



Policy
for
*Special Educational Needs
and
Inclusion*

Based on: -

1. Education (Northern Ireland) Order 1996
2. Code of Practice on the Identification and Assessment of Special Educational Needs 1998
3. Special Educational Needs and Disability (Northern Ireland) Order 2005
4. Supplement to the Code of Practice 2005
5. Department of Education publication- Recording children with SEN 2005
6. Disability Discrimination Code of Practice for schools 2006

SPECIAL EDUCATIONAL NEEDS/ INCLUSION POLICY STATEMENT

In Ballyholme Primary we value all children, whatever their age, ability, gender, ethnicity, attainment or background. All pupils learn together in mainstream classes with appropriate networks of support. We recognise that there is a broad spectrum of Special Educational Needs, Disability and Additional needs and endeavour to meet the needs of each individual child within an inclusive environment.

We are currently awaiting Department of Education proposals on a Review of Special Educational Needs. In light of our current knowledge of these proposals we have included Gifted and Talented pupils and those with English as an Additional Language in order to make it an inclusive policy.

A child with special educational needs can be defined as ‘a child that requires educational provision which is different from or additional to, provision made generally for children of comparable age.’

Special educational needs can be grouped into the following categories:

- Cognitive and Learning
- Social, Behavioural and Emotional
- Communication and Interaction
- Sensory
- Physical
- Medical Conditions/ Syndromes
- Other e.g. prolonged absence from school

The Special Educational Needs and Disability Order (SENDO) highlights children in schools who may have a disability. The term “disability” is defined as “a physical or mental impairment which has a substantial and long term (more than

12 months) adverse effect on his/her ability to carry out normal day to day activities.”

The definition may include children with cerebral palsy, asthma, diabetes, epilepsy, speech, vision or hearing impairment, autism and A.D.H.D. The list is not definitive.

Children in school may be considered as having Special Educational Needs, a disability, additional needs or a combination of these.

AIMS OF SPECIAL NEEDS/ INCLUSION POLICY

- to ensure that children with special educational needs, disabilities and/or a gift/talent are identified as early as possible and their needs assessed as quickly as is consistent with thoroughness;
- to ensure that children with special educational needs, disabilities and/or additional needs are provided with a caring environment in which they can feel happy, confident and valued and enjoy learning;
- to identify appropriate provision to enable children with additional needs, SEN and/or a disability to participate in the full Northern Ireland Curriculum at a level appropriate to their age, aptitude, ability and attainment;
- to endeavour to provide appropriate resources to meet the needs of pupils;
- to develop and maintain an effective system of assessment, record-keeping and evaluation to monitor progress;
- to promote effective communications between principal, teachers, governors, parents and external agencies to ensure adequate provision for children with special educational needs and/or a disability;
- to encourage parents and persons with parental responsibility to recognise the central role they play in the education of their children and to foster a positive partnership between parents and school.

ADMISSION ARRANGEMENTS

The admission arrangements with respect to the majority of pupils with special educational needs and/or a disability are consistent with the school's general arrangements for all other pupils.

Children with statements of special education needs are placed in schools at the request of the South Eastern Education and Library Board. When seeking to place a pupil with a statement, the Board will take into account the ability of the school to meet the child's special educational needs, the provision of efficient education for other children in the class or school and the efficient use of resources.

ARRANGEMENTS FOR CO-ORDINATING PROVISION

Role of Governors

A school's Board of Governors has a responsibility to:

- determine and keep under review the school policy for special educational needs and disability;
- have regard to its policy in ensuring that the pupils' educational needs are met;
- ensure that children with a disability are not treated less favourably, without justification, for a reason which relates to their disability;
- report annually to parents on provision for pupils with SEN.

Role of the Principal

The Principal has a responsibility to:

- manage provision for pupils with SEN and/or a disability;
- keep governors fully informed about special educational provision;
- work closely with the special educational needs co-ordinator (SENCO).

Role of SENCO / SEN Support Teacher

The special educational needs co-ordinator has a responsibility to:

- oversee and co-ordinate the operation of a school policy for special educational needs and disability;
- provide support and advice for colleagues;
- maintain a register of pupils with special educational needs and a register of disability;
- liaise with other professionals who have responsibilities towards pupils with special educational needs and/or disabilities;
- co-ordinate the provision of appropriate resources;

- report to the Principal and SMT regarding provision for pupils with special educational needs and/or a disability;
- help to identify and contribute to staff development;
- work in conjunction with the class teacher to identify, assess and monitor pupils' special educational needs;
- work in conjunction with the class teacher to draw up education plans and identify targets for pupils who have special educational needs;
- co-ordinate additional support for pupils with special educational needs – e.g. Additional teaching in Literacy/Mathematics
- participate in and contribute to reviews regarding a pupil's progress.
- foster links with parents of children with SEN/disability/additional needs

Role of Class Teacher

The class teacher has responsibility to:

- retain overall responsibility for the pupils in his/her class who have special educational needs and/or a disability;
- work in conjunction with the SENCO to identify, assess and monitor pupils' special educational needs;
- prepare, maintain and implement appropriate action plans (Stage 1) and education plans (Stages 2 and beyond);
- ensure that work is appropriately differentiated;
- participate in and contribute to reviews of pupils' progress;
- maintain close contact with parents to ensure maximum provision.

Role of Classroom Assistant

Where a classroom assistant is employed in a general support role he/she has a responsibility to:

- provide in-class pupil support under the direction of the class teacher;
- undertake supervision of pupils, for example, in the playground or, if appropriate, in transit to and from school transport;
- assist with classwork preparation and classroom organisation for example, photocopying, record keeping, wall displays;

Where a classroom assistant is employed to support an individual pupil who has a statement of special educational needs and/or a disability, he/she has a responsibility to:

- provide in-class pupil support under the direction of a class or specialist teacher, eg. Music/PE;
- oversee the safety and well-being of the pupil at all allocated designated times;
- assist the pupil in organising his/her materials and equipment and moving about the school (as appropriate).
- assist a child who has feeding and/or toileting difficulties (in line with the Child Protection Policy and Staff Code of Conduct)

IDENTIFICATION OF NEED AND ASSESSMENT OF PROGRESS

Knowledge about children's aptitude and progress is obtained from a range of sources:

- information about Year 1 pupils from nursery schools and playgroups gathered by the teacher responsible for Year 1;
- information about pupils entering the school in years other than Year 1 from previous primary schools gathered by class teacher / SENCO;
- information given to the class teacher at Parental Consultations;
- teachers' observations;
- teachers' assessments;
- running records
- baseline assessments;
results of screening tests
- standardised tests in English and Maths administered during the school year (Year 3 –Year 7);
- end of Key Stage assessments;
- reports from Educational Psychologists at Stage 3 and/or Stage 5;
- reports from Clinical Psychologists;
- reports from Speech and Language Therapists, Physiotherapists and Occupational Therapists;
- reports from Clinical Medical Officer/Paediatric Consultant;
- reports from Social Services.

To identify need more specifically and target extra help as effectively as possible, some pupils may be given additional diagnostic tests and others may be assessed further with the assistance of external agencies such as SEELB S.E.N. Support Services.

STRUCTURE OF SPECIAL EDUCATIONAL PROVISION

The school's special educational provision adopts a staged approach consistent with the Code of Practice.

Stage 1 Pupils who have been identified as having special educational needs will in the first instance receive special help within the normal classroom setting for a predefined period.

Stage 2 If review of this provision indicates that the pupil continues to have difficulties, an Education Plan may be drawn up by the Class Teacher and SENCO and implemented for a pre-determined period. Some children in P2/3 will be withdrawn from class for additional teaching in literacy at Stage 2.

Stage 3 If a review of a Stage 2 Education Plan indicates that provision is not addressing need, the school by agreement with parents, may ask for help and assessment from services outside the school, such as the Educational Psychology Service or other support agency. A revised Education Plan will be drawn up with the co-operation of the external specialists and implemented for a pre-determined period.

Stage 4 If strategies employed at Stage 3 have not been sufficient to meet the pupil's needs, the school, on advice from the Educational Psychologist and by agreement with parents, may ask the Board to make a statutory assessment (Stage 4).

Stage 5 If, having considered the advice received from a statutory assessment, the Board is satisfied that the pupil's needs cannot be reasonably met within the resources normally available to mainstream schools, it may make a statement of special educational needs and arrange, monitor and review appropriate provision (Stage 5).

All stages of provision feature a structure of targets, strategies and programmes of work to address identified needs, together with records of the provision and the outcomes of review. Parents are consulted at each stage and encouraged to support their children's learning, where appropriate.

Reviews of provision at Stages 1 - 3 are normally carried out by the SENCO/Class teacher.

Statements of special educational need are reviewed annually in consultation with parents, the Board and other agencies.

The five stages can be summarised as follows:

Stage 1	Class teacher	Teacher led differentiated work/ Inform SENCO
Stage 2	Class teacher/SENCO	Education Plan
Stage 3	Class Teacher/SENCO/ External Support Services	Education Plan
Stage 4	Board and School	Statutory Assessment
Stage 5	Board and School	Statement of S.E.N.

INTEGRATION AND ACCESS TO THE CURRICULUM

In Ballyholme Primary we aim to provide an inclusive curriculum. As far as possible, special educational provision is made in normal classroom settings where children will experience learning across the breadth of the curriculum in whole class groups, ability groups, mixed ability groups and through individual teaching.

Differentiation will be used to match tasks to the learner, allowing the curriculum to be delivered to all whilst catering for individual differences. This principle of differentiation applies as much to meeting the needs of gifted and talented students as to those with a learning difficulty. Appropriate teaching methods will be used to cater for different learning styles, in keeping with the Revised Curriculum, encouraging all pupils to learn effectively and achieve success.

Specialist resources will also be used, when appropriate, to allow access to a broad and balanced curriculum.

Reasonable steps will be taken to ensure that a disabled pupil has access to all areas of the curriculum and is not placed at a substantial disadvantage compared to pupils who are not disabled.

Some pupils may be withdrawn from mainstream classes for additional tuition. When this happens, the SEN teacher works closely with class teachers, following agreed programmes of work.

RESOURCES AND SPECIAL FACILITIES

Ballyholme Primary school has full disabled access and is equipped with a lift and disabled toilets. The school also takes cognisance of anticipatory duties under SENDO 2005 and will endeavour to take reasonable steps to meet the needs of staff and pupils as they arise, through provision of appropriate resources.

STAFF DEVELOPMENT

In-service training relating to Special educational Needs will be provided for teachers, classroom assistants and support staff as appropriate. Training may include:

- Attendance at SEN/ Inclusion conferences
- Attendance at courses run by SEELB or other agencies
- In school training provided by SENCO or another trained professional
- Dissemination of best practice between staff

PARTNERSHIP WITH PARENTS

The school values the knowledge, experience and views of parents and seeks to establish a partnership with them in the following ways:

- a speedy and informative response to enquiries and questions from parents;
- good lines of communication between teachers and parents;
- involvement of parents in SEN provision for their children- including feedback on assessment and planning; involvement in decision making and educational reviews.

LINKS WITH OTHER SCHOOLS AND AGENCIES

Recognising the importance of good communication with other schools and agencies supporting SEN/disabled pupils, the school has a formal system for receiving information about SEN/disabled pupils coming from feeder schools and also for providing information about those SEN/disabled pupils who leave to attend other schools. There is also participation in a school network set up to share expertise/resources on SEN/disability support.

Communication with external agencies is co-ordinated through the SENCO and includes links with the following:

Health and Social Services

Educational Psychology Service

Outreach Support Service

Service for Sensory Impaired children

S.E.E.L.B./C.A.S.S.

Business in the Community 'Time to Read'

Reading Partnership – Bangor Academy

LINKS WITH OTHER POLICIES

This policy should be read in conjunction with all curriculum and pastoral care policies within Ballyholme Primary School.

MONITORING AND EVALUATION/FUTURE DEVELOPMENTS

The policy will be constantly monitored and annually reviewed to take account of any changes in legislation and to ensure that Ballyholme Primary endeavours to provide an inclusive environment, which meets the needs of all staff and pupils.

Reviewed January 2019 to reflect current practice but new policy needed 2019/20 to reflect new changes to SEN legislation.