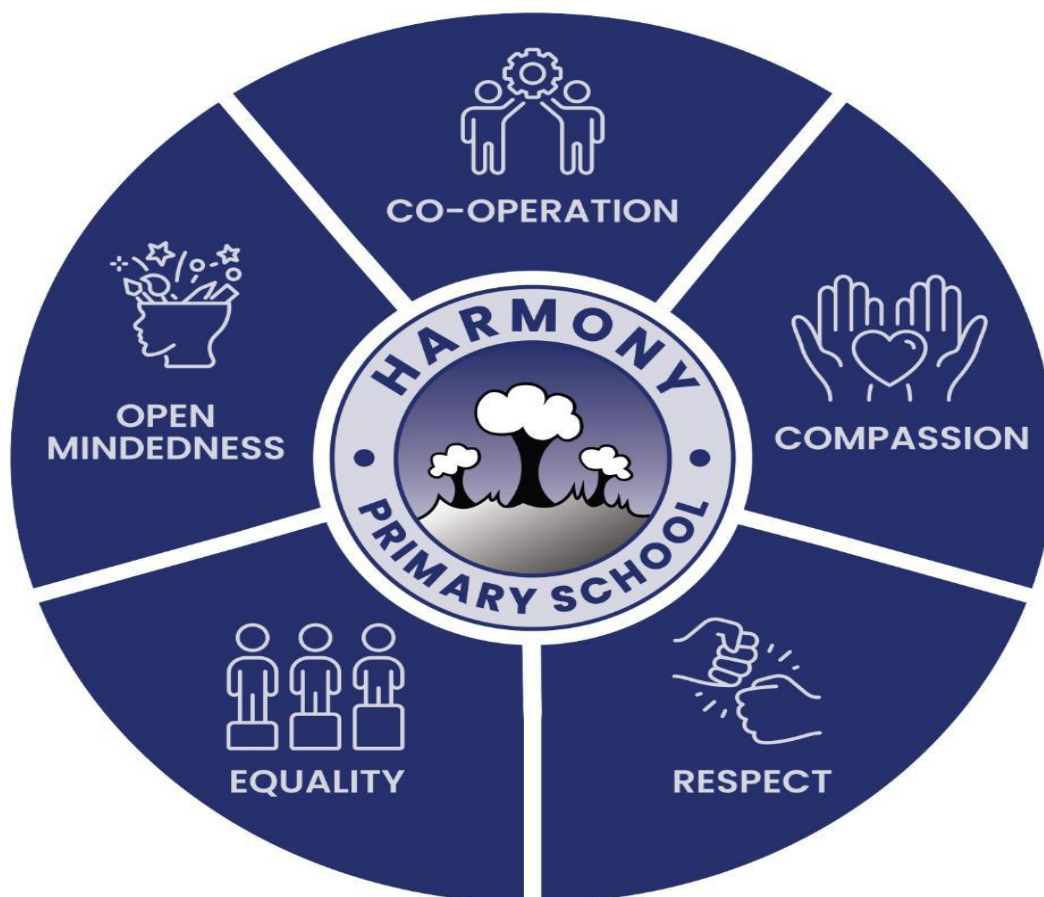


SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION POLICY



Updated October 2024



Our **VISION**

Our Vision is to nurture and develop aspirational, life-long learners, using core values and continually growing and embedding strong community links.

POLICY

This policy is based on the Special Educational Needs and Disability (NI) Act 2016, which amended the Code of Practice (1998) and takes account of the supplementary guidance (2005) for Special Educational Needs. It also takes account of SEN Policy and Provision (EA), and the ETI document “Together Towards Improvement” document, quality indicators for SEN.

DEFINITIONS:

Children who are said to have special needs may be:

- Children who have behavioural/emotional/social/physical/educational problems, which hinder their access to the N.I. Curriculum, and prevent them from achieving their potential.
- Children who require additional or differentiated provision due to low ability or low attainment, through evidence gathered by teachers & parents and verified by standardised tests.
- Children who have a specific learning difficulty and as a result, need extra help to access the curriculum in an appropriate manner and at a level suited to their needs and learning style.
- Children whose ability is well above average, requiring additional or differentiated provision.
- Children who need special provision due to extended absence for a variety of reasons.
- Children who have a physical or medical need which requires provision outside the usual range to allow them to integrate fully into school life and access the curriculum. Please note that a disability or medical diagnosis does not in itself indicate a special educational need. See policy sheet on inclusion & accessibility.

Provision, Accessibility and Inclusion:

- The school is adapted to allow people with limited mobility access to all floors via a lift.
- The nursery and school have been adapted for wheelchair access to all facilities.
- The school now has a Sunshine Room run on nurturing principles to support children with a range of social and emotional needs.
- The school has a policy of differentiation in teaching and learning, and a range of whole school educational provision, to allow all learners to access the curriculum in the way which suits them best.
- The school has a range of Special Educational provision to support the learning of pupils identified with additional needs to what is routinely provided.
- The school will attempt to listen to the pupil voice, and take account of children's views at every level, age and understanding permitting.
- The school will make every effort to listen and take account of parental views where possible.
- Personal Learning Plans (PLP) will reference and try to foresee possible inclusion issues for consideration at review.
- The school will continually seek to offer professional development opportunities to teachers and classroom assistants within the area of Special Educational needs and inclusion, where such training is available.
- The school will make all reasonable efforts to resource additional needs as they arise, but this will be within the tight constraints of our budget.
- We will draw on whatever external resources are available in order to meet individual needs.

This policy will be reviewed in the light of new advice or legislation, or every three years.

OBJECTIVES

Using the three stage model of provision laid down by the SEND Act, we aim:-

- To identify and provide for each child's individual needs, and to allow them access to a broad and balanced curriculum.
- To create a nurturing environment in which children with a range of social, emotional, behavioural and attachment needs can be supported in their learning.
- To assist children to progress in their learning, to achieve their potential using differentiated teaching strategies and the full range of resources available, within the new 3 stage model.
- To ensure that the child's view where possible is heard and taken into account in setting targets.
- To ensure that parents are informed prior to going on the Register, and are then regularly kept up to date with the child's progress, and consulted so that they have input into reviews and provision.
- To ensure effective use of resources and consideration of the impact of special provision on the class and school as a whole.
- To ensure that staff development takes place to update training on a regular basis, equipping teachers with the knowledge and skills necessary to implement the SEND Policy.
- To ensure that children with special needs and/or disabilities are fully integrated into the life of the school and have full access to the curriculum and activities we provide.

Special Needs Co-ordinators / Learning Support Co-ordinators:-
Mrs Winstone (Nursery – Primary 3)
Mrs Warnock (Primary 4 –
Primary 7)

The Special Educational Needs Co-ordinator (LSC) will:-

- 1.** Ensure day to day operation of school SEN Policy using the 3 stage model.
- 2.** Co-ordinate provision for the children with SEN, including internal and external support and resources.
- 3.** Maintain a SEN register and oversee records on all pupils with Special Educational Needs, including Standardised Tests.
- 4.** Liaise with class teachers and offer advice to them as they write and implement PLPs, and devise differentiated teaching strategies and resources to support children's learning.
- 5.** Contribute to Personal Education Plans in consultation with Social Services, where children are "looked after".
- 6.** Consult with parents of children with SEN on a regular basis, in tandem with class teachers, in the drawing up of plans, setting targets, reviewing progress, and moving children between the 3 stages in the Code of Practice.
- 7.** Liaise with external agencies including the following: -
 - Outreach teachers and support assistants.
 - Educational Psychologist, EWO and other EA professionals.
 - Medical Services if appropriate.
 - Social Services if appropriate.
 - Speech and Language, occupational and Physio Therapists where available.
 - A variety of Pastoral/Counselling Agencies.
 - RISE NI Team Professionals.
- 8.** Be part of the Nurture Group Steering Committee of the school and contribute to decision making about how to best meet children's needs.
- 9.** Organise, contribute to and manage relevant in-service training of staff.
- 10.** Carry out diagnostic testing and 1:1 pupil assessment to ensure need is accurately identified and suitable provision made, and monitor relevant teacher assessments. Make use of GLA standardised assessments for tracking and monitoring progress.
- 11.** Prepare and carry out referrals to support services; annual reviews of statemented children alongside the Principal; and share information with EA support professionals.
- 12.** Ensure teachers are trained and supported in the management of additional adult assistants, and that these assistants are trained and supported in carrying out their role within clear parameters.

IDENTIFICATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS.

Assessment both informal and formal is on-going and is a process by which children who may be experiencing difficulties are identified. This is done through annual whole school screening and individual teacher assessments. Parental notification or concerns will be an important part of this process at every level.

Nursery.

- Information from external sources about a child undergoing statutory assessment or having a statement of SEN on admission.
- Admission information on SEN from parents and other sources.
- Profiling Communication Skills in Nursery School.
- Teacher assessment early skills.
- Individual EYIS, S&L and RISE NI team referral, training and advice where available.

Primary 1.

- Information from external sources about a child undergoing statutory assessment or having a statement of SEN on admission.
- Comet language profile for P.1.
- Admissions information from parents, nursery and other sources.
- Teacher assessment of early skills.
- Individual S&L and RISE NI team advice.
- GLA testing, English and Maths if done in May.

Primary 2.

- Parental input and evidence.
- Teacher Assessment, of keywords, linguistic phonics sounds, running records for reading, and early mathematical skills and concepts.
- Individual S&L and RISE NI team advice.
- GLA testing in English and Maths if done in May.

Primary 3.

- Teacher assessment of keywords, linguistic phonics sounds, running records for reading, and mathematical skills and concepts.
- Parental input and evidence.
- Use of classroom based English and maths assessments at teacher's discretion .
- PTE and PTM standardised tests by GLA. May.

Primary 1-3

- SDQ and Boxall profiling to identify and monitor children who require nurture group provision.

Primary 4.

- Classroom based English and Maths assessments.
- Ongoing teacher assessments of skills using level Indicators, observation of work etc.
- CAT4, PTE and PTM standardised tests by GLA.

Primary 5.

- Ongoing classroom-based English and Maths assessments.
- DRA test by SENCO.
- Ongoing teacher assessments of skills using level Indicators, observation of work etc.
- CAT4, PASS, PTE and PTM standardised tests by GLA.

Primary 6.

- Ongoing classroom based English and Maths assessments.
- DRA test by SENCO.
- Ongoing teacher assessment using level indicators.
- CAT4, PASS, PTE and PTM standardised tests by GLA.

Primary 7.

- On going classroom based assessments, and assessments using level indicators.
- CAT4, PASS, PTE and PTM standardised tests by GLA.

Children with potential or perceived wellbeing or emotional needs will be screened using SDQ and Boxall Profile, for inclusion in the KS2 Bounceback groups.

Online Standardised tests are completed once a year by the end of May.

PARENTAL INVOLVEMENT

Parents are responsible for informing the school of any disability, medical condition or other special need the child may have which requires extra planning, consideration or provision. This will ideally happen prior to or in admission interviews, or as diagnoses or reports are received.

Opportunities are provided in the school for parents to meet and discuss their children's progress with the teacher. They can also inform the teacher of any concerns they have and contribute to the planning and review process.

If a child is identified as having Special Needs, the parents' involvement will be sought in order to add them to the special needs register at the stage appropriate to them in the 3 stage model and implement a Personal Learning Plan for that child; plans will be discussed and signed when agreed.

There will be time allocated for regular reviews of the child's progress and provision. The parent will be consulted before any changes are made, and their views incorporated into planning.

Parents of children in the Nurture Group will be involved at every level and will be invited to participate frequently in activities such as Stay and Play mornings.

EVALUATION

The Policy will be reviewed on a regular basis by the SENCO, and changes made in line with school curricular development and provision, in consultation with the SMT and Principal. It will also be reviewed in the light of legislation changes or policy updates by the EA and advice from ETI, and following advice from Public Health.

THE STAGES OF SEN PROVISION IN SCHOOL.

At Stages 1, and 2:

The class teacher is responsible for:

- Identifying that a child has a special educational need.
- Consulting with the parents and the child at every stage, taking account of their views.
- Informing the SENCO who will register the child's need.
- Collecting all relevant information re the child and consulting with SENCO.
- Devising and implementing an action plan for internal intervention at Stage 1.
- Drawing up a Personal Learning Plan (PLP) at Stage 1-2, for internal and outreach intervention from a range of agencies, with specific targets, and implementing this with the support of the SENCO and other professionals involved with the child.
- Working closely with the child in the normal classroom time to achieve targets set in the PLP and using other support in addition to this. Implementing agreed strategies.
- Monitoring and regularly reviewing the child's progress and consult with the SENCO and other professionals involved regarding future action.

At Stage 2

THE SENCO is responsible for supporting class teachers in:

- Gathering relevant information from the parent, class teacher and where applicable from external sources.
- Referring to EA Ed Psych and other agencies for support where needed and liaising with professionals over interventions.
- Writing, implementing and reviewing of a PLP ensuring smart targets are valid and strategies are useful.
- Regularly monitoring and reviewing the child's progress in collaboration with the class teachers and other professionals.
- Informing and consulting with parents about progress and involving them in the review process.
- Continuing to ensure that the pupil voice is heard.
- Sitting on and contributing to the nurture steering group.
- Keeping ongoing records of plans and reviews, ensuring dissemination of information.
- Suggesting ways of providing children with extra support for their learning.
- Providing advice and support to class teachers on appropriate strategies and resources.
- Identifying children who need to access external services and ensuring referrals in order of priority. Making referrals.
- Requesting statutory assessment and gathering /submitting all information in support of this.
- Co-ordinating provision.
- Keeping the Principal informed.

Support & Provision offered:

- In class and withdrawal support from LSC for Literacy & numeracy support at Stage 2.
- In class and withdrawal support at teacher's discretion or SENCO request, for individual children using Toe by Toe or phonic resources; and for small groups to practice basic skills.
- Sunshine Room for P.1,2 and 3 children with social/emotional and attachment issues.
- KS2 Bounceback nurture provision, 1 - 2 afternoons per week depending on numbers.
- Outreach support from external teaching services at Stage 2, 1:1 or group withdrawal. Social/emotional, behaviour and learning.
- Advice and teacher or pupil support from a range of external non-teaching agencies including RISE NI team, speech and language therapists, OT or physiotherapy input, EA behavioural support, counselling services, family support via the Hub, and medical professionals at Stage 2.

THE STAGES OF SEN PROVISION AT BOARD LEVEL (EA Belfast).

At Stage 3.

The SENCO is responsible for:

- Everything listed at Stage 2.
- Writing and ensuring implementation of a PLP, regularly reviewed, which takes account of the recommendations on the statement.
- Co-ordinating provision as listed on the statement.
- Carrying out annual reviews of statemented children and keeping records of these. Maintaining close contact with parents.
- Carrying out any actions which might be agreed at the annual review.

At Stage 3 THE EA IS RESPONSIBLE FOR:

- Evaluating and making decisions about statutory assessment and statementing.
- Providing and recommending appropriate additional provision or placement to meet needs, where compatible with efficient use of educational resources.
- Maintaining and ensuring statements of need are appropriately reviewed and relevant.

Support and provision:

- Everything at Stage 2.
- 1:1 Classroom assistant support at an appropriate level.
- Placement in a Special unit or school as a temporary or part-time measure.
- Access to assistive technology.
- Multi agency links.

RECORD KEEPING.

1. Standardised Test Results for all children.
2. Individual record of informal assessments.
3. The special needs register with correct details, including summary of needs and provision at each Stage of the Code of Practice via SIMS.
4. Personal Learning Plans and Reviews.
5. Regular updates of external agencies involved and reviews from these.
6. Copies of all forms, correspondence and documentation relating to individual children.
7. Copies of Sunshine Room profiles and progress reports.
8. Records of discussions at reviews or parent meetings.

RESOURCES AVAILABLE.

A variety of outreach support teachers, other agencies, and classroom assistants.

Outreach Support:

- Autism Advisory Service - ASD support and advice.
- Educational Welfare Service - Attendance and related issues.
- Educational Psychology - Assessment of need, access to services.
- Harberton school - Learning difficulties to P.7.
- Behavioural difficulties KS 1.
- Clarawood school - Behavioural difficulties KS 2.
- EA Behaviour Support Team - Advisory, training, intervention, advice.
- EYIS - Early years intervention and advice
- Classroom Assistants - Appointed by EA for individual children with this provision recommended on a Statement.
- RISE NI Team - Multidisciplinary assessment, input and support. Teacher training and help.
- Integrated Services (Via the hub). - Family support& Child Counselling Services.
- Compus, New Life and CAPS - Counselling services by referral.

Materials:

Book Bands for guided reading.

ORT (Main KS 1 Scheme).

Supplementary Reading Schemes - New Way.
Wellington Square.
Skyways.
Selection of novels for KS1 & 2.

Accelerated Reading programme for P.4-7.

Lexia programme P.3-4

Variety of multisensory support materials for literacy & maths.

IPADS, range of relevant apps.

Games - Literacy & Numeracy.

Photocopying Materials.

Range of support software on IPADS.

Interactive whiteboards in every mainstream classroom.

Access to internet and learning software via C2k.

ANNUAL REPORT

The Board of Governors of the school have over-all responsibility for SEND in the school and will include SEN provision in school as part of their annual report. The SENCO / LSC will report regularly to them with updates via the Principal.