



# Special Needs Policy

## Schedule for Developing, Monitoring and Review Policy

**Approval by the Board of Governors:**

December 2019

**The implementation of this  
Policy will be monitored by:**

Principal, SLT and SENCo

**Monitoring and Reviewing:**

Annually and as required following any  
change to provision.

Glengormley Integrated Primary School is committed to providing equal access for all children to a broad and balanced curriculum. As a school we recognise that some children during their school career may have special educational needs and/or a disability and we will endeavour to make every possible arrangement to provide for their individual needs.

## **Definitions:**

### **Special Educational Needs**

'Learning difficulty' means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. 'Special education provision' means educational provision which is different from, or additional to, the provision made generally for children of comparable age.

*(Code of Practice 1998 paragraph: 1.4)*

### **Disability**

'Someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities.'

*Disability Discrimination Act (1995)*

### **SEN Provisions of SENDO**

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

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

### **Policy Aims**

1. To identify children with SEN/Disability as early and thoroughly as possible through a variety of means and in consultation with appropriate personnel.
2. To ensure full entitlement when possible and access for children with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential and enhance their self-esteem.
3. To ensure that all children with SEN/Disability feel valued and have a positive self-image. To offer curricular, pastoral and extra-curricular experiences and opportunities which allow children to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.

4. To educate children with SEN/Disability, wherever possible, alongside their peers within the curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
6. To develop a system for recording continued assessment so that each pupil's performance can be monitored and reviewed appropriately.
7. To work closely with all EA departments and other outside agencies in order to improve the quality of support available for each pupil.

### **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'

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

In Glengormley Integrated Primary School, the following may be used to identify children's' needs:

- Information from Playgroup/Nursery or other transferring school
- Parental information
- Teacher observation
- School assessment
- Standardised tests (Baselining, PTM, PTE, CAT4)
- Diagnostic assessment (Dyslexia Screener etc.)
- Psychological Reports
- COP Stage 3 Reports
- Statements of Special Educational Need
- Medical Advice
- Key Stage Assessments
- IEP Reviews and Annual Reviews
- Interview/discussions with pupil
- Attendance records

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

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

### **Roles and Responsibilities**

SEN provision will be the overall responsibility of the Board of Governors and Principal of the school. However, in order to facilitate the practical day to day running of the provision the Board of Governors have delegated responsibility for children with special educational needs to Mr C Denvir (**SENco**).

### **Board of Governors**

The Board of Governors should:

- ensure that all children's' special educational needs are addressed
- have regard for the Code of Practice
- have regard for the school's SEN (and Inclusion) Policy
- ensure the policy is kept under review
- report annually to parent/carers of all children of SEN (information for this report to be collated by the SENco)
- ensure that appropriate funds and resources are delegated to SEN

### **Principal**

The Principal should:

- keep the Board of Governors informed about SEN issues
- work in close partnership with the SENco
- delegate and monitor the SEN budget
- ensure the SMT are actively involved in the management of SEN within the school.
- SMT members should ensure consistency of practice and contribute to the realisation of the SDP
- provide a secure facility for the storage of records relating to Special Educational Needs

### **SENco**

The SENco should:

- co-ordinate the day to day provision of the school's SEN Policy
- liaise with and advise colleagues
- co-ordinate provision for children with special educational needs
- maintain the school's SEN register and oversee the records of all children with special educational needs
- organise necessary reviews and referrals
- liaise with parents and external agencies
- contribute to the in-service training of staff
- utilise Classroom Assistant expertise in staff development

- be responsible for the allocation of duties to SEN assistants

### **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
- create, manage and review IEPs in consultation with the SENco
- involve classroom assistants as part of the learning team

### **Special Needs KS Assistant**

The Special Needs assistant will work under the direction of the SENco in consultation with KS leaders. He/she should:

- be aware of current legislation
- be familiar with the administrative process within the school
- be involved in testing and recording data for the SEN Register
- work closely with all members of staff to identify children's' needs
- implement the delivery of suitable programmes for all identified children with SEN/Disability which promote progression within an inclusive setting
- contribute to IEPs which inform learning and teaching
- monitor and review progress
- attend professional development training

### **Special Needs and Classroom Assistant**

Classroom 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
- share good practice
- be involved in the Annual Review process when appropriate
- attend professional development training

### **Pupil**

'The child should where possible according to age maturity and capability, participate in all the decision making processes which occur in education.'

*(Supplement to the Code of Practice - pars 1.19)*

This includes:

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

### **Parent/Carer**

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

It is therefore essential that parents inform the school of any specific identified needs as early as possible on entry to the school. Parents should also support the use of the school's methods and materials at home when appropriate. It is the school's responsibility to inform parents when considering placing the child's name on the SEN register and invite them to:

- meet with staff to discuss their child's needs
- attend review meetings

It is the parent's/carer's responsibility to:

- inform staff of changes in circumstances
- support targets on IEPs
- work in partnership with the school and play their part in creating a positive and supportive framework to meet their child's needs

### **The Structure of SEN in Glengormley Integrated Primary School**

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

### **Stage 1**

When an initial concern is expressed following observation in the classroom and on-going assessment:

- Class teacher records concerns and informs SENco and together they will decide if the pupil's name should be recorded on the Special Needs register (Stage 1)
- Class teacher informs parent at next parent/teacher consultation.
- Class teacher writes a concern sheet detailing nature of concerns and evidence gathered. This will be reviewed after a specified time.
- Class teacher will monitor and review progress and report back to SENco
- SENco and teacher will decide whether to remain at Stage 1/ remove pupil's name from register/move to Stage 2

### **Stage 2**

- Following Stage 1 review or when a concern is expressed by staff, parent, Health or Social Services professional:
- Class teacher discusses concerns with SENco who registers pupil's needs and agrees that Stage 2 support is appropriate
- SENco and relevant staff work together using all available information to agree a way forward including drawing up an IEP and discussing targets with pupil and parent
- IEP implemented and reviewed with pupil, parental and teacher involvement.
- Class teacher and SENco will decide whether to continue at Stage 2 or move the pupil back to Stage 1 or on to Stage 3
- Good Practice Guidelines and SEN Resource File offer support at Stage 2
- Appropriate withdrawal by school SEN assistants, although teacher still has responsibility.

### **Stage 3**

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

- SENCO registers pupil's needs and agrees, having consulted with parent and Principal that further action and specialist support is required
- SENCO reviews available information leading to application by teacher to RISE or:
- Stage 3 Referral Form is completed following consultation with parent, pupil and Educational Psychologist
- Stage 3 assessment is carried out and recommendations made
- IEP is drawn up, implemented and reviewed with all involved.

- following review, pupil remains at Stage 3/reverts to Stage 2 /Principal requests Statutory Assessment

### **Stage 3 Support Services**

- ASD (Autistic Spectrum Disorder)
- Audiology
- Behaviour Support
- LTSS (Literacy Teaching & Support Service)
- RISE (Regional Integrated Support for Education)
- Speech and Language
- Visual Impairment

### **Other Support Services**

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

### **Stage 4**

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

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

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

### **Stage 5**

Once the statement has been finalised:

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

### **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 assessment of the child's progress.

The annual review:

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

**The school will undertake the Review on behalf of the Board.**

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

The Annual Review form (AR) and Primary 7 Transfer Form will be forwarded to the EA following this meeting.