

ST PATRICK'S PRIMARY SCHOOL



*Inclusion/Special Educational
Needs /disability Policy
Reviewed September 2014*

Mission Statement:

As a Catholic School, we at St Patrick's, Legamaddy, seek to provide a caring, secure and happy environment in which all children are treated as unique individuals who are given the opportunity to grow in independence and develop self-confidence.

We believe this will enable our children to be better prepared personally, academically, spiritually and socially for the challenges of young adult life.

We aim to:

- Develop the young person as an individual and help them become a positive contributor to society.
- Enable children to reach their full potential by providing a broad and balanced curriculum with a varied range of extra-curricular activities.
- Work closely with home, community & church to create an environment in which we promote learning.
- Develop spiritual awareness through a strong Catholic Ethos which encourages the values of trust, honesty, respect, tolerance and a sense of fair play.
- Utilize emerging technologies to develop the child's ability to become effective learners and provide them with the life skills for modern society.

Rationale:

This Inclusion/Special Educational Needs/disability policy details how St Patrick's Legamaddy will do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs/disability and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have Special Educational Needs/disability to allow pupils with Special Educational Needs/disability join in the activities of the school together with pupils who do not have Special Educational Needs/disability, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the Special Educational Needs/disability Code of Practice when carrying out its duties toward all pupils with Special Educational Needs/disability and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with Special Educational Needs/disability will be treated as partners and supported to play an active and valued role in their children's education.

Children with Special Educational Needs/disability often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Aims of school policy

- To provide a broad, balanced, relevant and differentiated curriculum for those with SEN
- To identify and address Special Educational Needs/disability within school and to create a support structure consistent with thoroughness
- To develop a support system based on the "Code of Practice" for SEN
- To promote a positive learning environment to offer the maximum opportunity for all children to achieve their full potential
- To provide equality of opportunity regardless of race, gender, creed or class
- To deploy a range of teaching strategies suited to age, ability and aptitude
- To offer a range of relevant learning experiences and a variety of teaching resources to meet a variety of needs
- To ensure those with SEN are appropriately integrated into the life of the school
- To ensure all staff recognise their responsibilities to those with SEN
- To involve children fully in the education of their children.
- To involve parents fully in the education of their children
- To promote a partnership with specialist support services e.g. Educational Psychology, Department of Health & Social Services (DHSS)
- To monitor, evaluate and review our policy
- To build capacity within the schools teaching and support staff using SEN resource file.

Context

This Policy has been developed within the context of current legislation, policy and guidelines as outlined below

- The Education (Northern Ireland) Order 1996

Summary of the Education (Northern Ireland) Order 1996

The Education (Northern Ireland) Order 1996 established a framework for SEN into four main areas:

- Defining children who have SEN
 - Establishing procedures for identifying and assessing children with SEN
 - Determining appropriate educational provision
 - Enabling parents to be involved in decisions regarding their child's education
- The Code of Practice on the Identification and Assessment of Special Educational Needs/disability/disability. (DE, Operative date: 1st September 1998)
 - Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) (DE, Operative date: 1st September 2005)
 - *Summary of SENDO 2005*
The SENDO 2005:
 - Strengthens the rights of children with SEN to be educated in mainstream schools
 - Prohibits disability discrimination
 - Requires responsible bodies to prepare accessibility strategies and plans for improved access to curriculum, premises and information for pupils.
 - The Supplement to the Code of Practice on the Identification of Special Educational Needs/disability(DE, 2005)
 - Guidance for schools: Recording Children with Special Educational Needs/disability(DE, 2005)

- Disability Discrimination Code of Practice for Schools (Equality Commission, 2006)
- "Supporting Pupils with Medication needs", guidance document from the Department of Education and the Department of Health, Social Services and Public Safety (2008)
- Provisional Criteria for Initiating Statutory Assessments of Special Educational Need. (ELBs Regional Operative date: 1st September 2009)
- Good Practice Guidelines (ELBs Regional Operative date: 1st September 2009)
- The Resource file to support children with Special Educational Needs/disability(DE 2010)
- ASPIRE (Self Study Module to support the implementation of the Resource File), (2012)
- The SEN Review
 - The Way Forward for Special Educational Needs/disability and Inclusion (DE 2009) Proposals
 - Special Educational Needs/disability and Inclusion (The Northern Ireland Assembly Committee for Education Official Report (Hansard), January 2012).
(The development of the SEN Review proposals).
 - Special Educational Needs/disability and Inclusion (The Northern Ireland Assembly Committee for Education Official Report (Hansard), May 2012).
(The development of the SEN Review proposals).

Definition of Special Educational Needs/disability/disability

The Code of Practice 1998 was issued by the Department of Education under Article 4 of the Education (NI) Order 1996 and became operative in September 1998.

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

"Learning Difficulty" means that the child has significantly greater difficulty in learning than the majority of children of his age, and / or has a disability which hinders his or her use of everyday educational facilities (or, where the child is below school age would hinder such use if the child were of school age).

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

(Ref: Code of Practice 1998, page 1)

Categories of Special Educational Needs/disability/disability

The Department of Education has identified seven "areas" of Special Educational Need. Within each area there is a number of SEN categories which are as follows:-

1. Cognitive and Learning
 - a) Dyslexia/SpLD (DYL)
 - b) Dyscalculia (DYC)
 - c) Dyspraxia/DCD
 - d) Mild Learning Difficulties (MILD)
 - e) Moderate Learning Difficulties (MLD)
 - f) Severe Learning Difficulties (SLD)
 - g) Profound and Multiple Learning Difficulties (PMLD)
 - h) Unspecified (U)

2. Social, Emotional and Behavioural
 - a) SEBD
 - b) ADD/ADHD (ADD)

3. Communication and Interaction
 - a) Speech and Language Difficulties (SL)
 - b) Autism (AUT)
 - c) Aspergers (ASP)

4. Sensory
 - a) Severe/profound hearing loss (SPHL)
 - b) Mild/moderate hearing loss (MMHL)
 - c) Blind (BD)
 - d) Partially sighted (PS)
 - e) Multi-sensory Impairment (MSI)

5. Physical
 - a) Cerebral Palsy (CP)
 - b) Spina bifida and/or hydrocephalus (SBH)
 - c) Muscular dystrophy (MD)
 - d) Significant accidental injury (SAI)
 - e) Other (OPN)

6. Medical conditions/Syndromes
 - a) Epilepsy (EPIL)
 - b) Asthma (ASTH)
 - c) Diabetes (DIAB)
 - d) Anaphylaxis (ANXS)
 - e) Down' Syndrome (DOWN)
 - f) Other Medical conditions/syndromes (OCMS)
 - g) Interaction of complex medical needs (ICMN)
 - h) Mental Health Issues (MHI)

7. Gifted and Talented

8. Other
 - a) Other (OTH)

(Ref: Guidance for Schools: Recording Children with Special Educational Needs/disability/disability, Dept Ed. 2005)

Definition of Disability (DIS)

The term "disability" refers to 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.

(NB - "long term" = a period of more than 12 months)

(Ref: Disability Discrimination Act (1995), SENDO (NI) (2005))

Admission arrangements

The admission arrangements for pupils to this school are set out in our admissions policy and are in line with SEELB guidelines. The admission of Statemented pupils is co-ordinated through the SEELB and measured against:

- the suitability of the placement for the pupil
- the suitability of the placement for other pupils in the same setting
- the efficient use of SEELB resources

Appropriate placement is vitally important and there are consultation mechanisms built into these processes.

Accessibility

St Patrick's Primary School, Legamaddy, with advice from the SEELB will endeavour to make reasonable adjustments and take relevant and purposeful measures to ensure accessibility for all members of the school community in relation to:

- Accessing the premises
- Accessing the curriculum
- Accessing information - e.g. written, verbal, technological

All children are given opportunities to participate and avail of extra-curricular activities regardless of ability or disability.

Identification and assessment of pupils with SEN/DIS

In line with the Code of Practice and the breadth of SEN we identify pupil difficulty through a range of methods. We acknowledge the importance of early identification. If concerns are raised, information is gathered from a number of sources and appropriately selected diagnostic assessment methods are used.

Information from parents

Information from nursery and previous schools

Information from Speech and Language Therapist

Information from School Paediatrician

Informal Assessment (e.g. early years identification)

Formal Assessment

Standardised Scores

Diagnostic tests

Consultation with Educational Psychology

Consultation with Special Education (SEELB)

The professional judgements of the staff

Standardised Tests and Assessments used in school include:

CEA Baseline Profile - P1

CEA Baseline Profile - P2

MIST Middle Infant Screening Test P2 (second term)

NFER Progress in Maths from P2-P7 (Annually in Summer term)

NFER Progress in English from P3-7 (Annually in Summer term)

NRIT Intelligence Test P3 + P5 and if requested by class teacher or Educational Psychologist.

Base lining Tests for Special Needs:

Salford Reading test
British Ability Scale
Hampshire Spelling
Star Spelling
Initial and Final Consonants
Initial and Final Blends
Medial Sounds

These scores are analysed. Children are identified, targets identified and reviewed.

Reading Partnership baseline:

- Salford Reading Test
- Letter and Sound Identification [Younger Pupils]

Baseline assessment is devised and administered by the P1 teacher to all new P1 pupils at the end of September.

Class Tests

End of Key Stage Assessment scores are also used to monitor progress and identify problems.

Implementation of computerised NI standardised assessments (CBA) P4-P7,

Structure of Special Educational Needs/disability/ Disability Provision (see COP 1998)

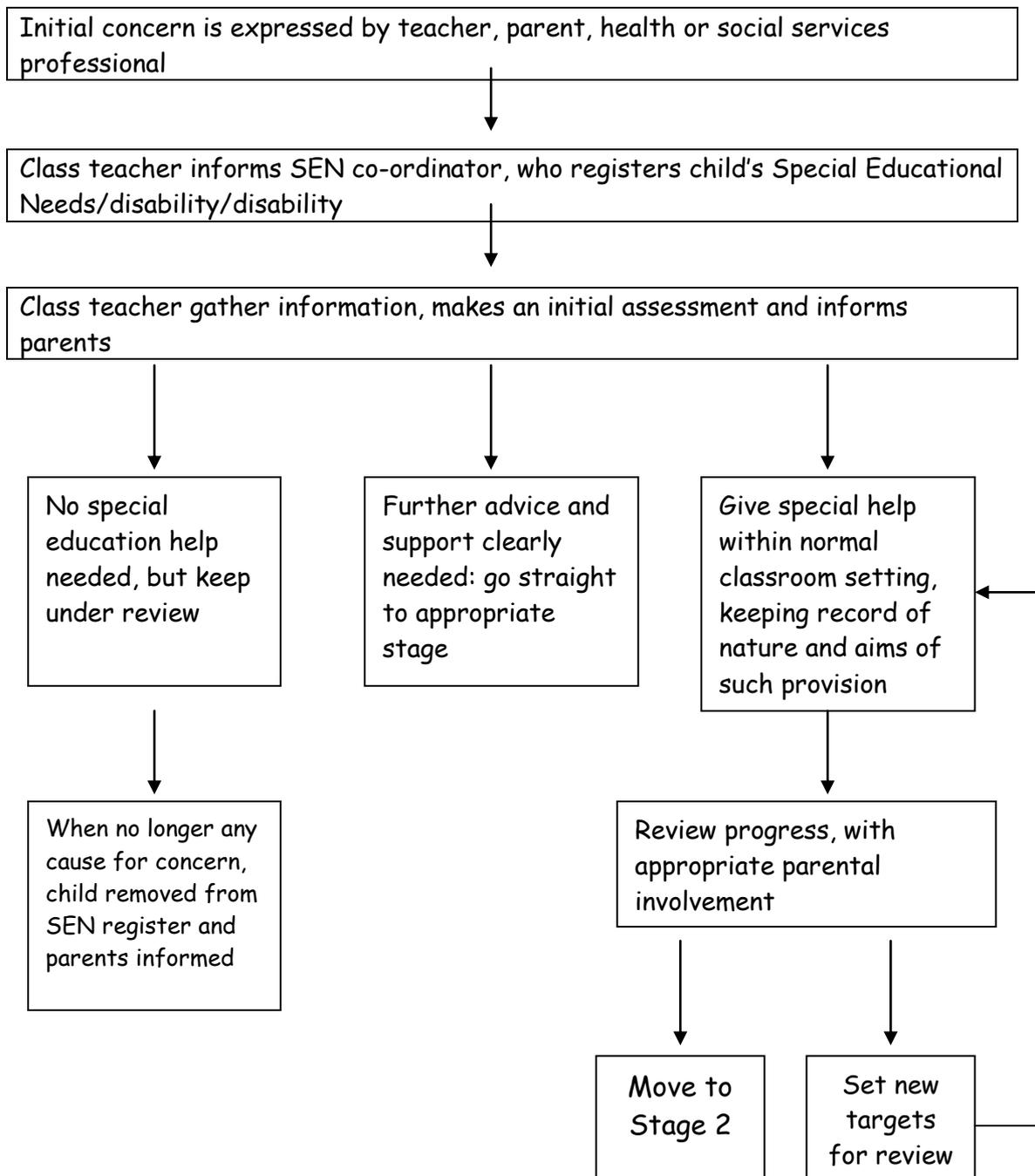
- Stages of the Code of Practice (1998):
 - School based stages - 1, 2, 3
 - Board based stages - 4, 5

Children who have a statement of educational needs are given an annual review where parents, Principal and SENCO review the child's current provision and make any changes accordingly. Children at transition stage are reviewed within the guidelines outlined by the SEELB so that, arrangements for the child's post primary education are in place.

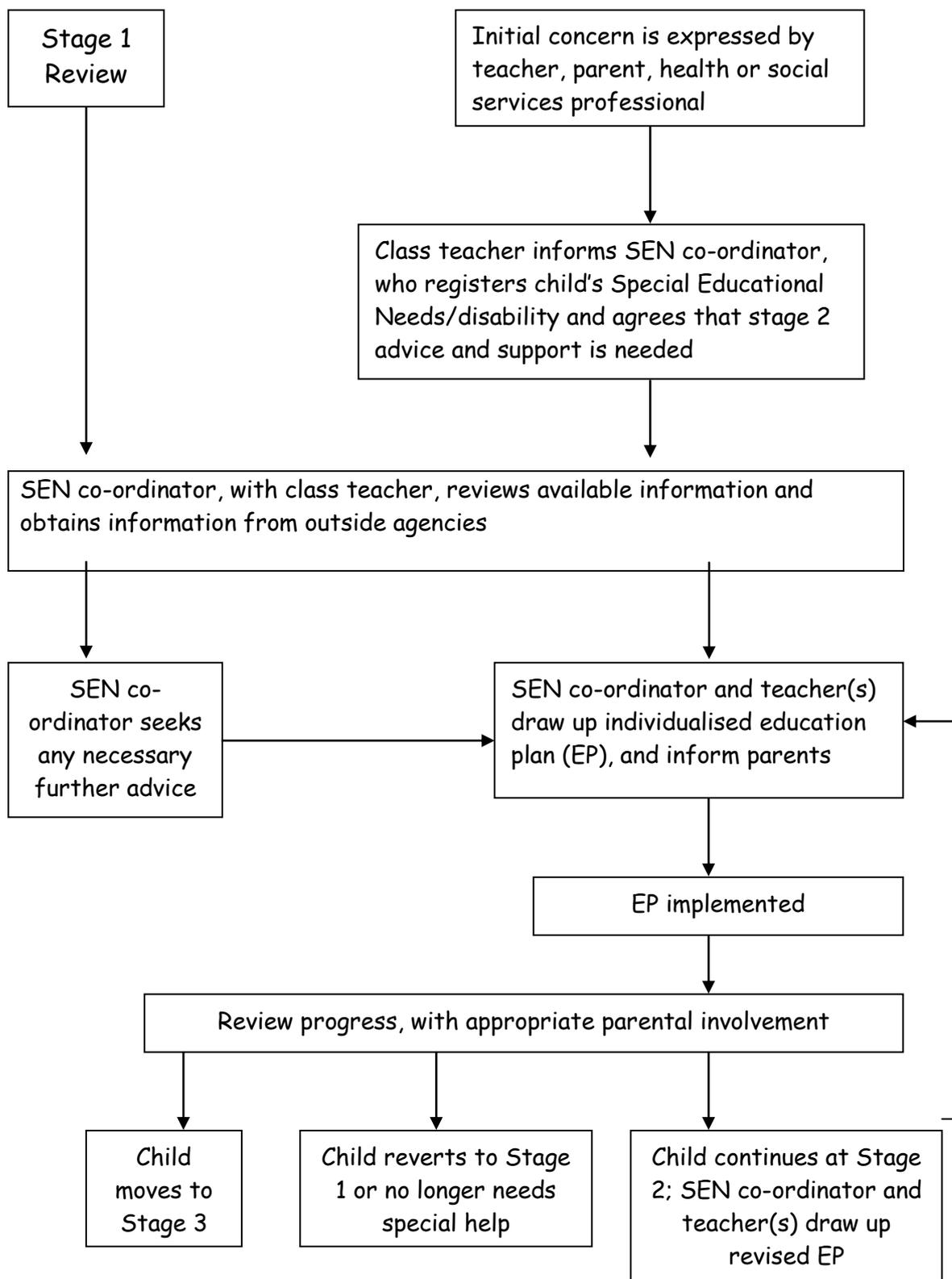
Structure of the Stage 5 Approach

Stage 1	Class Teacher / SENCO	Action plan / Education Plan
Stage 2	SENCO / Class Teacher	Education Plan
Stage 3	SENCO / Class Teacher / External Agency	Education Plan
Stage 4	Statutory Assessment	Education Plan
Stage 5	Statement Issued	Education Plan

School Based Stages: Stage 1

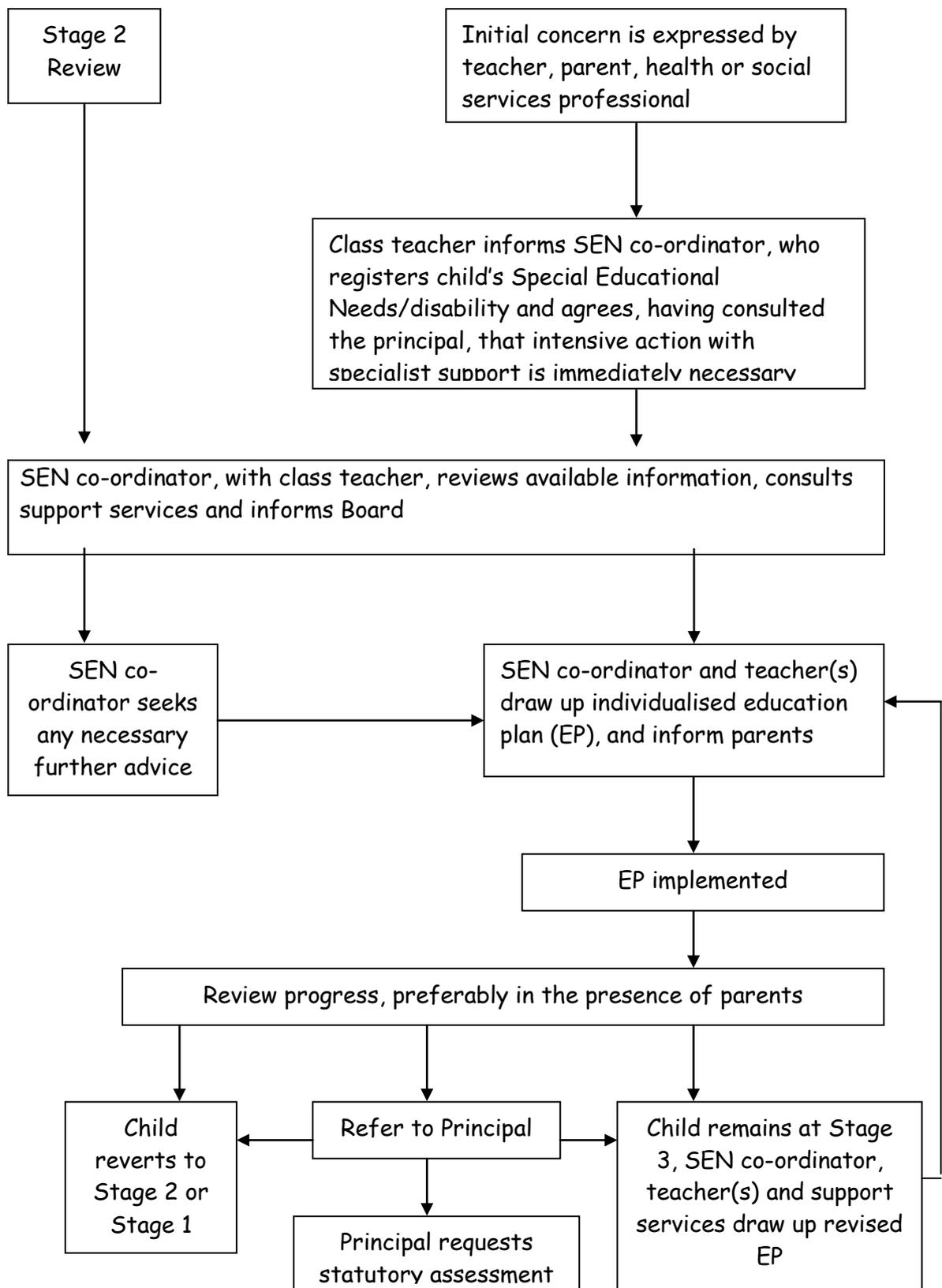


School Based Stages: Stage 2



(Ref: COP 1998 p23)

School Based Stages: Stage 3



(Ref COP 1998 p24)

The Five-Stage Approach:

Stage 1:

Teachers identify and register a child's Special Educational Needs/disability and consulting the school's SENCO, take initial action. (Differentiated work, teacher observations and monitoring).

Stage 2:

The SENCO takes lead responsibility for collecting and recording information and for co-ordinating the special educational provision, working with the child's teacher.

Stage 3:

Teachers and SENCO are supported by specialists from outside the school.

Stage 4:

The SEELB considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

Stage 5:

The SEELB considers the need for a statement of Special Educational Needs/disability/disability. If appropriate, it makes a statement and arranges monitors and reviews provision.

The EP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The EP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Roles & Responsibilities

The Principal - Mrs Simone Prenter

- establishes quality provision
- determines school policy with governors re staffing and funding
- ensures staff participation in policy development
- ensures adequate INSET
- ensures policy is delivered and monitored
- may consult with Board about policy
- ensures confidentiality as appropriate
- continued responsibilities during assessments
- informs governors on SEN issues

The SENCO - Mrs Sarah McDowell

- Maintains an SEN Register
- Enables staff to identify those with SEN
- Advises and supports staff on matters relating to SEN i.e assist teachers, when necessary in drawing up Individualised Education Plans (IEP's) for pupils, and identifies appropriate resources
- Provides information to and liaises with the parents of pupils with SEN i.e. review meetings once each year
- Organise and co-ordinate SEN staff meeting
- To ensure effective links with feeder schools
- Develop a range of resources and support strategies for Special Educational Needs/disability/disability
- Complete requisition of SEN resources
- Ensure a whole school approach to SEN
- Provide INSET training for staff
- Be an advocate for those with SEN
- Provide staff development to ensure effective implementation of the policy

The Learning Support Teacher - Mrs Kelly.

- Works closely with class teachers to support pupils with SEN.
- Develop a range of resources and support strategies for Special Educational Needs/disability/disability.
- Liaises with class teacher.
- Liaises with SENCO.
- Contribute to the writing of IEP's.

The Class Teacher

- Delivers quality practice for pupils with SEN ensuring lessons and homework are suitably differentiated
- Collects accurate SEN information
- Writes and review IEP's
- Liaises with parents of pupils with SEN
- Liaises with SENCO
- Assists in devising SEN Policy
- Ensures other policies acknowledge SEN

The Board of Governors

- Must have regard for SEN
- Reports annually to parents regarding SEN
- May appoint a named governor(s) to liaise on SEN issues
- May appoint a SEN sub committee
- Determines school policy with the principal regarding staffing and funding arrangements
- Support Principal and SENCO in capacity building of SEN within the school staff
- Ensure that SEN provision and training are recognised within the schools three year development plan.

Classroom or General Assistance

- Assists the pupil for whom they are employed
- Enables the pupil to access the curriculum
- Assists the class teacher in delivering quality practice for SEN
- Relates pupil difficulties to the class teacher
- Involved in planning, monitoring and reviewing EP's with the class teacher.

Partnership with pupils

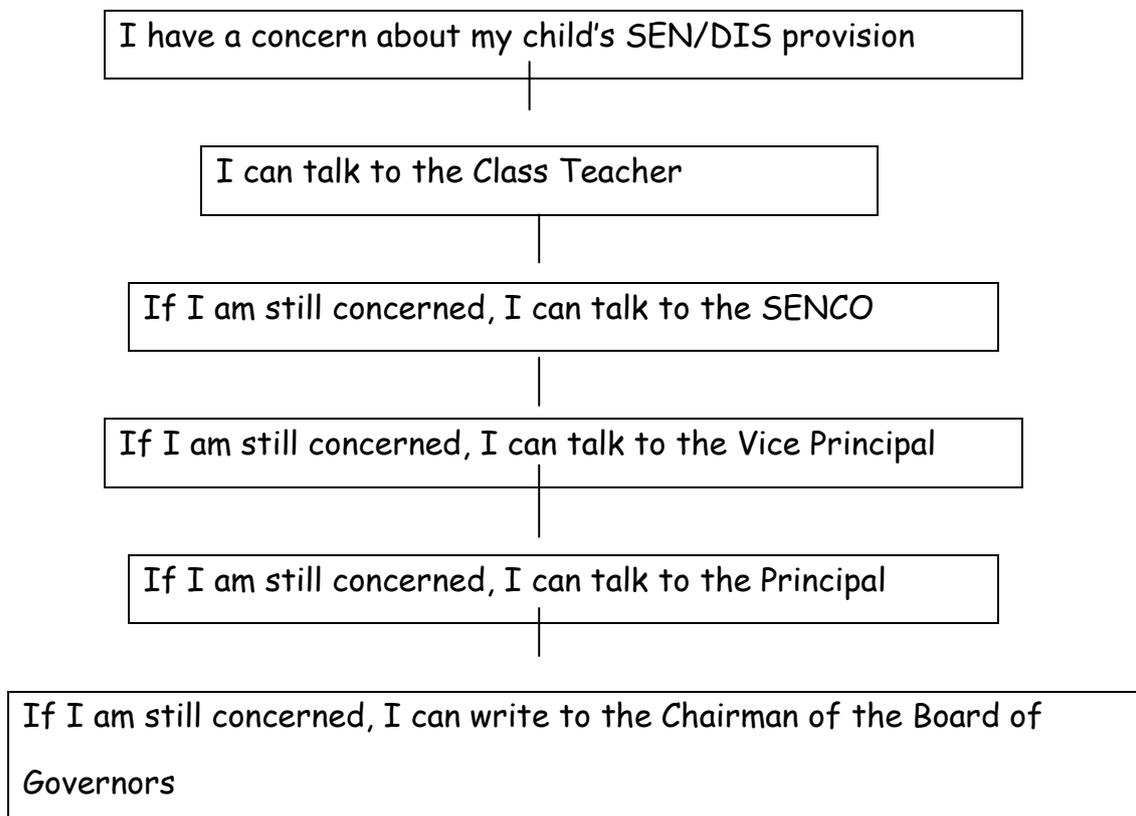
Best educational practice involves developing the child's personal responsibility so, as far as is possible and where appropriate, pupils contribute to the EP and their opinion and support is valued.

Partnerships with Parents

To involve parents fully in the education of their children is a key aim of our SEN Policy; to ensure we achieve this parents are:

- Asked to inform us of any special educational need/disability their children may have upon entry into school
- Informed of progress through discussions with the class teacher, comments in work books, and reading record books and through formal Parent/Teacher meetings in the Autumn and Spring Term
- Are made to feel welcome in school and are free to highlight any concern they may have regarding their child with the class teacher
- Are notified if it is felt that their child may have Special Educational Needs/disability/disability
- Are asked to make contributions to the pupil's EP
- Are provided with copies of their child's EP's
- Are kept fully involved and informed if there is a need to refer the child on for specialist support
- May discuss progress with the school SENCO or principal (An appointment will be needed to ensure adequate time is set aside)

Concerns, procedures (parents procedures for concerns)



Partnerships with specialist support

As identified in the Code of Practice there are a number of specialist support services available for SEN support. These are frequently accessed through referral at stage 3 of the Code to Educational Psychology. In all cases the parent has a veto on these services and every effort will be made to ensure full co-operation between all concerned for the betterment of the pupil. Stage 3 support services include, SEELB Behaviour Support Service, school's Educational Psychologist, Medical reports, Specific Learning Difficulties Outreach Support, ASD support and ASCET.

Links with other schools and agencies

Through the SENCO and the Principal, contact will be made and maintained with the following:

School Medical Officer
Speech Therapist
Schools Psychology Service
Social Services
Post-Primary Schools
Outreach Support Teachers
ASD support
ASCET team
Behaviour support services
Nursery schools

Partnerships with other schools

Every effort will be made to access relevant information on children with SEN/DIS (commonly IEP's and other reports) transferring in from other schools. This may save valuable time in devising appropriate support procedures. Alternatively our school will provide copies of IEP's and other reports for other schools when our pupils transfer.

Partnerships with the wider community

In offering a broad and balanced curriculum our pupils will be involved in a range for community visits which may include places

- of local interest
- of religious significance
- of topical interest
- of national importance/interest
- in relation to aspects of study
-

Links with other policies

- This policy is integral to all school policies
- It has key links with policies such as Child Protection, Anti Bullying, Health and Safety, Positive Behaviour and a number of curriculum policies such as literacy / numeracy / assessment and all pastoral policies.

Development, Monitoring, Review and Evaluation of Policy including Future developments

This policy has been drawn up in consultation with staff and will be monitored, evaluated and updated annually to take cognisance of future developments and changes in the legislation.

Special Needs will always play a role in the teaching and learning aspect of the School Development Plan. Resources are always being reviewed and updated. School policies are reviewed and acknowledgement of Special Needs is being made.

Signed Principal: _____

Signed Board Of Governors: _____

