the majority of pupils with SEN must be consistent with the school’s general arrangements for all other pupils. Children with statements of SEN may be placed in schools at the request of the relevant Education and Library Board. When seeking to place a pupil with a statement, 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 effective use of resources to determine the suitability of the placement. **This arrangement is in line with SENDO legislation.**

Accessibility

At present all pupils with SEN / Disabilities have equal access to all areas of the school building. The school is fully equipped for wheelchair users. We are also able to facilitate personal care, including a toilet and hygiene room adapted for use by persons with disabilities. Also, there is a well-equipped SEN teaching base.

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)

Formal screening and diagnostic testing will be carried out each June and will be used to assess all children. Relevant testing will also be carried out throughout the year as appropriate.

In identifying those children with special educational needs, as well as the screening tests, information will also be gathered from the various sources listed below: -

- Responses to general class work and homework
- Class tests
- Reports and comments from previous years
- Observation of class behaviour
- Discussion with parents regarding health, routines etc
- Outside agency reports

Management of Special Educational Needs

The procedure for the assessment, planning and provision of special educational needs shall follow the five stages as stated in the Code of Practice. 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 assistance of outside agencies and / or specialists as required.

Stage 1

- The class teacher informs the Special Educational Needs Co-ordinator (SENCo) about any concerns.
- The SENCo adds the child's name to the Special Needs Register.
- An Action Plan is drawn up (see Appendix 3).
- The class teacher gathers information and either monitors the child or provides special help within the classroom.
- Parents are consulted and informed of strategies adopted by the class teacher.
- A review may see the child's name removed from the register, remain at Stage 1 or move on to Stage 2.

Stage 2

- Initial concerns may indicate need for Stage 2 support or it may be as a follow-on from a Stage 2 review.
- The class teacher liaises with the SENCo to prioritise provision.
- The SENCo provides advice and support as available.
- The class teacher, with help from SENCo if necessary, draws up an education plan and informs parents.
- A review may see the child revert to Stage 1, remain at Stage 2, or move on to Stage 3.

Stage 3

- When unsatisfactory progress has been attained at Stage 2, the school will seek the advice of outside agencies in assessment and provision.
- The SENCo, class teacher and support services draw up an education plan.
- Parents are kept informed and consulted by the SENCo.
- A review may see the child revert to Stage 1 or 2, remain at Stage 3 or statutory assessment may be requested.

Stage 4

- A request for statutory assessment is made to the EA's Special Educational Branch.
- Evidence will be submitted relating to the assessment and provision in Stages 1, 2 and 3 and at review meetings.
- The Special Education Branch carries out an assessment in liaison with parents and then with the school (Principal, SENCo and class teacher) and other agencies.
- The school continues to be responsible during this process.

Stage 5

A statement is written by the EA containing: -

- Details of the child.
- An outline of special educational needs (including abilities and difficulties).
- Educational development objectives (timescale, provision required, arrangements for setting short term targets etc).
- Details of non-educational needs.
- Details of provision to address non-educational needs.

Annual Review

An Annual Review is carried out for any child who is the subject of a Statement of Educational need. These are carried out in Term One for Year 7 pupils and Term Three for all others. These reviews are coordinated by the SENCo and involve all those involved with the pupil. This 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.

Monitoring and Evaluating Special Educational Needs Provision

- The SENCo will be in regular informal liaison with the class teacher, as necessary. Teachers will keep all evidence relating to a child's special educational needs. The class teachers will keep individual Education Plans up-to-date. The SENCo will also hold copies of these.
- Formal meetings between individual staff and SENCo will be held to monitor SEN provision and discuss issues arising.
- The Senior Management Team and the Board of Governors will be kept informed of the SEN provision, as appropriate.
- Liaison with outside agencies will be maintained.

The following records are kept by the SENCo:

- SEN register
- Records of Concern
- Education Plans & Reviews
- Statements / Annual Reviews
- Assessment results
- Individual pupil files
- Minutes of liaison meetings with all stakeholders
- Staff support, advice and training records

Complaints

All complaints regarding SEN in our school will be dealt with in line with the school's existing complaints procedure.

SEN Advice and Information Service

An advice service is provided by the EA and can be accessed by telephoning 028 25653333 or the board's website.

Dispute Avoidance and resolution Service (DARS)

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 ELBs for pupils who are on the Code of Practice. 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 teams will facilitate the possible resolution of disagreements but do not have the authority to resolve a dispute. DARS is separate and independent from the Special Education Department.

Special Educational needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the ELB with regard to a child's SEN, legislation gives the right of appeal to SENDIST. See Appendix 4 – Contact Details

Monitoring and evaluating the Policy

This policy will be reviewed annually.

Chairman of BOG

Date

Principal

Date

Appendix 1

List of overarching and specific SEN categories

- **Overarching SEN Categories**

1. Cognition and Learning (CL) – Language, Literacy, Mathematics, Numeracy
2. Social, Behavioural, Emotional and Well-Being (SBEW)
3. Speech, Language and Communication Needs (SLCN)
4. Sensory (SE)
5. Physical Needs (PN)

- **Specific SEN Categories**

1. **Cognitive and Learning (CL)**

1a. Dyslexia (DYL) or Specific Learning Difficulty (SpLD) – Language / Literacy)

1b. Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) – Mathematics / Numeracy)

1c. Moderate Learning Difficulties (MLD)

1d. Severe Learning Difficulties (SLD)

1e. Profound & Multiple Learning Difficulties (PMLD)

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

2a. Social and Behavioural Difficulties (SBD)

2b. Emotional and Well-Being Difficulties (EWD)

2c. Severe Challenging Behaviour (SCB) associated with SLD or PMLD)

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

3a. Developmental Language Disorder (SEN) (DLD)

3b. Language Disorder (LD) associated with a differentiating biomedical condition

3c. Communication and Social Interaction Difficulties (CSID)

4. **Sensory (SE)**

4a. Blind (BD)

4b. Partially Sighted (PS)

4c. Severe / Profound Hearing Impairment (SPHI)

4d. Mild / Moderate Hearing Impairment (MMHI)

5. **Physical Needs (PN)**

5a. Physical (P)

Appendix 2

List of Medical Diagnosis Categories (including physical Conditions)

- 1 Epilepsy
- 2 Asthma
- 3 Diabetes
- 4 Anaphylaxis
- 5 Autism Spectrum Disorder (ASD)
- 6 Attention Deficit Disorder (ADD) / Attention Hyperactivity Disorder (ADHD)
- 7 Dyspraxia / Development Co-ordination Disorder (CDC)
- 8 Developmental Language Disorder (Medical) (DLD)
- 9 Global Developmental Delay
- 10 Down's Syndrome
- 11 Complex Healthcare Needs
- 12 Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
- 13 Depression
- 14 Eating Disorder
- 15 Psychosis
- 16 Other Mental Disorder
- 17 Cerebral Palsy
- 18 Spina Bifida – with Hydrocephalus
- 19 Spina Bifida – without Hydrocephalus
- 20 Muscular Dystrophy
- 21 Acquired Brain Injury
- 22 Visual Impairment
- 23 Hearing Impairment
- 24 Physical Disability
- 25 Other Medical Condition / Syndrome

Appendix 3

Action Plan for Stage 1 Intervention

Child's Name	
Class Teacher / Year Group	
Date	

Area of Difficulty	Actions	Remarks

Appendix 4

SENDIST Contact Details

If you want to know more about the Tribunal and the procedure for making an appeal or a claim, then you can contact the Tribunal at: -

Special Educational Needs and Disability Tribunal
3rd Floor
Bedford House
16-22 Bedford Street
Belfast BT2 7DS

Telephone: 028 9072 8757

Fax: 028 9031 3510

Email: SENDTribunal@courtsni.gov.uk