



'OPENING DOORS OF
OPPORTUNITY TOGETHER'

SPECIAL EDUCATIONAL NEEDS/ INCLUSION POLICY

FEBRUARY 2023



Special Educational Needs/Inclusion Policy

School Mission Statement

Meadow Bridge Primary School aims to foster a safe, happy, and caring environment where each child's personal development is nurtured. Every child's educational journey is enhanced, and their lives enriched through stimulating learning experiences. Equal emphasis will be placed on pastoral care and on ensuring each individual reaches his or her academic potential, equipping them for the future.

Rationale/Vision

Meadow Bridge Primary School staff are committed to providing equal access for all our pupils to a broad and balanced educational experience, based on the Northern Ireland Curriculum. We recognise that some pupils during their school career may have Special Educational Needs and/or a Disability. In the interests of these children, we will endeavour to make every reasonable arrangement to provide for their individual needs.

The legislation that currently governs practice regarding children and young people (C&YP) with Special Educational Needs (SEN) is the Education Order (1996). The current Code of Practice on the Identification and Assessment of SEN provides guidance on how the legislation is to be delivered in schools and was published in 1998.

SENDO (2005) increased the rights of C&YP with SEN and/or Disabilities to be educated in mainstream schools and aimed to ensure that children with disabilities were not disadvantaged compared to their peers in school. This included the school being proactive in areas such as ensuring that the school is prepared with an adapted environment and differentiated curricula for all children who may wish to attend, including those with SEN/Disabilities.

The Supplement to the CoP was published in 2005 and updated parts of the 1998 CoP to reflect the changes following SENDO (2005).

The most recent legislation, the Special Educational Needs and Disability Act (NI) 2016, strengthens and builds upon the duties contained within the Education Order (NI) 1996 and SENDO (NI) 2005. It places new duties on the school's Board of Governors, the Education Authority, and Health and Social Care Trusts. It provides new rights for parents and children over compulsory school age. It is one element of the new SEN and Inclusion Framework which include new SEN Regulations and a new statutory Code of Practice as of 2021, awaiting ministerial approval.

NB: In the interim, schools have been advised that they must continue to adhere to all aspects of the Code of Practice (1998) and the Supplement to the Code of Practice (2005), except for recording children under the new three Stages of the Code of Practice.

Principles and Aims

We aim:

- To ensure full entitlement and access for pupils with SEN/Disability to high quality education within a broad, balanced, relevant, and differentiated curriculum.
- To ensure that all pupils with SEN/Disability feel valued.
- To provide a caring environment in which all pupils with SEN/Disability can feel happy, secure, and enjoy learning.
- To offer curricular, pastoral, and extra-curricular opportunities that allow pupils to develop their knowledge, understanding, and skills, so ensuring progress, promoting success and self-confidence.
- To promote an ethos of whole school approach to SEN/DIS through raised awareness towards understanding and commitment of shared responsibility by all members of staff.
- To ensure full entitlement and access for pupils with SEN/Disability to a high-quality curriculum which is characterised by its breadth, balance, relevance, differentiation, progression, and continuity, which is matched to the children's needs, abilities, and pace.
- To employ, within the means available, an appropriate range of resources to support and enhance pupil learning, in the most effective way.
- To encourage parents to recognise the central role they play in the education of their children and to promote effective communication between principal, teachers, governors, parents, and external agencies, in all aspects of SEN provision.
- To identify learning difficulties as early as possible using a variety of measures and in consultation with appropriate personnel. We will create and maintain an effective system of monitoring, record-keeping, assessment, and evaluation, together with an appropriate range of teaching strategies.
- To consider the views of the child when planning and implementing SEN provision, taking into account their age and capacity.
- To support children in participating in making decisions in all aspects of their learning.
- To strive for close co-operation between all services and agencies concerned, to achieve an effective multi-disciplinary approach to meeting SEN.
- To educate pupils with SEN, wherever possible, alongside their peers.
- To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.
- To encourage and/or maintain the interest of pupils with SEN in their education.
- To encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.
- To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.

- To meet the needs of all pupils who have SEN by offering appropriate forms of educational provision and the most efficient use of available resources.
- To promote collaboration amongst teachers in the implementation of the SEN Policy.
- To work closely with EA services and other outside agencies, as appropriate, to support each pupil with SEN.

Definitions

For all involved in a child's education it is important that there is a clear understanding of the terms 'Special Educational Needs', 'Learning Difficulty' and 'Special Educational Provision', as defined in Article 3 of the 1996 Order.

Special Educational Needs

A child has Special Educational Needs if they have a Learning Difficulty which calls for Special Educational Provision to be made.

Learning Difficulty

A child has a Learning Difficulty if:

- a) they have a significantly greater difficulty in learning than ***the majority of*** children of the same age;
- b) they have a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools; or
- c) they have not attained the lower limit of compulsory school age and is or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory school age.

Special Educational Provision

Special Educational Provision (SpEP) is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in ordinary schools.

Definition of Disability

Part 1 of Disability Discrimination Act 1995 states that:

"A disability is when someone has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities." Paragraph 2.3

This is a concept that provides an overarching inclusive framework which recognises the challenges and overlapping barriers to learning which already exist for many children.

The purpose of SENDO (Special Educational Needs and Disability (NI) Order) is to:

- Strengthen the right of pupils with Special Educational Needs to be educated in mainstream schools.

- Make it unlawful for schools to treat disabled pupils and prospective disabled pupils less favourably than other pupils in all aspects of school life.
- Place a duty on schools to work towards making school life more accessible to disabled pupils, for example, in terms of premises, the curriculum, and written information.

The implementation of SENDO includes:

- **AIS** – **A**dvice and **I**nformation **S**ervice which is available to parents/guardians and school staff.
- **DARS** – **D**ispute **A**voidance and **R**esolution **S**ervice which is available for parents/guardians of children with SEN who are listed on the Register.

Context

The school's Inclusion/SEN Policy is written to the following legislation:

1996	The Education (NI) Order.
2005	Special Education Needs and Disability (NI) Order.
2016	The Special Educational Needs and Disability Act (NI).

The school's Inclusion/SEN policy is written to the following documentation:

1998	Department of Education Northern Ireland Code of Practice on the Identification and Assessment of Special Educational Needs.
2005	Department of Education Northern Ireland Supplement to the Code of Practice.
2006	Equality Commission, Northern Ireland Disability Discrimination Code of Practice for Schools (SENDO).
2009	Department of Educational Northern Ireland <i>Every School a Good School – a policy for school improvement.</i>

The policy also takes cognisance of the Inclusion Agenda to involve an overarching framework aimed at raising standards and outcomes for all, as outlined in the Every School a Good School – A Way forward for SEN and Inclusion (proposals). This policy therefore includes all children with **Special Educational Needs (SEN)/ Disability (DIS)** – see Appendix for Glossary of Terms.

Sensitivity and Confidentiality

All arrangements regarding the identification of provision for children with Special Educational Needs/Disability will be dealt with sensitively and in confidence as appropriate, by teaching and non-teaching staff.

Key Principles of Inclusion

The Disability Discrimination Code of Practice for Schools (ECNI, 2006), states: “...all pupils have a right to the same opportunities in the whole of their educational life.”

All schools should have an inclusive ethos and actively seek to promote the inclusion of all children. Schools should approach inclusion as an integral part of all school policies including the school's SEN Policy, School Development Plan, the school's Accessibility Plan and policies relating to, eg discipline, bullying, and pastoral care.

SEN and Medical Categories

The following is the list of the five overarching SEN categories and sub-categories taken from:

[Department of Education Northern Ireland \(2019\) *Recording SEN and Medical Categories – Guidance for Schools*, Bangor: DENI](#)

- **Cognition and Learning (CL) – Language, Literacy, Mathematics, Numeracy**

Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - Language/Literacy
Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - Mathematics/Numeracy
Moderate Learning Difficulties (MLD)
Severe Learning Difficulties (SLD)
Profound and Multiple Learning Difficulties (PMLD)

- **Social, Behavioural, Emotional and Well-being (SBEW)**

Social and Behavioural Difficulties (SBD)
Emotional and Well-being Difficulties (EWD)
Severe Challenging Behaviour associated with SLD or PMLD (SCB)

- **Speech, Language and Communication Needs (SLCN)**

Developmental Language Disorder (DLD)
Language Disorder associated with a differentiating/biomedical condition (LD)
Communication and Social Interaction Difficulties (CSID)

- **Sensory (SE)**

Blind (BD)
Partially Sighted (PS)
Severe/Profound Hearing Impairment (SPHI)
Mild or Moderate Hearing Impairment (MMHI)
Multi-sensory Impairment (MSI)

- **Physical Need (PN)**

Physical (P)

Children with a Medical Condition

Children who have an identified medical condition will be recorded on the school's Medical Register. Those who do not require Special Educational Provision will be recorded on the Medical Register only and will not be placed on the SEN Register.

A pupil with a medical diagnosis or disability may or may not have a SEN but what is key is **“does the pupil have a requirement for Special Educational Provision to access the curriculum.”**

A pupil can be recorded on both the SEN Register and Medical Register if they have both a medical need and require Special Educational Provision to be made for them.

The Medical Register is the responsibility of **Miss J Wortley SENCo**.

The following is the list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population, taken from:

[Department of Education Northern Ireland \(2019\) *Recording SEN and Medical Categories – Guidance for Schools*, Bangor: DENI](#)).

Epilepsy
Asthma
Diabetes
Anaphylaxis
Autism Spectrum Disorder (ASD)
Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)
Dyspraxia/ Development Co-ordination Disorder (DCD)
Developmental Language Disorder (Medical) (DLD)
Global Developmental Delay
Down Syndrome
Complex Healthcare Needs
Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
Depression
Eating Disorder
Psychosis
Other Medical Disorder
Cerebral Palsy
Spina Bifida – with Hydrocephalus
Spina Bifida – without Hydrocephalus
Muscular Dystrophy
Acquired Brain Injury
Visual Impairment
Hearing Impairment
Physical Disability
Other Medical Condition/ Syndrome

Admission Arrangements

Meadow Bridge welcomes admission requests from all children. At Meadow Bridge, admission arrangements with respect to pupils with SEN/DIS are consistent with the school's general admissions policy for other pupils.

The Special Educational Needs and Disability Order (SENDO) (2005) legislation strengthened the right for children with a Statement to an ordinary school place 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).

Children with Statements of Special Educational Needs are placed in schools at the request of the Education Authority (EA). When seeking to place a pupil with a Statement, the Authority 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 to determine the suitability of the placement. This arrangement is in line with SENDO legislation.

Accessibility for all Current and Prospective Pupils, Parents and Members of the School Community

- **Physical Access**

Meadow Bridge can accommodate pupils with physical difficulties. The building has wheelchair friendly access and adapted toilet facilities. Emergency evacuation procedures are practised termly.

- **Accessing Information**

Meadow Bridge takes reasonable steps to ensure that all pupils and parents can access information eg through verbal and/or written communication. This should be completed within a reasonable time and take into account their disability and any preferences expressed by them or their parents.

- **Access to the Curriculum**

Access to the curriculum is available to parents and carers through a combination of information sheets via email, Meadow Bridge News, the school website, the school Twitter and Facebook account and parent/carers meetings (formal and informal). Provision of an interpreter, as required, can be supplied through the Education Authority, for parents/children for whom English is an additional language.

Reasonable steps are taken to ensure that arrangements are made to facilitate access to the curriculum and the wider curriculum such as participation in after-school clubs, leisure and cultural activities for children with SEN/DIS.

Meadow Bridge is currently working with staff, the Senior Leadership Team, and the Board of Governors, to create the school's Accessibility Plan.

Reasonable Adjustments

As Article 16 of SENDO states:

“The responsible body must take reasonable steps to avoid putting disabled pupils and prospective disabled pupils at a substantial disadvantage compared to other pupils, without justification.”

Reasonable steps depend upon the individual context.

Meadow Bridge will consider the following factors when making reasonable adjustments:

- Academic and Other Standards.
- Financial Resources.
- Costs.
- Practicalities.
- Health and Safety.
- Interests of Others.

These will be:

- Continuous;
- Anticipatory;
- Reactive; and
- Evolving.

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)

Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness.

(Supplementary Guide of the Code of Practice paragraph 5.12 - page 44)

In Meadow Bridge, the following may be used to identify pupils' needs:

- information from transferring school.
- teacher observation.
- standardised tests.
- diagnostic assessments.
- whole school assessment (eg CAT/PTE/PTM).
- class tests.
- Personal Learning Plans (IEPs).
- Care Plans.
- Personal Education Plans for children who are looked after.
- Statements of Special Educational Needs.
- Annual Reviews.
- professional reports.
- parental contributions.
- pupil contributions.

The Management of Special Educational Needs

The Three Stages of Special Education Provision

In Meadow Bridge, we adhere to the three Stages of the Code of Practice. These Stages focus on the level of intensity of the Special Educational Provision required for a child to make adequate progress commensurate with their abilities and improve their outcomes. Responsibility for pupils with SEN at each Stage lies with the school, given the day-to-day role of the school in a pupil's teaching and learning, with increasing EA involvement when required. A summary of the three Stages of Special Education Provision is set out below:

Stage 1 includes:

- ❖ School delivered Special Educational Provision;
- ❖ A PLP is required (currently IEP);
- ❖ The majority of Special Educational Needs will be met at this Stage;
- ❖ The responsibility lies with the school;
- ❖ Operates in mainstream schools and classes; and
- ❖ Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN.

The PLP (currently IEP) should contain the core information/evidence of the school's action to inform a request, if considered necessary, for access to EA SEN services at Stage 2. The child will only move to Stage 2 once any external Special Educational Provision is being implemented.

Stage 2 includes:

- ❖ School-delivered Special Educational Provision plus external provision, for example, the EA or the HSC Trust;
- ❖ A PLP is required (currently IEP). A smaller number of children will need this provision;
- ❖ The responsibility lies with the school plus external provision from EA;
- ❖ Operates in mainstream schools and classes (and by exception in special school or Learning Support Centre (LS Centre) for the purpose of assessment; and
- ❖ Reasonable adjustments, additional strategies and approaches are implemented, plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN.

In the event of a child not making progress, despite the external support from the EA, the child may require consideration for a Statutory Assessment. A new online form designed to guide the user through the process is used to make a request for Statutory Assessment. The PLP (currently IEP) contains the core school information the EA will use to consider and, if appropriate, make a Statutory Assessment.

The pupil will remain at Stage 2 when a request for a Statutory Assessment is being considered, is being made and, if appropriate, until a Statement is granted.

Stage 3 includes:

- ❖ Pupils with a statement of SEN;
- ❖ School and EA delivered Special Educational Provision plus any relevant treatment or service identified by the HSC Trust;
- ❖ A PLP is required (currently IEP);
- ❖ A smaller number of children will need this provision;
- ❖ The responsibility lies with the school and the EA – with input from the HSC Trust where relevant;
- ❖ Operates in mainstream schools, LS Centres attached to mainstream schools or special schools (as determined within the child's Statement;
- ❖ Reasonable adjustments to school delivered Special Educational Provision are implemented plus EA provision as set out in the Statement.

At Stage 3, the child has a Statement and is receiving Special Educational Provision (as set out in the Statement).

The pupil's PLP (IEP) should be revised, to reflect the content of the Statement (as it relates to the PLP (IEP) including the SEN category (or categories). It should set intended outcomes based on the objectives of the Special Educational Provision and the nature and extent of the EA's provision, including any relevant service and treatment the HSC Trust is to provide; and any additional school provision or modifications to the curriculum, as itemised in the Statement. The pupil's PLP (IEP) will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the Annual Review of the Statement.

Exceptional Cases

In most cases transition through the three-staged assessment process occurs in sequence. In exceptional circumstances, however, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement, a move to a higher Stage of need is necessary immediately.

The Annual Review

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 monitoring of the child's progress. The Annual Review procedure is designed to:

- gauge the child's progress towards meeting the objectives specified in the Statement;
- review the special provision made for the child, including placement; and
- consider the appropriateness of maintaining the Statement of Special Educational Needs.

The Annual Review is carried out by the school on behalf of the EA.

The Review will take place in school and is chaired by the Principal (or another person as delegated by the Principal).

Relevant forms and the EA's guidance for this process are available by contacting Statutory Assessment and Review Service (SARS) of the school's local EA office or they can be downloaded from the [EA website](#).

Arrangements for Co-ordinating SEN Provision

Although meeting the needs of pupils with SEN is a whole school issue, the overall responsibility for managing SEN provision resides with the Board of Governors and the Principal of the school. To facilitate the day-to-day running of the provision, however, the Board of Governors has delegated responsibility to co-ordinate the provision for pupils with Special Educational Needs to **Miss Jaclyn Wortley (SENCo, soon to be Learning Support Co-ordinator)**.

Roles and Responsibilities

The following section highlights the key roles and responsibilities of all those involved in SEN provision:

▪ Board of Governors

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 Special Educational Needs.

Meadow Bridge has appointed a SEN Governor to monitor the school's provision for children with Special Educational Needs. The SEN Governor is **Miss Jacqui Townsley**.

Chapter 12 of the document '*Every School a Good School*' (DENI, 2010) relates specifically to the role of the Governor in supporting pupils with Special Educational Needs. Based on this information, The *SEN Resource File* (DENI, 2011) outlines that the Board of Governors has a statutory duty to:

- ❖ take account of the provisions in the DE Code of Practice on identifying and assessing Special Educational Needs;
- ❖ use their best efforts to provide for pupils identified with SEN and that parents are notified of their child's special needs;
- ❖ maintain and operate a policy on SEN;
- ❖ ensure that where a registered pupil has Special Educational Needs, those needs are made known to all who are likely to teach them;

- ❖ check that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching; and
- ❖ allocate funding for Special Educational Needs and Disability; and
- ❖ prepare and take forward a written Accessibility Plan.

▪ **Principal**

According to the Code of Practice (1998) 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 Senior Leadership Team (SLT) are actively involved in the management of SEN within the school - SLT members should ensure consistency of practice and contribute to the realisation of the School Development Plan; and
- ❖ provide a secure facility for the storage of records relating to Special Educational Needs.

▪ **SENCo (soon to be Learning Support Co-Ordinator)**

In all mainstream schools, a Designated Teacher who usually assumes the title of the Special Educational Needs Co-Ordinator (SENCo) should be responsible for:

- ❖ the day-to-day operation of the school's Special Educational Needs Policy;
- ❖ responding to requests for advice from other teachers;
- ❖ co-ordinating provision for pupils with Special Educational Needs;
- ❖ maintaining the school's SEN Register and overseeing all the records on pupils with Special Educational Needs;
- ❖ working in partnership with parents of children with Special Educational Needs;
- ❖ establishing the SEN in-service training requirements of the staff and contributing, as appropriate, to their training; and
- ❖ liaising with external agencies.

▪ **Class Teacher**

The class teacher should:

- ❖ be aware of current legislation;
- ❖ keep up to date with information on the SEN Register;
- ❖ gather information through observation and assessment;
- ❖ 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; and
- ❖ involve classroom assistants as part of the learning team.

▪ **SEN Support Staff/Additional Adult Assistants**

Support Staff/Additional Adult Assistants should:

- ❖ work under the 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; and
- ❖ share good practice.

Pupil views

In school, as far as reasonably practicable, we seek and have regard to the child's views about their strengths, learning difficulties, and education, taking into account their age and maturity. We seek and listen to their views about how they learn effectively and then focus on the strategies that work for them.

Key decisions for a particular pupil might include:

- contributing to their own assessment, provision, and progress;
- contributing to the review of IEPs, Annual Reviews, and the Transition process; and
- involving and supporting the pupils to participate in making decisions about matters affecting them.

Seeking their views and supporting them to participate in making decisions about their learning is good practice. The child's progress will be more effective when both they and, where appropriate, their parents are involved, and account is taken of their wishes, feelings, and perspectives.

Parent/Person with Parental Responsibility

At Meadow Bridge, we acknowledge that successful partnerships between parents, pupils, and school, play a key role in promoting a culture of co-operation, openness, and transparency, and have a crucial impact on the effectiveness of Special Educational Provision. Seeking the views of the child or young person also plays a key role in helping us understand individual needs.

Teachers, pastoral staff, LSCs, and other school staff, all have a significant role in developing positive and constructive relationships with parents and pupils. We encourage this participation and value its contribution.

It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN Register or moving the child between Stages. 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; for example, essential information may need to be made available by a parent upon a child's entry to the school.

Parents should be invited as necessary to:

- meet with staff to discuss their child's needs;
- attend review meetings;
- inform staff of changes in circumstances; and
- support targets on IEPs.

Annual Report

The Board of Governors report annually on all aspects of SEN provision in school. The SEN section in the Annual Report contains information on the number of Statemented pupils; pupils that received provision from EA Pupil Support Services or Health and Social Care Trust, and those that accessed school-delivered Special Educational Provision.

Complaints

All complaints regarding SEN in school will be dealt with in line with school's existing Complaints Procedures.

Anyone with queries in relation to Special Educational Needs of their child with a Statement or who is currently being assessed for a Statement of Special Educational Needs, can contact their local [EA Office](#) via the SEN Link Officer in the first instance. Contact details should be available on the EA documentation issued alongside a child's Statement.

Dispute Avoidance and Resolution Service (DARS)

The [Dispute Avoidance and Resolution Service \(DARS\)](#) provides an independent, confidential forum to resolve or reduce the disagreement in relation to Special Educational Provision, between parents and school/Boards of Governors or the EA, for pupils who are on the Code of Practice where previous attempts to do so have been unsuccessful.

Parents can contact the service which is provided by [Global Mediation](#). Involvement with DARS will not affect the right to appeal to the Special Education Needs and Disability Tribunal (SENDIST)

Special Educational Needs and Disability Tribunal (SENDIST)

The [Special Educational Needs and Disability Tribunal \(SENDIST\)](#) considers parents' right to appeal against the decisions made by the Education Authority about their child's Special Educational Needs whenever an agreement cannot be reached.

This service also addresses claims of disability discrimination in school.

Special Assessment Needs and Special Examination Arrangements

Primary Seven children who hold Statements of SEN have access to an Educational Psychology Review, which can contribute to their post-primary transfer. Some SEN children may need special examination arrangements due to medical or Special Educational Needs, ie sight impairment, dyslexia.

Resources

It is acknowledged and appreciated that school's most important resource is its staff. The SENCo combines this role with full-time teaching commitments and leads staff through regular development sessions, informing them of available training.

School will continue to develop and utilise resources so that a broad, balanced curriculum can be offered to all pupils.

The Literacy and Numeracy Co-Ordinators have established Reading Partnerships and Maths Recovery as intervention programmes relating to their area of expertise. These will continue to be utilised.

Staff will aim to use a range of resources, including ICT, to support the provision for children with SEN. School currently uses Lexia and Nessy Apps.

Record Keeping

The SENCo keeps the following records in school:

- SEN Register;
- Records of Concern;
- Individual Education Plans/(PLP) Reviews;
- Statements/Annual Reviews/Transition Plans;
- assessment results/data;
- individual pupil files;
- record of liaison/meetings with staff from the Education Authority's SEN Support Services/Health and Social Care Trust
- minutes of meetings with parents; and
- support, advice, and training provided to staff.

Monitoring the Progress of Pupils with Special Educational Needs

It is the responsibility of the SENCo to ensure that the progress of pupils on the SEN Register is monitored. This may be achieved by considering that:

- Individual Education Plans are monitored and reviewed for quality, progression, and appropriateness through meeting with teachers on a regular basis;
- evidence is collated to demonstrate whether the pupil is making progress; and
- information gathered is used in future planning for intervention and to inform movement either up or down through the Stages of the Code of Practice.

Professional Development

The Principal, in consultation with the SENCo, oversees the professional development of all staff in his/her school. It is essential that all staff are kept up-to-date with SEN developments to provide effective teaching and support for pupils.

Following attendance at relevant internal or external education and training programmes, staff members should be encouraged to disseminate the information provided to build the capacity of their colleagues.

Partnership working

In school we work with a range of EA Pupil Support Services, where appropriate, to receive training and guidance to support the school and parents in meeting the needs of children with special educational and medical needs. Examples of EA [Pupil Support Services](#) may include:

- Autism Advisory and Intervention Service (AAIS)
- Sensory Service
- Special Educational Needs Inclusion Service (SENIS)
- Literacy Service
- SEN Early Years Inclusion Service (SENEYIS)
- Language and Communication Service

Other services may include:

- [Behaviour Support and Provisions](#)
- [Education Psychology Service](#)

Links with other Schools and External Agencies

The school has links with other schools and external agencies as part of the SEN process:

- Education Authority, (Dundonald Area) Psychology Department (Brenda Kelso)
- RISE NI (Jane Sowden Link Officer)
- Community Nurse
- Warren Children's Centre/Scrabo Centre
- AAIS (Derek Kinnen)
- Children's Acquired Brain Injury Team, RVC (Lindsey Kilmacka)
- Behaviour Support Team (Orla Hendron)
- TASH (Telephone and Advice Support Helpline) (Suzanne Harrison)
- Sensory Impairment Unit at Belvoir PS (Fionnula McCreanor & Alison Gilmore)
- Literacy Peripatetic Support Service (Christine Kerr)
- Language and Communication Service (Pauline Duggan)
- SEND Implementation Team (Rhoda McCarter)
- Lisburn Family Support Hub
- Barnardos – (Shauna Wilson)
- School Counsellor (Michelle McGrath, Illuminate Counselling)

Links with other Policies

This policy is part of a suite of Pastoral and Curricular policies. The SEN/Inclusion policy links mainly with Child Protection, Anti-Bullying, Positive Behaviour, Accessibility, Literacy, Numeracy, Teaching and Learning, Transitions, The Voice of the Child, Wellbeing, and Pastoral Care.

Monitoring and Evaluating the SEN Policy

The SEN Policy will be reviewed annually. It will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. This policy will be brought to the Board of Governors for final approval.

Appendix:**Glossary of Terms**

AIS	Advice and Information Service.
AAIS	Autism Advisory and Intervention Service.
Annual Review	Yearly meeting with all the professionals involved with a child who has a Statement of SEN.
BoG	Board of Governors.
CoP (1998)	Code of Practice
DARS	(Dispute, Avoidance, and Resolution Service) provides an independent, confidential and informal route through which disagreements related to Special Educational Needs and provision may be avoided or resolved. For further information see: http://www.education-support.org.uk/parents/special-education/dars/
DDA	Disability Discrimination Act.
DARS	Dispute Avoidance and Resolution Service (for registered children).
Differentiated work	Work set at the ability level of individuals or groups of pupils in class.
DIS	Disability.
EP	Educational Psychologist.
Gifted & Talented	A child who performs substantially greater than the level of his/her peers.
IEP	Individual Education Plan.
LST	(Learning Support Teacher) School's Learning Support teacher works with Key Stage 1 and Key Stage 2 children to support them in Literacy and Numeracy on a withdrawal basis.
Logfiles	Records of meetings and consultations in reference to children on the SEN Register.
PLP	Personal Learning Plan.
Reasonable Adjustments and Relevant Purposeful Measures	Strategies to help remove barriers to learning in the classroom.
Record of Concern	Documentation about a concern.
SENCo	Special Educational Needs Co-ordinator.
SEND O	Special Educational Needs and Disability Order.
SEP	Senior Educational Psychologist.
SLT	Senior Leadership Team.
TSPC	Thinking Skills and Personal Capabilities.