

# **Ardstraw Jubilee Primary School**

## **Special Education Needs (and Inclusion) Policy**

### **Introduction**

This policy was developed in accordance with WELB CASS guidelines on Code of Practice and SENDO and has been approved and agreed by our staff and Board of Governors in 2013.

The policy reflects and guides current practices in Ardstraw Jubilee Primary School for children with Special Educational Needs/disabilities.

We in Ardstraw Jubilee Primary School are committed to providing a place where everyone can achieve their full potential in all aspects of school life and feel valued, secure and happy.

### **Definition of Special Educational Needs**

‘Learning difficulty’ means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. ‘Special education provision’ means educational provision which is different from, or additional to, the provision made generally for children of comparable age (*Code of Practice 1998 paragraph: 1.4*)

‘The term Gifted and Talented is used to describe those students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group inside their particular school. Gifted and talented pupils may also present with a learning difficulty.’ (*Guidelines for Teachers NCCA/CEA 2007*)

### **SEN Provisions of SENDO**

‘The new law will strengthen the right to an ordinary school place for children with a Statement, unless it is against the wishes of parents or it is incompatible with the efficient education of others.’

‘Children who have Special Educational Needs but do not have a statement, must, except in specific circumstances, be educated in an ordinary school.’ (*Article 3 (1) SENDO 2005*).

‘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*)

### **Rationale**

In line with SENDO all staff in this school believe in an inclusive ethos and that every pupil has an entitlement to develop their full potential whilst being educated alongside their peers. Educational provision in this school addresses particular learning difficulties/differences/disabilities, as well as facilitating efficient education for other children with whom they are educated, whilst also ensuring efficient use of resources.

We provide educational experiences which develop all pupils’ achievements and recognise individuality. We value diversity and embrace it to support the learning of all.

As an inclusive school we work towards identifying and minimising the barriers to learning and provide a broad, balanced, relevant and appropriately challenging curriculum suitable differentiated to meet individual needs.

### **Principles and objectives**

In Ardstraw Jubilee Primary School we aim to promote the best interests of each individual child. We aim to provide an environment where each child can be encouraged to reach their full potential and be given opportunities to succeed. We value the contribution made by every child to the life of our school and strive to integrate children with special educational needs in all areas of school life. We aim to do this in the following ways to ensure children will be happy at school:

- ensure implementation of SENDO and encourage inclusive practices/procedures across all areas of school life
- engender a sense of community and belonging for all children
- be tolerant and show understanding and respect for the rights, views and property of others.
- identify barriers to learning as early as possible
- take account of each child's cultural, ethnic, linguistic and social background, gender, SEN and disability
- take reasonable steps to ensure a child's inclusion is compatible with the efficient education of other children
- ensure no child with a disability in this school is discriminated against/or in any way disadvantaged, victimised or treated less favourably in comparison to those who have no disability
- provide a range of SEN provision to match the range of SEN/Disability in our school
- increase the extent to which pupils who have a disability participate in the curriculum and to make reasonable adjustments
- improve how we present information to pupils who have disabilities, taking account of the specific disability and preferences expressed by the pupils/parents and use a reasonable time scale to do this
- provide classroom environments conducive to learning and to ensure everyone has access to a broad and balanced curriculum, with an appropriate range of strategies and resources, including ICT.
- develop a responsible and independent attitude towards work and towards their role in society.
- involve parents and pupils as partners and foster a happy liaison between home and school through personal contact.
- ensure effective monitoring and recording
- collaborate internally and externally to support the pupils education, linking with our local special school where necessary
- set suitable learning challenges and provide appropriate teaching strategies
- safeguard the interests of all children
- develop pupils full potential socially, emotionally, intellectually and physically
- develop pupils' knowledge, skills, understanding and abilities as well as personalities, to ensure that children will have their own self-confidence and self-esteem developed.

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

All staff in Ardstraw Jubilee Primary School are responsible for the early identification of children with SEN using their own observations, experience, professional judgement and testing, as well as information gleaned from parents, previous teachers, external agencies etc.

Staff are aware of the 7 categories of SEN referred to in the Code of Practice (in appendices) and will be shared with all staff during a staff meeting to discuss special needs and this policy.

As well as observations, checklists, weekly tests and teachers' own professional judgements. The school in line with WELB recommendations has in place the following testing regime:

<i>Year</i>	<i>Test</i>	<i>Time of testing</i>
<b>Year 1</b>	Profiling communication skills British Picture Vocabulary Scale NFER Mathematics 5 Key words based on reading scheme	October October/November May May
<b>Year 2</b>	M.I.S.T. NFER Mathematics/Mental Mathematics 6 100 Keywords Progress in English 6	February May
<b>Year 3</b>	NRIT Reading test NFER Mathematics/Mental Mathematics 7 SPAR Spelling Progress in English 7	January May
<b>Year 4</b>	CBA's Reading test (Young/Suffolk) NFER Mathematics/Mental Mathematics 8 SPAR Spelling Progress in English 8	October/November May
<b>Year 5</b>	CBA's Reading test (Young/Suffolk) NFER Mathematics/Mental Mathematics 9 SPAR Spelling Progress in English 9	October/November May
<b>Year 6</b>	CBA's Reading test (Young/Suffolk) NFER Mathematics/Mental Mathematics 10 SPAR Spelling Progress in English 10	October/November May
<b>Year 7</b>	CBA's Reading test (Young/Suffolk) NFER Mathematics/Mental Mathematics 11 SPAR Spelling Progress in English 11	October/November May

These test results are collated annually into class screens. Test results and Pupil Profiles are analysed by SENCOs in consultation with class teachers to identify children whose performance may be inconsistent or low. Further diagnostic tests may be administered to some children. Children may then be placed on the SEN register after thorough analysis, consultations with parents, other teachers, and on class teacher's observations so that appropriate provision can be put in place. As soon as a child is identified as having a SEN the parents are invited into school to discuss the child's needs with the teacher and an initial record of concern is completed and given to the SENCO. With parental permission, the child's name is placed on the SEN register and appropriate provisions put in place. Other

children whose performance is border-line are highlighted so that their progress can also be monitored. At this stage children may benefit from additional learning support offered in school. The SENCO will meet once per term with class teachers to monitor children's progress. Procedures for a staged approach in line with the Code of Practice are in place.

The SEN register is reviewed regularly by the SENCO and class teachers and children moved between the stages and on/off register as appropriate.

In Ardstraw Jubilee Primary School, the following may also be used to identify pupils' needs:

- information from Nursery School or other transferring school
- psychologist reports
- statements of Special Educational Need
- medical advice
- care plans
- key stage assessments
- IEP reviews and Annual Reviews

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

### **Arrangements for Co-ordinating SEN Provision**

#### **Roles and Responsibilities.**

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

#### **The Board of Governors**

The Board of Governors should:

- ensure that all pupils' special educational needs are addressed
- have regard for the Code of Practice
- have regard for the school's SEN (and Inclusion) Policy
- ensure the policy is kept under review and monitored by a board representative who has undergone training in this area.
- report annually to parent/carers of all pupils of SEN
- ensure that appropriate funds and resources are delegated to SEN
- liaise with WELB to ensure recommendations for accessibility to school premises are put in place.

#### **Principal**

The Principal should:

- keep the Board of Governors informed about SEN issues (including a section specifically relating to this in their annual report in accordance with statutory requirements).
- work in close partnership with the SENCO
- liaise with parents and external agencies as required
- delegate and monitor the SEN budget
- ensure that the SENCO is actively involved in the management of SEN within the school.

- Ensure that the SENCO and class teachers are actively involved in the management of SEN within the school. All should ensure consistence of practice and contribute to the realisation of the SDP.
- Provide a secure facility for the storage of records relating to Special Educational Needs

### **The SENCO**

The SENCO should:

- Co-ordinate the day to day provision of the school's SEN policy.
- Ensure whole school awareness raising on SENDO/inclusion/issues relating to Monitoring inclusive practice/provision in school
- Monitor the effectiveness of inclusion and report to Board of Governors
- Provide advice and liaise with teachers on potential barriers to learning, inclusive teaching strategies, effective classroom organisation, resources
- Supporting teachers/classroom assistants in their professional Development
- Organise necessary reviews and referrals
- Disseminate training/information on inclusion and contribute to in-service training where necessary.
- Monitor and record pupils progress
- Liaise with parents/outside agencies and co-ordinating external specialist provision
- Arrange for smooth transition
- Maintain and regularly update the schools' SEN register and oversee the records of all pupils with special educational needs.
- Meet termly with class teachers to monitor the progress of children on the register or children who have been highlighted for possible inclusion. Targets on EP's are monitored for progression and evidence of the children's work is examined.
- Utilise Classroom Assistant expertise in staff development

### **Class Teacher**

Each class teacher is responsible for meeting the needs of children in their class by:

- presenting materials and activities that are appropriate to the pupils age, maturity, learning difference/disability
- modifying tasks where necessary to develop an inclusive classroom
- identifying aspects of learning that may present specific difficulties and adapting these as necessary, providing appropriate time for children to complete the tasks satisfactorily
- using additional materials and a range of strategies and resources suited to different learning styles and including the use of ICT, adaptive technologies an access devices to assist learning where necessary
- gathering information through observation and assessment

- contributing to, managing and reviewing IEP's in consultation with the SENCO
- involving classroom assistants as part of the learning team.
- being aware that advice and support can be sought from SENCo – Mrs Andrea Erskine.

### **Classroom Assistants**

Classroom assistants should:

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

### **Pupil**

'The child should where possible according to age maturity and capability, participate in all the decision making processes which occur in education.' (*Supplement to the Code of Practice – pars 1.19*)

This includes:

- contributing to the assessment of their needs
- contributing to education plans through setting learning targets
- working towards achieving agreed targets
- contributing to the review of IEP's, annual reviews and the transition process in Year 7.

### **Parent/Carer**

'The relationship between the parents of a child with SEN and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school based action..... Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important.' (*Code of Practice 2.21*)

It is therefore essential that parents inform the school of any specific identified needs as early as possible on entry to the school.

It is the school's responsibility to inform parents when considering placing the child's name on the SEN register and invite them to:

- meet with staff to discuss their child's needs
- attend review meetings
- inform staff of changes in circumstances

- support targets on IEP's
- work in partnership with the school and play their part in creating a positive and supportive framework to meet their child's needs.

We seek to ensure positive relationships among all stakeholders and to safeguard the self-esteem and self confidence of every child. We also aim to promote understanding and sympathy of difference in others. We give every pupil the opportunity to experience and celebrate success. We encourage pupil involvement in their own learning and responsibility for their own actions (see positive behaviour policy).

### **The structure of SEN in Ardstraw Jubilee Primary School**

In Ardstraw Jubilee Primary School, we follow the five stage approach as set out in The Code of Practice. This approach recognises that there is a continuum of Special Educational Needs and that the requirements of the majority of pupils with SEN lie at Stages 1, 2 or 3. This means that their needs are met by the school, with the help of outside agencies and/or specialists as required.

***In most cases any movement through the 5 Stage process will occur in a smooth linear fashion. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a further stage is necessary immediately.***

#### **Stage 1**

When an initial concern is expressed following observation of classroom practice and on-going assessment:

- Class teacher informs SENCO and together they will decide if the pupil's name should be recorded on the Special Needs register
- Class teacher invites parent and pupil to a meeting
- Class teacher provides the necessary information to write an effective Action plan which will be reviewed after a specified time
- Class teacher organises groups/resources etc in order to help the child achieve the targets set
- Class teacher will monitor and review progress and report back to SENCO
- SENCO will decide whether to remain at Stage 1/ remove pupil's name from register/move to Stage 2

#### **Stage 2**

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

- Class teacher discusses concerns with SENCO who registers pupil's needs and agrees that Stage 2 support is appropriate
- SENCO and relevant staff work together using all available information to agree a way forward including drawing up an IEP and discussing targets with pupil and parent
- IEP implemented and reviewed with pupil and parental involvement SENCO will decide whether to continue at Stage 2 or move the pupil back to Stage 1 or on to Stage 3 if expected progress has not been made despite of intervention.

#### **Stage 3**

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

- SENCO registers pupil's needs and agrees, having consulted with parent and Principal that intensive action and specialist support is required

- SENCO reviews available information, consults Support Services and contacts EducationBoard
- Stage 3 Referral Form is completed following consultation with parent, pupil and Educational Psychologist (Fiona Daly )
- At present time allocation is 8 hours.
- Stage 3 assessment is carried out and recommendations made
- IEP is drawn up, implemented and reviewed with all involved.
- issues are discussed with the Principal
- following review, pupil remains at Stage 3/reverts to Stage 2 /Principal requests Statutory Assessment

### **WELB Stage 3 Support Services**

- ASD (Autistic Spectrum Disorder)
- MLD (moderate learning difficulties)
- SPLD (specific learning difficulties)
- Specific language difficulties
- Emotional and Behaviour Support
- LTSS (Literacy Teaching & Support Service, based in Strabane Reading center)
- MASTS (Multi-Agency Support Team for Schools)
- Occupational therapy
- Speech and Language
- Visual Impairment and Audiology (sensory support service)

### **Other Support Services**

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

### **Stage 4**

‘In some cases schools will conclude that the pupil’s needs remain so substantial that they cannot be effectively met within the resources normally available to the school.’ (*Supplement to the Code of Practice – 4.64*)

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

- the degree of the child’s difficulty
- the nature of the provision required
- whether the child’s needs can reasonably be met by the resources normally available to the school

### **Stage 5**

Once the statement has been finalised:

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

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a Statement of Special Educational Needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the

child or young person are still being met and to consider the appropriateness of the placement. Annual Reviews should be seen as part of the process of continuous assessment of the child's progress.

#### **The annual review:**

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

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

The review meeting will take place in school, chaired by the Principal (or other person as delegated).

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

#### **Learning & Teaching**

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

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

In order to facilitate this:

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

#### **Continued Professional Development**

It is essential that all staff keep up to date with current developments in order to best provide for pupils with Special Educational Needs. Each teacher identifies their own training needs and, where possible, attends INSET courses organised by CASS.

All INSET will be organised in consultation with the SENCO, who will keep a record of staff training.

#### **Liaison**

The SENCO will ensure that there is liaison between class teacher, parent and external agencies as appropriate and will be responsible for ensuring that parents are fully informed and involved in the decision making process concerning their child. The SENCO will also meet with the class teacher and external agencies termly to monitor provision. Records should be kept of all liaisons.

#### **Annual Report**

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

#### **Accessibility**

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

### **Resources**

A proportion of the budget will be allocated each year to fund the school's Special Educational Needs Programme. The amount to be allocated will be determined by the Finance Committee of the Board of Governors, taking into account:

- a) the needs of the children
- b) any specific funding
- c) the overall level of funds available to the school

The SENCO and Principal will review the resources required and update them as necessary. SEN resources are kept centrally, a record is maintained by the SENCO and this is updated annually.

### **Complaints**

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

### **Advice and Information Service**

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

This can be accessed by telephoning 028 8241 1287

Campsie House

1 Hospital Road

Omagh

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

This service was established and came into effect on 1st September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO).

DARS aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or ELBs for pupils who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS. Members of the DARS team will facilitate the possible resolution of disagreements (in a neutral venue) but do not have the authority to resolve a dispute.

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

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

Tribunal.

Parents/Guardians may contact this service directly:

Dars WELB

24 Temple Road

Strathfoyle

Londonderry

BT47 6TJ

Email: [Dars.enquiry@welbni.org.uk](mailto:Dars.enquiry@welbni.org.uk)

**DARS Officer : Sheila Gamble (Primary)**

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

Where agreement cannot be reached between a parent and the ELB with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal or SENDIST.

SENDIST considers parents' appeals against decisions of ELBs and also deals with claims of disability discrimination in schools. There is a two month time limit from the notified date of 'disputed decision' to appeal to the tribunal.

Various time limits apply for

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

Further information regarding the appeals procedure can be obtained from:

**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](mailto:SENDTribunal@courtsni.gov.uk)

**Monitoring and Evaluating the Policy**

This policy will be reviewed in light of changes in legislation or practice following consultation with all staff members, parents and external agencies. In addition feedback will be sought on an annual basis. Information will be discussed and reviewed by the Senior Management team. Any amendments considered necessary will be forwarded to the Board of Governors for approval.