



Special Educational Needs Policy

INTRODUCTION

Moneymore Primary School and Nursery Unit aim to provide a stimulating environment in which every child is given the opportunity to develop to their full potential intellectually, physically, socially and emotionally. We recognise the right of every child to be given access to a broad and balanced education, irrespective of ability.

We echo the **Warnock Report** which states "The purpose of education for all children is the same: the goals are the same, but the help that individual children need in progressing towards them will be different".

Account will be taken of the Special Educational Needs and Disability (NI) Order in relation to the application of this policy including an awareness of children with disabilities which have a substantial and long term adverse effect on their ability to carry out normal day to day activities.

With this in mind, reasonable steps will be taken to provide access to an appropriate education that affords the opportunity for every child to develop regardless of special educational need or disability in accordance with the **Special Educational Needs and Disability (NI) Order 2005**.

OBJECTIVES

The objectives of Moneymore Primary School and Nursery Unit with regard to pupils with special educational needs:

- To provide a broad, balanced and differentiated curriculum, taking into consideration each pupil's capabilities, talents and interests;
- Identify pupils with special educational needs as early as possible, using all available evidence, including teacher observation, assessment procedures and consultation with various personnel;
- Develop a range of teaching approaches appropriate to meet the needs of the pupils with learning difficulties;
- Establish working partnerships between parents, children and other agencies in order to enhance the learning opportunities of the children;
- Implement effective Education Plans within the school and nursery so that each pupil's performance can be monitored;
- Maintain a flexible approach to providing for children with learning difficulties;
- Monitor current practice to ensure that provision is effective;
- To develop and utilise available resources to support pupils with special needs.

PROVISION ARRANGEMENTS

The role of the class teacher is crucial to the early identification of children with SEN. If it becomes apparent through normal classroom work and activity that a child is performing at a level below that of his/her peers, sufficient to cause concern, the class teacher will begin to gather information designed to establish whether or not a child has a learning difficulty. Such information should include notes based on observations of the child working in the normal classroom context and/or outside interacting with the environment.

Teachers should also obtain results from standardised tests. Information can also be obtained from other teachers, classroom assistants, the parents and the child himself/herself.

Class teachers will also observe pupil behaviour and interactions with other pupils/members of staff and if there are significant concerns these will be noted. If in class measures do not help or assist in the control of certain behaviours other additional strategies will be used.

Once a learning difficulty / behavioural difficulty is confirmed the SENCO will be informed. The class teacher will invite the child's parents to an interview to discuss their concerns and advise that the child is placed on the Special Needs Register where they can be monitored closely. Should the parents disagree with the advice given and do not give permission for their child to be placed on the Register, they will be asked to sign a letter saying so. For those in agreement, the SENCO and outside agencies will be involved with the class teacher as appropriate - in accordance with the procedures for the school based stages.

Teaching Methodology:

Teaching and learning strategies should allow access to the whole curriculum for each child. This should involve the teachers in utilising a range of teaching strategies and classroom management styles designed to take account of differing abilities, interests and experiences of pupils. Work should be stimulating, allowing pupils to progress at their own level and rate and designed in such a way as to ensure that all pupils experience some level of success and are aware of their own progress.

Teachers should seek to ensure that learning takes place in a classroom environment which is stimulating and attractive, involving as appropriate, the display of pupils' work. Where Education Plans become necessary they should build on the curriculum the child is following alongside other pupils. They should set clear, SMART, realistic targets which are time bound and indicate the special educational provision required to address the pupil's needs.

At present, children in the nursery and from P1 to P7 with recognised learning difficulties have their needs met within each classroom. Content, materials and methodologies are discussed amongst staff, informally and formally. Realistic objectives are set and programmes of work are planned each term by the class teacher to match the level of performance of each pupil. Peripatetic support may be offered to children with recognised SpLD in Literacy and have met the criteria for referral to the Peripatetic Service. Teacher support may also be available from the behaviour support team and the autism team for children with these specific needs.

The Code of Practice:

The identification and assessment of children's special needs is a five stage process.

Stage One:

At Stage 1, responsibility lies primarily with the class teacher. The teacher should:

- Gather all relevant information from the child, the parents and the school in order to make an internal assessment. Baseline assessment is carried out in P1 and further testing is listed later in this policy;

- Plan for differentiated learning within the classroom;
- Consult with the SEN Co-Ordinator who will discuss with the teacher about placing the child onto the Special Needs Register with parental consent
- Consult with the parents and draw up a record of concern. Parents have an important part to play in this process;
- According to progress made by the child as a result of the review, a decision is made whether it is appropriate to move to Stage 2 of the register.

Stage Two:

The class teacher in consultation with the SEN Co-Ordinator should:

- Review all the information gathered at Stage One;
- Seek further information;
- Ensure that an Individual Education Plan is devised and implemented using SMART targets;
- Monitor and assess progress every Term, (depending on needs of child);
- Meet with the parents, when reviewing plans to discuss the needs of the child and how they may provide additional support at home;
- Decide in consultation with the SEN co-ordinator whether a referral should be made to the Educational Psychologist. A Stage 3 Referral process should then be discussed with the parents. If consent is given, the completed form should be sent to the local Psychology office.

Stage Three:

The child moves to stage 3 of the Code of Practice when a referral is made to the Educational Psychologist. An assessment will be carried out and as a result of the assessment the child may receive external specialist support on the recommendation of the Educational Psychologist eg Peripatetic support, individual support from the Behaviour Support team, teacher support from the Autism team if it is deemed necessary, otherwise progress will be monitored closely by the class teacher within the classroom setting. After consultation with the Principal, the class teacher and the Educational Psychologist, the SEN Co-ordinator might be advised to call in external specialist support (e.g. RISE). A small number of children may fail to make progress even with support at this stage. In such cases the school will again consult with the Educational Psychologist who will review the child and on the basis of the outcomes a request may be made to the EA asking them to consider initiating a Statutory Assessment.

Stage Four:

Statutory Assessment - this stage marks the beginning of the involvement of the Special Education Section. The EA considers the need for Statutory Assessment, using the information available from the school/nursery, Psychologist and any other outside agencies, while the school remains responsible for the child's special needs provision. If the need for assessment is indicated, it will be carried out with the co-operation of the school, parents and other agencies. Statutory assessment will not always lead to a statement.

Stage Five:

Statutory Assessment - the EA will examine all the available information and decide if a statement is required. This statement will summarise all advice, give details of the child's special needs, outline the provision the EA intends to make, name a type of placement, give details of any non-educational provision which is recommended eg, speech therapy or physiotherapy. This statement will be reviewed annually in consultation with the relevant people involved ie parents, teachers, Principal, SENCO, Speech Therapist, Educational Psychologist etc....

The Role of the Principal:

- To ensure that the staff are aware of their role in dealing with children with special educational needs and to support the SENCO;
- To encourage staff to increase their knowledge about working with such children, eg by attending relevant in-service training courses;
- To monitor and evaluate school progress in the area of provision for special needs especially in ensuring the building meets the needs of those with physical disabilities;
- To liaise with other professionals, when appropriate, regarding children with special needs;
- To meet with parents of such children when required.

Admission Arrangements:

All children of compulsory school age will be enrolled in line with our overall Admissions Policy.

Special Needs Classroom Assistants:

At the discretion of the EA and school Principal, classroom assistants may be employed to work with individual children. They work under the guidance of the class teacher and do not necessarily "shadow" one child. They may work with a named child individually, but also as part of a group of children, to free the teacher. Classroom assistants have a vital role to play, having access and input when drawing up Education Plans. Teachers can consult with them to provide the best possible care and guidance for the individual child. Classroom assistants, together with the class teacher can be present at interviews to discuss progress with parents.

Review Procedures:

When children, who have been identified as having special educational needs, are placed on the Register, their progress will be regularly monitored and reviewed, involving parents and other relevant agencies when necessary. If necessary, Education Plans will be drawn up in consultation with the class teacher. If satisfactory progress is made the staff involved may decide that the pupil no longer needs additional help. The child will be subsequently removed from the Special Educational Needs Register but will still be closely monitored by his or her own teacher.

Arrangements for providing access to a balanced and broad curriculum:

Each class teacher will use a variety of differentiation methods, for example:

- By task
- By input
- By outcome
- By texts/resources including ICT
- By classroom assistants as directed by the class teacher

Assessment Arrangements:

Standardised Tests administered are as follows:

- P1 Baseline Assessment - Teacher's own end of Term Tests
- P2 MIST - Middle Infants Screening Test
- P3 Progress Test in Maths & Progress in English (7)
Young Reading Test (Oct and May)
NRIT (May)
- P4 Star Reading Test (Accelerated Reader)
Suffolk Reading Scale (1A and 1B)
Progress Test in Maths & Progress in English (8)
- P5 Star Reading Test (Accelerated Reader)
Suffolk Reading Scale (1A and 2B)
Progress Test in Maths & Progress in English (9)
NRIT (May)
- P6 Star Reading Test (Accelerated Reader)
Suffolk Reading Scale (2A and 2B)
Progress Test in Maths & Progress in English (10)
- P7 Star Reading Test (Accelerated Reader)
Suffolk Reading Scale (2A and 2B)
Progress Test in Maths & Progress in English (11)

We will look at test scores within the context of other information provided by the school eg. observations by teachers and classroom assistants, class tests and reports.

INFORMATION ABOUT THE SCHOOL'S AND NURSERY'S STAFFING POLICY AND PARTNERSHIPS WITH BODIES BEYOND THE SCHOOL

In Service Training:

Through regular consultation with the staff, the SENCO in consultation with the Principal will highlight areas of training to be developed. The Principal, SENCO and staff will call upon expertise, within and beyond the school, to address designated areas of concern. Courses will be attended (when available) and school based time spent on SEN.

Parental Involvement:

Parents are informed of their children's progress. When specific difficulties are identified, meetings with the class teacher and the parents will be ongoing so that all possible support will be given both at home and in school. Parental involvement will be regarded as important to help the children work towards achieving their full potential. At present, we have 3 interviews per year for parents of each child on the Register to agree and review the Education Plans drawn up by the class teachers and SENCO. The Annual Review is a fourth meeting for those children with a statement.

Liaison with Outside Agencies/Voluntary Organisations:

Moneymore Primary School and Nursery have established links with a range of outside agencies. These agencies include the Educational Psychologist, Peripatetic Services, Curriculum Advisory Services, Speech, Occupational Services and the RISE team. Contact is made as and when the occasion demands. Information on local and voluntary organisations will also be available to parents where appropriate.

Arrangements for Pupils Changing Schools:

Schools admitting a pupil with special needs from Moneymore Primary School or Nursery will be provided with appropriate records and relevant information. The following are examples of the type of information that may be available:

- Information from all teachers who teach the pupil and any from previous schools;
- Stage of Code the pupil is at;
- Attainments in relation to the Northern Ireland Curriculum (End of Key Stage Assessments);
- Standardised test results or profiles;
- Transition reports in the Nursery.

Criteria for Evaluating the Success of the School's and Nursery's SEN Policy:

When considering the success of this policy the staff will consider the effectiveness of the school's system for:

- Early Identification
- Assessment
- Provision
- Monitoring and record keeping

Performance Indicators:

At the Summer meeting of the Governing Body, the Principal will report to the Governors on the following:

- The number of children on the SEN Register;
- The number of children at each of the various stages (1-5);
- The number of IEP's in operation;
- The allowance for SEN resources;
- Teacher participation in SEN courses.

At Moneymore Primary School and Nursery Unit, we will continue to review and update our SEN Policy in the light of future educational initiatives and the changing circumstances within our setting.

Reviewed **October 2018** by:

Mrs A Cunningham - SENCO / Principal

Mrs Karin Stewart- Educational Psychologist