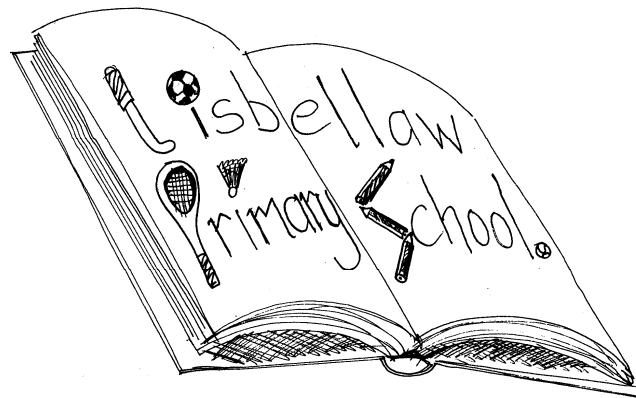


LISBELLAW CONTROLLED

PRIMARY SCHOOL



**SPECIAL EDUCATIONAL NEEDS
POLICY**

RATIONALE

In keeping with the school aims, we believe that all children should have the opportunity to experience success in learning and to achieve as high a standard as possible. We recognise that some children have a significantly greater difficulty in learning than the majority of their peers; therefore teachers will teach the knowledge, skills and understanding in ways that suit their abilities. This school is committed to inclusive education and will provide all pupils with relevant and appropriately challenging work.

PURPOSES

1. The potential of each child is maximised within the resources available to us.
2. To protect or improve the self-esteem of children with special needs.
3. All children have access to the Northern Ireland Curriculum giving the opportunity and entitlement to a broad and balanced curriculum, relevant to their individual needs.
4. All children with special educational needs are identified and assessed, and provision is made for their needs in all areas of the curriculum in line with The Code of Practice on the Identification and Assessment of Special Educational Needs (1998)

GUIDELINES

The school will:

1. Provide a broad, balanced and relevant curriculum based on the framework of the Northern Ireland Curriculum.
2. Use teacher assessment, statutory assessments and standardised tests in identifying, assessing and monitoring children's special educational needs.
3. Use a range of approaches to support children in their learning:
 - Reading recovery strategies in class
 - group or individual support within or outside the classroom.
 - intensive reinforcement or extension of group and/or individual work.
 - Dyslexia friendly strategies in class and homework
4. Provide children with appropriately differentiated programmes of work and involve them in setting focused, achievable targets.
5. Offer withdrawal help in linguistic phonics to small groups of children.
6. Monitor children regularly, to ensure that they are receiving the most appropriate help.
7. Ensure the staff receive relevant information, advice, support, and where necessary, training to plan and implement appropriate learning programmes.
8. Ensure parents are informed and involved in supporting their children's learning and in reviewing their progress at all stages.
9. Operate the Reading Recovery Programme.
10. Collaborate with external agencies in order to provide optimum support for children with special needs

ADMISSION ARRANGEMENTS

The school is committed to providing inclusive education and will endeavour to include all children whose parents wish them to attend.

IDENTIFICATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

In keeping with the whole school assessment policy, all children have an assessment profile. The principal, SENCO and SMT regularly review the profile of each child in order to identify as early as possible any areas of under achievement and put support programmes in place.

(SEE GRID in APPENDIX)

SPECIAL EDUCATIONAL NEEDS REGISTER

Pupils may be placed on, or removed from the SEN register after the following considerations:

- Professional judgement of staff
- All available data and relevant information including parents' views
- Difficulties which affect their learning
- The class teacher, in consultation with the child and support teachers, writes the IEP and then meets with parents who discuss and contribute to the plan. Copies of IEPs are given to parents. A copy is kept by the class teacher, child where appropriate and by the SENCO
- At the end of each IEP programme, the class teacher and the child review the plan. A meeting is then held with parents; (at least three times per year) The SENCO may be invited to attend. The results of the meetings are noted on the plan and records of parent meetings are kept in the child's profile folder.
- Children with Statements of Educational Need have an annual review. The school principal invites all the agencies involved with the child to this meeting. Copies of the agreed recommendations are then sent to all parties and to WELB.
- At the end of each year all children on the register, and those about whom teachers have concerns, are the subject of a detailed discussion. This meeting involves the class teacher, the teacher who will teach them next year and the SENCO. Both the class teacher and SENCO keep a record.

As a result of these discussions children may be moved across stages or off the register.

INDIVIDUAL EDUCATIONAL PLANS

Individual Education Plans are implemented for all pupils on the register at stages 2, 3, 4 and 5

Children, their parents, class teacher and SENCO are involved in the process.

STAGES ON SPECIAL EDUCATIONAL NEEDS REGISTER

STAGE ONE

Children, about whom teachers are concerned, complete a Record of Concern Pro-forma.

These children may not be making the expected progress in the following areas:

- General Learning Difficulties (GLD)
- Specific Learning Difficulties (SpLD)
- Behavioural, Emotional and Social Difficulties (BES)
- Speech and Language Difficulties (SLD)
- Autistic Spectrum Disorders (ASD)
- Hearing Difficulties (H)
- Visual Impairment (V)
- Physical and Medical Difficulties (PM)

At this stage, parents will be advised informally and the class teacher in consultation with SENCO will monitor pupils' progress regularly.

STAGE TWO

Children who:

- Have a considerable gap between their attainment and perceived ability.
- Have a considerable gap between their attainments and that of their peer group.

STAGE THREE

Pupils who need the involvement of outside agencies e.g. Educational Psychology Service in order to gain access to SpLD support, support from the Child and Adolescent Services, MLD support and EBD support

STAGE FOUR

This stage is for pupils awaiting statutory assessment.

STAGE FIVE

This stage is for pupils who have a statement of Special Educational Needs.

PARENTAL INFORMATION AND INVOLVEMENT

The parents will have access to information in the WELCOME BOOKLET, the PROSPECTUS and the SCHOOL's WEB site (when available). They may also consult the class teacher and SENCO.

Parents of children with Special Educational Needs will be given information about:

- The school's S.E.N. policy,
- The support available within the school and W.E.L.B.
- Any relevant health and social services contacts or voluntary organisations, which might provide information or counselling.
- The role, which they are expected to play in ensuring the success of the Education Provision.
- The school's complaints procedure

Parents, who have children registered at Stages 2, 3, 4 and 5, will be invited into school to attend an interview to discuss their child's progress. This will take place at least once per term and records will be kept in the child's profile. They will sign Individual Education Plans, promising their support with their child's targeted areas.

POLICY FOR THE SELECTION OF CHILDREN TO BE DISCUSSED WITH THE SCHOOL EDUCATIONAL PSYCHOLOGIST

Ms J Magwood

Teachers will use their professional judgement, along with qualitative and quantitative data, to identify the children who may need assessment by the educational psychologist. A holistic approach to the child will be used.

The following criteria will be used:

1. Pupils in Key Stage 2 who may qualify for outreach support available in primary school.
2. Pupils in Key Stage 1 who are performing significantly lower than their perceived ability suggests.
3. Pupils who have an Emotional and/or Behaviour Disorder that is affecting their learning.
4. Pupils with moderate learning difficulties.
5. Pupils who have not benefited from a period of intense support in school.
6. Pupils who have significant language difficulties.

SCHOOL SPECIAL EDUCATIONAL NEEDS TEAM

The Special Educational Needs Team includes Mrs Adams (Principal/SENCO), Mrs Greaves (Learning Support Assistant) and Miss McElwaine who is freed from her class for 2 hours per week. Other classroom assistants are working with children with a statement of educational needs within the classroom. The class teacher has ultimate responsibility for all the children in her class including those on the SEN register

This policy will be reviewed annually.

Date agreed

May 2007

APPENDIX

ROLE OF SENCO

The SENCO Mrs Adams will be responsible for the day-to-day operation of the policy.

She will co-ordinate provision for special educational needs in the following ways:

- Maintain the Special Needs Register and oversee record keeping.
- Meet with individual teachers in order to discuss pupils on any stage of the Special Educational Needs Register. She will discuss and advise with pupils' Education Plans.
- Advise teachers with referrals for assessment or a statement by the School Educational Psychologist.
- Act as a focal point for inquiries and referrals and for liaison with peripatetic help.
- Work closely with the class teachers and the nursery
- Meet with parents, external agencies and class teacher at review stage when involved with supporting the child at stage 5.
- Attend appropriate in-service training or cluster groups.
- Disseminate information to colleagues
- Manage resources for Special Educational Needs
- Provide support on a withdrawal basis
- Ensure the Special Educational Needs Policy is updated annually.
- Draw up an annual action plan for Special Educational Needs
- Provide a report on the school's Special Educational Needs provision for the school prospectus
- Keep the Board of Governors informed of any amendments of future developments with reference to special needs.
- Meet with Educational Psychologists and other agencies that have an input into the education and welfare of the pupils.
- Meet with parents, external agencies and class teacher at review stage when involved with supporting the child at stage 5.
- Ensure that the Teachers and Learning Support Assistants have the opportunity to attend relevant courses and provide feedback to colleagues.

THE ROLE OF THE CLASS TEACHER

The class teacher will:

- (i) Take full responsibility for identifying the children in her class who have special educational needs, devising a suitable programme of work, setting targets. The teacher will access or provide appropriate support and then monitor and evaluate the progress.
- (ii) Meet with parents of children at Stage 2 or above on the special needs register each term.
- (iii) Draw up and implement an IEP and review its progress each term
- (iv) Discuss targets with children and, if possible, decide on these together.
- (v) Attend staff development meetings on SEN
- (vi) Liaise with SENCO and other relevant personnel
- (vii) Keep detailed records
- (viii) Ensure that the child's profile is regularly updated
- (ix) Adhere to the SEN policy and the Code Of Practice for SEN

ROLE OF THE LEARNING SUPPORT ASSISTANT

A Learning Support Assistant has been appointed to provide additional support for pupils or groups of children with Special Educational Needs in Key Stage 1. Mrs Adams in consultation with the class teacher, using standardised scores and professional judgement, will identify children, who will be supported.

Support will operate on a roll on/ roll off basis, as Mrs Greaves and the class teacher feels appropriate according to test results ensuring a spread of support for flexibility. The Learning Support Assistant has been trained in Linguistic phonics and will avail of other training within and outside school, as recommended.

Miss McElwaine who has a diploma in Special educational needs and training in delivering the linguistics phonics programme will also teach children with learning difficulties for two hours per week.

ROLE OF THE BOARD OF GOVERNORS

The Board of Governors will:

- Determine and review the school's Special Educational Needs Policy, having regard to the provision of the Code Of Practice
- Ensure the policy's implementation
- Report annually to parents on steps taken to implement the school's Special Educational Needs policy.
- Ensure resources are allocated to support Special Educational Needs in the school
- Make decisions about the school's admission policy
- Be responsible for appointments of teachers and ancillary staff to support the school's Special Educational Needs policy.

