

LISNAGELVIN PRIMARY SCHOOL – SPECIAL NEEDS POLICY

This policy is being updated with information relevant in September 2017. A new policy will be written when the imminent changes in SEN and Inclusion are introduced by the Department of Education NI. Circular number 2017/12 states “..that a targeted stakeholder engagement and public consultation on the new Code will take place in 2018” and “..the new Framework will be implemented in 2019”

The Special Needs policy of Lisnagelvin Primary School has been implemented using recommendations from the Code of Practice on the Identification and Assessment of Special Educational Needs (Education (N.I.) Order 1996), the Code of Practice on the Identification and Assessment of Special Educational Needs (Department of Education 1998), the supplement to the Code of Practice (2005) and the Special Educational Needs and Disability (NI) Order 2005 (SENDO).

AIMS

The school aims to provide support for any child who has special needs at any point in his/her school career for as long as it is required.

Special Needs categories include –

- 1) Learning Difficulties
- 2) Specific Learning Difficulties
- 3) Social, Emotional and Behavioural Difficulties
- 4) Physical Disabilities
- 5) Sensory Impairments (visual and hearing)
- 6) Speech, Language and Communication Difficulties
- 7) Medical Conditions
- 8) Prolonged absence from school
- 9) Highly able / Gifted

Lisnagelvin School welcomes the opportunity for all children to live and learn together in a caring environment. Children with Special Needs, who meet the admissions criteria, will be admitted to the school provided the school can meet the child's needs with its present resources or with resources that can be acquired and that the special needs of the child do not have a detrimental effect on the education of other children within the school.

Children with Special Needs are included in school life as much as possible and are encouraged to take part in all activities unless they must be excluded for medical reasons.

When children, with established Special Educational Needs, transfer to Lisnagelvin during their school career a meeting with the parents or carers, Principal, SENCo, other school staff as appropriate and relevant outside agencies will be held to discuss the child's needs and to form an initial plan to meet the child's educational, social and emotional needs.

RESPONSIBILITIES

The policy has been developed with the approval of the Board of Governors. The named Governor with responsibility for Special Educational Needs is Mrs Janet Kane. The Principal has responsibility for the implementation of the policy and the Special Educational Needs Co-ordinator (SENCo) ensures that it is integrated throughout the school on a day to day basis.

The named teacher with responsibility for co-ordinating Special Educational Needs is Lynda Doherty. Staffing also currently includes, a Learning Support Assistant working with the SENCo, fifteen Learning Support Assistants working with children with Statements of Special Educational Needs throughout the school employed by the Education Authority and two part-time Learning Support Assistants employed by the school.

SENCo DUTIES

The SENCo is responsible for liaising with the Principal to plan the S.N. budget for the forthcoming year. The budget is used to provide extra staff support as well as to provide resources to aid the provision of Special Needs (including a staff library of reference books and resource materials for classroom use) and training for the professional development of staff.

The SENCo is responsible for maintaining the school's SEN register.

The SENCo will attend relevant in-service courses provided by the Education Authority or other agencies.

The SENCo is responsible for liaising with outside agencies, including Educational Psychology, and completing (with the help of teachers) the relevant referral forms.

The SENCo is responsible for liaising with teachers, Educational Psychology and other outside agencies to identify pupils to be referred for Statutory Assessment and completing the necessary paperwork.

The SENCo is responsible for delivering or co-ordinating staff training. This may be informal with an individual teacher or Learning Support Assistant or a more structured meeting with a group or the whole staff.

The SENCo will disseminate details of training available from the Education Authority or outside agencies to appropriate members of staff.

The SENCo will aid the Principal in arranging MAST meetings and annual review meetings for children with statements of special educational needs.

The SENCo is responsible for liaising with outside agencies and ensuring Education Authority Learning Support Service contracts are fulfilled.

The SENCo is a member of the Senior Management Team and is responsible for SEN elements of the School Development Plan.

The SENCo is a member of the Curriculum Leadership Team.

The SENCo and the Principal have overall responsibility for the Learning Support Assistants working with special needs children. However, the class teacher remains the first line-manager.

The SENCo is responsible for delivering or co-ordinating specific learning programmes to groups of children or individuals.

The SENCo conducts or aids other teachers with meetings or workshops related to S.N. topics.

The SENCo is responsible for holding regular meetings with year groups to discuss general Special Needs topics and individual pupils.

CLASS TEACHERS

All children with Special Needs are primarily the responsibility of the class teacher. The teacher provides a broad and balanced curriculum for each child at a rate and level suitable to their abilities, adapting or providing alternative resources taking into full consideration the differing learning styles of the pupils. The teacher will provide an education plan for any child at stage 2 and above of the Code of Practice in consultation with SEN staff.

The teacher reports any concerns about a child's learning to the SENCo with evidence of the child's difficulties.

The teacher is responsible for planning and directing the work of any Learning Support Assistant supporting a child in his/her class.

IDENTIFICATION

Children with special needs are identified in various ways

- 1) by standardized testing
- 2) by teacher observation
- 3) by parents expressing concern
- 4) by outside agency (e.g. health services)

This can happen at any time during the school year. However, there is an established structure within the school for screening all children at regular intervals. In addition to continuous teacher observation the following assessments are used to monitor progress and identify difficulties –

Pre-school assessments

P1- BPVS assessment (for selected children), Key Words testing

P2- Key Words testing

P3- standardized testing Progress Towards English, Progress Towards Maths

P4- end of Key Stage 1 assessments and standardized testing Progress Towards English, Progress Towards Maths, CAT 4

P5- standardized testing Progress Towards English, Progress Towards Maths

P6- standardized testing Progress Towards English, Progress Towards Maths, CAT 4

P7- end of Key Stage 2 assessments and standardized testing Progress Towards English, Progress Towards Maths

The tests are administered on-line and the data generated used to inform provision for individual children.

PROCEDURES

When a child has been identified his/her name is recorded by the SENCO on the Special Needs Register with the cause for concern and the child's current stage.

Stage 1 - the class teacher uses strategies to support the child. SENCO advises. Class teacher contacts parents or carers.

Stage 2 – SEN staff play an active role in delivering or co-ordinating support to the child. Parents or carers are informed and involved in EP reviews.

Stage 3 – outside agencies are involved usually through referral by the Educational Psychologist. Parental or carer consent and contributions sought.

Stage 4 – Statutory Assessment by the Education Authority is considered. Parental or carer opinions are sought.

Stage 5 – Child has a statement of Special Educational Needs issued by the Education Authority. Parents or carers and all professionals are involved in an annual review.

Children at Stage 5 may be entitled to a level of support from a Learning Support Assistant. The role of the assistant is concerned with the provision of support for the child as directed by the Principal and SENCo and in helping the child to develop their independence where possible.

Special Needs provision from Stage 2 upwards is delivered by the class teacher with supplementary support from the SEN staff providing advice, in-class support or withdrawal as appropriate. Children at Stages 2, 3, 4 and 5 have Education Plans written by the teacher in consultation with the SEN staff.

The EP's are usually written in October and February and reviewed twice a year in February and June however some children may require more frequent target setting and reviews. The child should have input into their targets when appropriate and the EP is shared with parents or carers. Progress is assessed at each review and, if required, new targets set to reflect the child's present need. The child may be retained at the same stage, moved up or down the stages or removed from the SN register.

Parents are invited to an interview with the class teacher in October and February to discuss progress and future targets. The class teachers and SENCo are available for parent consultations throughout the year by pre-arranged appointment.

Contact to inform parents about support other than from the class teacher will be made by letter from the Principal, SENCo or outside agency.

OUTSIDE AGENCY CONTACTS

Outside agencies with contacts with Lisnagelvin School are-

- Educational Psychology
- Reading Centre (SpLD Support Service)
- Ardnashee Learning Outreach Service
- Language and Communication Outreach Service
- Ebrington Speech and Language Class
- Little Oaks Learning Centre
- SEBD Support Team
- Child and Family Team (CAMHS and ADHD clinic)
- Autism Advisory and Intervention Service
- Peripatetic services for the Visually and Hearing Impaired
- Inclusion Advisory Service
- EWO Service
- Speech and Language Therapy (Waterside Health Centre)
- Occupational Therapy (Bridgeview House)
- Physiotherapy (Bridgeview House)
- SALT (Bridgeview House)
- Community Paediatrics
- School Nurse
- Diabetic Nurse
- Social Services
- Foyle Down Syndrome Trust
- National Autistic Society for Northern Ireland
- Action for Children
- Regional Integrated Support for Education (RISE NI formerly WEST)
- Children's Brain Injury Trust (cbit)

The school is pleased to welcome any professional service or charity that can offer support and advice to the staff, the children and their parents.

The school has strong links with the neighbouring Nursery School and all SEN reports are passed to the P1 teachers during the third term, prior to allocating classes and arranging staffing requirements.

The school has established links with the post-primary schools to which the pupils transfer. Special Needs documentation is passed to appropriate staff (SENCo or Year 8 Head) to ensure a continuation of provision.

COMPLAINTS PROCEDURE

Complaints from parents about the SEN provision within the school will be dealt with at the first stage by the Principal. If the problem is not resolved to the satisfaction of the parents an appeal may be lodged with the Board of Governors, who will investigate the grievance.

This policy will be amended when appropriate and completely reviewed when the New SEN Framework is implemented.

EVALUATING THE POLICY

The success of the policy will be judged by

- the progress made by the children
- self appraisal by the staff and evidence of the development of the Special Needs skills of the teachers (identification, classroom management and the use of outside agency advice and support) through capacity building
- feedback from parents and outside agencies about the effectiveness of Special Needs provision within the school.
- canvassing the views of the children involved with Special Educational Needs support
- external examination of the school's SEN provision by Inspectors

Review

See policy review table for renewal date.

Signature _____
Principal

Signature _____
Chair, Board of Governors

Date _____