



St. Mary's Primary School, Banbridge

Special Educational Needs



Special Educational Needs Policy 2023

Review of original 2015 policy. This policy takes account of the revised Code of Practice issued November 2001 and the SEN provisions of the Special Educational Needs and Disability Act 2001. This policy is under the process of ongoing review due to updated guidance. It should be read in conjunction with school policies; Inclusion, Assessment, Intimate Care, Positive Behaviour, Child Protection, Health and Safety.

Mission Statement

In St Mary's, our primary aim is the inclusion of children with SEN so they feel valued and respected. We strive to ensure that all children are valued equally regardless of disability, culture, gender or cognitive development. We celebrate individual talents, skills and strengths. We celebrate differences and the uniqueness of individuality. We provide enriching teaching and learning opportunities and aim to inspire positive aspirations for their future. We recognise the right of every pupil to a broad and balanced education that is tailored to their individual ability. We are deeply committed to making the best provision possible for children with additional/special educational needs in partnership with parents and other agencies.

SEN POLICY AIMS

- To identify pupils with SEN as early and thoroughly as possible using a variety of measures and in consultation with appropriate personnel.
- To ensure full entitlement and access for pupils with SEN to high quality education within a broad, balanced, relevant and differentiated curriculum.
- To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
- To offer an inclusive environment in which all pupils with SEN feel valued and included in all aspects of school life.
- To enable the child to achieve success and boost self-confidence and self-esteem.
- To consider the wishes of the child when planning and implementing SEN provision. When considering the wishes of the child, his/her age and powers of understanding are taken into account.
- To encourage parental involvement in SEN provision through effective home school communication.
- To encourage a broad range of teaching strategies that accommodate different learning styles and promote effective learning.
- To meet the needs of SEN pupils 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 and the Whole School SEN Provision Map (Pre- Stages and Stage 1-3).
- To work closely with EA/HSC departments and other outside agencies, where appropriate, in order to achieve an effective multi-disciplinary approach to meeting SEN and improve the quality of support available for each pupil with SEN.

Objectives of SEN policy

- A whole school approach to managing SEN provision within St. Mary's Primary School
- All management and teaching staff are responsible for the assessment, identification and provision for children with SEN.
- The principal holds overall responsibility and works closely with the Board of Governors to ensure appropriate provision for children with Special Educational needs.
- To provide a broad, balanced, flexible and differentiated education as a right for all, in a happy, sensitive and secure environment.
- To use assessment procedures which are aimed at identifying learning difficulties.
- To implement an effective record-keeping system.
- To ensure that the parents are informed of their child's SEN provision and made aware of Special Educational Needs Advice and Information service (SENAIS)
- To work collaboratively with external agencies
- To encourage parental involvement and encourage co-operation between various professionals in the diagnosis and treatment of special needs.
- To encourage teachers to utilise teaching strategies which are responsive to different learning styles.
- To employ an appropriate range of resources and use them in the most effective way.
- To monitor current practice to ensure provision is effective and pupils make the best possible progress.
- To promote the dignity and self-esteem of children irrespective of their ability.

Statutory definition of SEN:

1. Definition of SEN


Extracts from the Education Order (NI) 1996, Part II Children with SEN

3(1) For the purposes of the Education Orders, a child has “**special educational needs**” if he has a learning difficulty which calls for “**special educational provision**” to be made for him.

(2) For the purposes of this Part, subject to paragraph (3), a child has a “**learning difficulty**” if

a) he has **significantly greater difficulty in learning** than the majority of children his age,

(4) In the Education Orders, “**special educational provision**” means – educational provision which is “**additional to**” or, “**otherwise different from,**” the educational provision made generally for other children of his age in an ordinary school”



Definitions

Disability: A disability is when 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).

Learning Difficulty: A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children who are the same age as him or her, and/or has a disability which hinders his or her use of educational facilities.

Special Education Provision: 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).

SEN Provisions of SENDO

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).

The following areas encompass all aspects of SEN/disability:

- 1. Cognition and Learning (CL) – language, literacy, mathematics, numeracy**
 - a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy
 - b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy
 - c) Moderate Learning Difficulties (MLD)
 - d) Severe Learning Difficulties (SLD)
 - e) Profound and Multiple Learning Difficulties (PMLD)
- 2. Social, Behavioural, Emotional and Well-being (SBEW)**
 - a) Social and Behavioural Difficulties (SBD)
 - b) Emotional and Well-being Difficulties (EWD)
 - b) Severe Challenging Behaviour associated with SLD or PMLD (SCB)
- 3. Speech, Language and Communication Needs (SLCN)**
 - a) Developmental Language Disorder (DLD)
 - b) Language Disorder associated with a differentiating/ biomedical condition (LD)
 - c) Communication and Social Interaction Difficulties (CSID)
- 4. Sensory (SE)**
 - a) Blind (BD)
 - b) Partially Sighted (PS)
 - c) Severe/Profound Hearing Impairment (SPHI)
 - d) Mild or Moderate Hearing Impairment (MMHI)
 - e) Multi-sensory Impairment (MSI)
- 5. Physical Need (PN)**
 - a) Physical (P)

From January 2019 a new separate medical diagnosis register will be used. This medical diagnosis register should be the responsibility of the principal/school office.

2. Definition of SEN when a child has a medical diagnosis/physical condition


Extracts from the Education Order (NI) 1996, Part II Children with SEN

3(1) For the purposes of the Education Orders, a child has "special educational needs" if he has a learning difficulty which calls for "special educational provision" to be made for him.

(2) For the purposes of this Part, subject to paragraph (3), a child has a "learning difficulty" if –

b) he has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in an ordinary school

(4) In the Education Orders, "special educational provision" means – educational provision which is "additional to" or, "otherwise different from" the educational provision made generally for other children of his age in an ordinary school"



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

- 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 (Source: Department of Education Northern Ireland (2019) *Recording SEN and Medical Categories – Guidance for Schools*, Bangor: DENI)

Provision.

Provision for pupils with special educational needs is a priority in St. Mary's Primary School through a whole school approach. The ETI report of a whole school inspection in November 2013 noted *"Together with literacy and numeracy, special educational needs is featured prominently in the school development plan and substantial resources are allocated to high quality withdrawal work."* (DENI). All members of staff have an input into the school's *Whole School and Special Educational Provision Map (Pre- Code & Stages 1-3) Disseminated to staff April 2021/Staff input*. Appendix 1.

The overall responsibility for managing SEN provision resides with the board of governors and principal of the school. However, in order to facilitate the day-to-day running of the provision, the board of governors has delegated responsibility to staff members to co-ordinate the provision for pupils with special educational needs; Special Educational Needs Co-ordinator/Learning Support Co-ordinator SENCo/LSC and Deputy SENCo/LSC. The SENCo's and principal will review and evaluate the provision and amend the policy and practice accordingly.

Roles and Responsibilities

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. A committee of its members may be established to monitor the school's work for children with special educational needs.

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's/LSC's.
- 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/ LSC and Deputy SENCo/LSC

In all mainstream schools, designated teachers 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, as appropriate.
- co-ordinating provision for pupils with special educational needs in collaboration with class teacher and principal/vice principal.
- maintain the school's SEN register and oversee 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 EA/HSC external agencies.
- liaise with EA Special Educational Needs Statutory Officers and designated Educational Psychologist.

The Special Educational Needs Team. Principal, Vice Principal, SENCo, Deputy SENCo, SEN teachers.

Class Teacher/Nursery Teacher/Special Educational Needs Teacher.

Class teachers have the ultimate responsibility for meeting the needs of pupils with SEN. In order to achieve this, they:

- Use ***Whole School SEN Provision Map (Pre-Stage and Stage 1-3)*** as the basis for school guidance to support SEN needs.
- show cognisance of and follow SEN procedures i.e. *Staff Procedures for Raising SEN Concerns – Appendix 1a, Teacher Pathway on SEN Procedures, IEP School Procedures, SEN Transition Plan, Contribution to Annual Review.*
- be aware of current legislation.
- keep up-to date with pupil information on the SEN Register.

- gather information through observation and assessment.
- develop an inclusive classroom.
- work closely with other staff and classroom assistants to plan for learning and teaching.
- collect accurate information when there are concerns regarding a specific child and gather all external agency information, where appropriate.
- identify children who may have difficulties accessing the curriculum and bring them to the attention of the SENCo's/LSC's and principal.
- set, manage and review IEPs with SMARTER targets, in consultation with the SENCo's/LSC's as appropriate; and involve classroom assistants as part of the learning team. All teachers use the IEP as a working document, monitoring and evaluating as they are implementing.
- involve child in their IEP to ensure that they know their targets and is involved in monitoring their own progress against same- seek Pupil Views - *Appendix 2*.
- meet with incoming class teacher to share and discuss SEN needs of children and to formulate IEP targets for Term 1.
- monitor progress of all children including those with Special Educational Needs and consult with classroom assistant regarding pupil needs/recommendations and observations;
- facilitate withdrawal support, for example, by ensuring that the children are available for withdrawal at the time allocated and ensuring that the withdrawal teacher or personnel from outside agency has appropriate information.
- liaise with staff from EA/HSC external agencies who may be working with a child and show cognisance of agency recommendations.
- maintain appropriate records on children with SEN and store in SEN Class File and SIMS.
- effective home school communication with parents to ensure continuity for child's SEN needs.
- understand that parents may find their child's SEN overwhelming and offer advice, guidance and support.
- read/show cognisance of all information in pupil's Statement of Special Educational Needs;
- differentiate/extend curriculum appropriately to best suit pupil needs.

- ensure that SENCO's/LSC's are kept informed of any observations/ recommendations made by external personnel e.g., RISE NI/ EA literacy support teacher/ Language and Communication team who have been working with a child.
- liaise with SENCO's/LSC's for Annual Review and Transfer Review and contribute towards preparing EA administration, seek EA/HSCT contributions and consult with parents.

Nursery Teacher.

In addition to the role of the class teacher;

- the day-to-day operation of the school's nursery
- the day-to-day operation of the school's special educational needs policy;
- co-ordinating provision for pupils with special educational needs.
- liaise closely with parents to establish any difficulties as per the settling in procedures.
- alert SENCO's/LSC's to issues as per early observations to facilitate early intervention.
- liaise with HSC professionals and therapists/EA professionals and Support services.
- liaise with Primary 1 teachers in Term 3 to ensure robust exchange of information regarding SEN children as per the schools SEN Transition Plan.
- collaborate with SENCO's/LSC's in pupil EA Annual review/Transfer Review and assist in; seeking contributions from EA/HSCT services, EA documentation and parent meetings.

SEN Additional Adult Assistants /Classroom assistants

Assistants are seen as an integral and vital part of our SEN provision within the whole school setting and will be assigned to a specific class/child. SEN assistants will be deployed in accordance to the allocation of hours received from the EA. The school will deploy these hours with the best interests of the child in mind and assistants will be assigned to **either** a specific class and/or children. Part of the school SEN budget is spent to supplement EA allocation of hours but mainly to provide additional assistance for classroom teachers to support SEN pupils. The working relationship between an assistant and child will be dependent on the child's needs and will be directed accordingly by the class teacher. Teachers will involve assistants in planning, delivering

and reviewing work for SEN children, as appropriate. *New 2023 SEN Assistant Guide*. Assistants should: for example

- encourage pupil independence
- 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 class rules and operate these consistently and fairly.
- if appropriate, keep records and attend meetings.
- share good practice.
- contribute to target setting and reviews of IEPs
- support Intimate Care- see Intimate Care policy.
- attend professional development training and SEN training.
- share good practice
- show cognisance of school policy
- show cognisance of SENCo/SEN assistant guide
- maintain pupil confidentiality.
- follow teacher/school guidance for dealing with parents.

It is school policy that all classroom assistants have a duty of care to **all** pupils within the school. In the event of classroom assistant absence within mainstream classes, it is procedure to utilise an experienced classroom assistant within the school. In exceptional circumstances, where this cannot be implemented, it is the discretion of the principal and vice-principal to share and deploy staff in best interests of the needs of the SEN pupil.



The role of the pupils.

In keeping with the aims of the revised curriculum, we encourage our pupils with SEN to play an active part in their own learning. We recognise pupils' involvement and participation as having a crucial bearing on their educational, social, emotional, behavioural and well-being progress and the effectiveness of our actions in school to involve them in all aspects of school life. Educational research suggests that children are able to make perceptive comments about education from a very early age. St Mary's recognises the benefits of using pupils' insights and opinions to improve the quality of teaching and learning for all children including those children with Special Educational Needs.

- *SEND NI 2016. The school will ensure that all reasonable steps are taken to seek and listen to the views of the child or young person with special educational needs and/or disability.*
- Pupil Views "Pupil Voice" will be sought at intervals throughout the school year i.e. towards their Individual Education Plan/Review and Annual/Transfer Reviews for the child with an EA Statement of SEN.
- To work co-operatively with all staff and peers.
- Follow and respect school rules.
- Take responsibility for their learning.

The Role of Parents/Carer/Guardian

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 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, 1998 paragraph 2.21)

We value the knowledge, experience and views of parents. We encourage parents to recognise that they have responsibilities towards their children and that the most effective provision will be made when they are working in partnership with the school. We expect parents to provide teachers with any relevant information regarding possible SEN and or support from external

agencies. 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. It is the school's responsibility to inform parents when the school has decided to instigate/end an Individual Education Plan IEP and place/remove the pupil on the SEN register so that the parents' views can be taken into account. Parents should

- follow school guidance *Parent/Guardian Procedures for Raising Concerns Regarding Additional Educational Needs. See Appendix 3* (Displayed at key entrances/exits and available from the school website.)
- parents can request meetings with the child's teacher, SENCO's/LSC's, and/or the Principal to discuss Special Educational Needs Provision.
- attend annual parent-teacher meeting. (face to face meeting/telephone/zoom meetings).
- attend IEP/review meetings/ Annual/Transfer Reviews.
- inform staff of changes in circumstances
- share and provide external HSC information and reports
- support teacher professional judgement of the provision for their child's needs.

*If a parent declines additional SEN support and/or placing the child on an IEP at Stage 1 of the Code of Practice, it is the school's duty of care for the child to proceed with implementation of such provision. The school would continue their efforts to involve parents.

Arrangements to deal with complaints from parents of pupils with Special Educational Need.

We continually strive to maintain clear lines of communication between parents and staff. Parent Procedures on Raising Concerns is displayed on entrance/exit doors and school website. Staff copy in SEN folder and staff folder. Parental concerns will be recorded and dealt with as per procedure i.e., initially by the class teacher, and where necessary by the SENCO's/LSC's and the Principal, in accordance with the school's Complaints Policy (Record of Parents Template in SEN Class File). Teacher is ultimately responsible for a pupils SEN and communicating with parents. SENCO's/LSC's involvement with parents is primarily in the later stages of the Code of Practice/EPs involvement.

Children with a Statement of Special Educational Need.

EA Statements of Special Educational Need are confidential and kept in the child's folder in SIMS, SENCo file cabinet and SEN Class File. See *Appendix 4: School IEP Procedures*. This is shared with teacher/assistant who are working closely with the child. It is our aim that the records kept on children with Special Educational Needs will:

- be cumulative, accompanying the child as he/she changes class or school;
- involve parents and pupils ;
- contain information from all teachers, assistants (where relevant) and outside agents;
- help teachers to make good provision for the child;
- be brief, accessible and up to date and treated confidentially.
- all IEPs/reviews are stored in SIMS and in SEN Class File.
- teachers to upload IEPs/reviews to SIMS annually



Integration and Access to the Curriculum

The school ethos is to aim to provide an inclusive setting in which integration with mainstream classes is an integral part of school life. This is to ensure that children with Special Educational Needs feel included, valued and part of the school community. The key principles of inclusion, according to the report 'Removing Barriers to Achievement', is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school (DfES, 2004).

As far as possible, Special Educational provision will be made in mainstream classroom settings where children will experience learning across the breadth of the curriculum, in whole class groups, ability groups, mixed ability groups and through individualised teaching. Provision for children who are at Stages 1 and Stage 2 of the Code of Practice will take the form of teacher and assistant support, where possible and if available. Children at Stage 3 have EA level of additional adult assistance.

Integration opportunities for children within SPL and SP Autism settings will be compatible with their needs and where available upon sufficient provision of adult deployment. A programme of

integration can be timetabled in agreement with class teachers. In the instance of a change of placement to mainstream fulltime, a pupil programme of integration is carefully planned and facilitated in discussion with teacher, SENCo's/LSC's, SP Co-Ordinator and parents. SENCo has designed a Record of Mainstream Integration to record and monitor progress.



Dyslexia Friendly School.

The Report of the Northern Ireland Task Group on Dyslexia (2002) suggests the following definition: *“Dyslexia is manifested in a continuum of specific learning difficulties related to the acquisition of basic skills in reading, spelling and/or writing, such difficulties being unexplained in relation to an individual's other abilities and educational experiences. Dyslexia can be described at the neurological, cognitive and behavioural levels. It is typically characterised by inefficient information processing, including difficulties in phonological processing, working memory, rapid naming and automaticity of basic skills. Difficulties in organisation, sequencing and motor skills may also be present.” (DENI.p.31)*

We take cognisance of the *DENI ETI Developing a Dyslexia -Friendly Learning Environment 2007* and *Report of the Task Group on Dyslexia 2002*. The school participated with ETI's research on how schools in NI support dyslexia. The school raises awareness of dyslexia during the annual designated awareness month and SENCo's/LSC's disseminate information/resources to staff and liaise for pupil progress. *See St Mary's Dyslexia Friendly School Guidance – Appendix 5*

St Mary's recognises that some pupils, despite often having average or above average intellectual ability, may experience difficulties in the areas of reading and comprehension, spelling, writing, working memory and processing difficulties, sequencing, coordination and organisation. These pupils may be described as having specific literacy difficulties, dyslexic type difficulties or dyslexia. As each person is unique, so is everyone's experience of dyslexia. It can range from mild to severe and it usually runs in families and is a life-long condition. St Mary's embraces the positives of dyslexia and neurodiversity and celebrates the holistic child and their skills and strengths in other curricular and non-curricular areas.

We recognise that these pupils have additional educational needs and aim to meet their needs to the best of our ability and within the provision of school resources e.g. dyslexia classroom toolkit, reasonable adjustments etc. Some pupil's needs are met at school-based support of the Whole School Provision Map whereas others may require more support. Teachers cannot diagnose dyslexia but are skilled to recognise the signs and indicators of dyslexia.

- Robust teacher observation and diagnostic assessment ensures that pupils who are experiencing difficulties are identified as early in their school career as possible.
- Data analysis of annual school testing tracks and monitors pupil progress.
- If pupil annual data indicates they meet criteria for a referral to the EA Literacy Service, the school will make a referral to the Educational Psychology Service for consideration for EA Literacy Support. This applies to children aged over 7 years and 3 months.

The school takes guidance from EA specialist services such as EA Literacy Service, Educational Psychology Service EPS and the EA SEN Resource File, which includes BELB Peripatetic Service guidance on Dyslexia Friendly Primary Classroom multi-sensory teaching and learning approaches- in SEN class file and Staff SEN folder. The school works closely with EA specialist peripatetic literacy teacher and shows cognisance of pupil intervention plan and follow up advice and recommendations after support has ceased. The school also takes cognisance of outside agencies advice and guidance e.g. BDA, Dyslexia Scotland and relevant publications on Dyslexia Friendly Schools.

Newcomer pupils

St Mary's welcomes children from all nationalities and cultures. Support measures for these pupils are twofold:

- Culture based- assisting them in celebrating and retaining their own culture and helping them to adjust to Irish culture.
- Language based- assisting them in the acquisition of language specifically related to what they will be learning in school i.e., which will help them access the curriculum and helping them to gain generalised English vocabulary.

- Teachers can seek advice and guidance from the EA Intercultural Education Service IES and use the various components in the diversity toolkit to best suit their needs/Staff SEN folder.
- Translate function in Microsoft Word to communicate effectively with parents.
- Involve Interpreter Services.



Accessibility

St Mary's aims to meet its anticipatory duty towards ensuring accessibility for current and prospective pupils.

- reasonable adjustments will be facilitated, where possible.
- pupils with SEN/disabilities have equal access to all areas of the school building;
- the school is accessible to wheelchair users (lift);
- facilities for personal care, including a toilet adapted for use by persons with the disability;
- access to a broad and balanced curriculum appropriate to age, ability, aptitude and attainments.
- liaise with parents, EA/HSC/outside agencies involved with the child to improve and support their school experience.

Special Facilities, Resources and Accommodation

St Mary's special facilities, resources, or accommodation for pupils with SEN are:

- Two Specialist Provision for Learning (SPL) classes: The school endeavours to categorise classes into SPL1 for Foundation & Key Stage 1 pupils and a SPL2 for Key Stage 2 pupils. However, this provision is dependent on the age range of pupils across both SPL classes. Therefore, the categorisation of both SPL's will be flexible and adjusted year on year accordingly.
- Specialist Provision Autism (SP Autism) Class: Foundation Stage & Key Stage 1 pupils.
- SPL2 and SP Autism class have sensory rooms, kitchen facilities and toilet/cloakroom facilities attached. SP Autism has an outdoor play area. SPL2 has an outdoor sensory garden.

- Current SPL1 is in a temporary classroom setting. No additional facilities and shared toilet access on main corridor. EA designated room on ground floor.
- Mainstream FS/KS1/KS2 resource areas for small group support.
- Mainstream sensory room Zen Den for emotional regulation.
- Whole School SEN Provision Map Pre-Stages and Stage 1-3.
- Room allocation for school-based withdrawal support and outside agency support, where possible.
- Access to Sensory Motor Group weekly sessions.
- Access to assistive ICT equipment i.e. laptop/iPad/chrome book.
- School budget for SEN for purchase/allocation of SEN resources/therapies.
- SENCo provision of a wide range of EA/HSC advice, guidance and resources in Staff SEN folder.
- SEN awareness days fundraising.

Professional Development and In Service Training.

The principal, in consultation with the SENCo's/LSC's, oversees the professional development of all staff in school. It is essential that all staff receive regular training and are keep up-to-date with developments in the whole area of SEN in order 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 in order to build the capacity of their colleagues. Professional development activities will improve teacher reflection and the embedding of high quality SEN strategies in our school.

Staff will be given the opportunity to participate in Special Educational Needs training, which will be led by the SENCo's/LSC's and/or outside agencies.

- In 2021, SENCo sought staff contribution towards future planning to prioritise areas of training.
- The SENCo's/LSC's attend relevant EA courses which ensure an up-to-date knowledge of current issues and disseminate to staff.
- Whole school training for teaching and non-teaching staff.
- EA CYPS Training Calendar is accessible as an electronic copy in the staff SEN folder.

- HSC RISE NI Training Calendar is accessible as an electronic copy in the Staff SEN folder.
- SENCO annually signposts Staff to relevant EA CYPS training and HSC RISE NI training to support pupil needs and for staff professional development- see SEN Transition Information in SEN Class File.
- Training records, registers of attendance and certificates are held in SENCo SEN training file.

Partnership working

In St Mary's Primary School, we have developed partnership working with HSC/EA services. Once a need has been identified, the teacher and SENCo's/LSC's will liaise with the appropriate outside agencies:

- Health and Social Services, Education Welfare Service;
- HSC Community Paediatricians, Speech and Language Therapy, Occupational Health and Physiotherapy, RISE NI, CAMHS, Autism Diagnostic & Intervention Service.
- Advice from other organisations will be sought where appropriate e.g. Down's Syndrome Association, Barnardos.

Education Authority Support Services (for example)

- Primary Behaviour Support & Provisions.
- Autism Advisory & Intervention Service
- Language & Communication Service
- EA Literacy Service for Specific Literacy Difficulties (SPLD)
- EA Sensory Support Service.
- SENIS
- Inclusion & Diversity Service

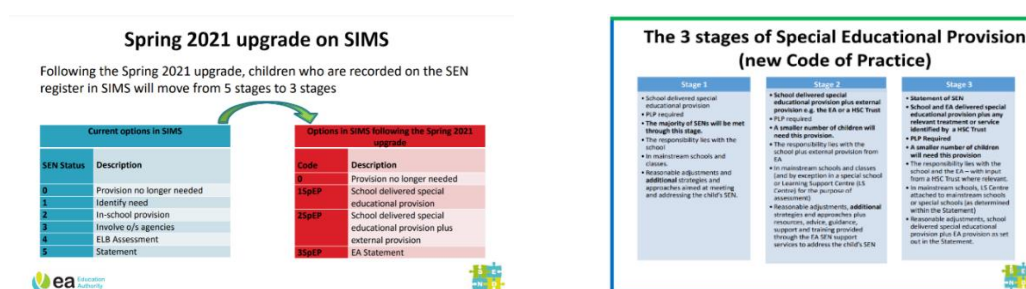
Private Educational Psychology Assessment (initiated by parents).

It is important to stress that a child's needs will be identified and supported with or without a diagnosis. Teachers cannot diagnose dyslexia but are skilled to recognise the signs and indicators of dyslexia- see *St Mary's Dyslexia Friendly School Guidance*.

The school's policy is that a private assessment should be independent and therefore free from bias. The school, if and when appropriate, may provide information to a private assessor. This may be in the form of a school proforma or a phone call- see *School Procedures for Private EP Report– Appendix 6*. The child's annual school report can be provided by the parent. The school views external reports as valuable information if they provide an accurate representation of the child as seen within the school setting. The school will take cognisance of the findings and may implement appropriate recommendations if they are realistic, where possible. The school may share a report with the EPS, if appropriate. The school considers EA SEND guidance '*DEALING WITH PRIVATE REPORTS*'; *SEND Implementation Team, Children & Young People's Service, 2021. Page 76/77 (outlined in school proforma)*.

The Management of Special Educational Needs

In St Marys' Primary School, we follow the three stage approach as set out in The Revised Code of Practice. This approach recognises that there is a continuum of SEN and that the requirements of the majority of pupils with SEN are managed at either Stage One which means that their needs are met by the school with the help of outside agencies and/or specialists as required. The following information outlines the main features of each stage of the Code of Practice as well as the responsibilities of the key stakeholders involved:



Identification, Assessment, Monitoring 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 in their development. (*Code of Practice 1998 paragraph 2.14*)

Through a whole school approach, all staff are responsible for early identification and ongoing identification and monitoring of children with a Special Educational Need. The school's procedures for identification include:

- Any relevant concern expressed by parents or others who know the child.
- Liaison with previous schools/settings and involvement with other agencies,
- Analysis of assessment outcomes.
- Whole class standardised tests PTE/PTM are administered in May.
- Cognitive Ability standardised tests CATS administered in October.
- Pupil Attitudes to Self and School Survey (**PASS**) diagnostic assessments in October.
- information from transferring school.
- teacher observation and diagnostic assessment.
- class tests/school testing.
- individual education plans/HSC care plans/personal education plans for looked after children.
- Statements of Special Educational Need.
- annual reviews/transfer reviews
- EA/HSC professional reports.
- parental contributions/pupil contributions.

Primary	Tests Administered	Date of Test	Standardised/Diagnostic
P1	Baseline Assessment	September	Diagnostic
P2	Baseline Assessment PTE/PTM Wellcomm	September April	Diagnostic Standardised Diagnostic
P3-P7	CATS4 PTE/PTM	October May	Standardised Standardised
P3-P7	PASS	October	Diagnostic

Steps for EA Educational Psychology (EPS) Involvement

- The school follows EA EPS guidance of a graduated approach through the Code of Practice.
- The school follows EPS guidance that, before EPS involvement can be considered, the school must deploy and exhaust all resources available at school-based support and Stage 1 and Stage 2 of the Code of Practice to support pupil needs. This includes specialist EA/HSC support services. Time is required to monitor the impact of specialist intervention once it has ceased and recommendations are continued to be implemented by the school.
- Teacher would have shown cognisance of the *Whole School & SEN Provision Map*.
- Teacher follows “*Teacher Pathway on SEN Procedures.*”
- Teacher bring concerns to SENCo’s and have evidence of pupils’ inability to achieve targets set on IEPs. Discuss the way forward/access to EA/HSC support services in light of evidence.
- Pupils will need to have worked through at least two reviewed Stage 1 IEPs.

Involvement with EPS may be considered when;

- despite school’s best efforts
- and after involvement with Stage 2 external support services has ceased
- and child is significantly failing to make progress over a sustained period of time.
- teacher and SENCo will discuss EPS involvement with parents and gain EPS parental consent, Parent Views and Pupil Views.
- teacher and SENCo, in a joint effort, will complete an EPS school based consultation form SBC and seek/add EA/HSC external agency advice/reports, if and where appropriate.
- A SBC copy will be kept on file in SENCo room and the pupil’s SIMS profile.
- The SBC outcomes are shared with teachers and parents and school will follow EPS recommendations e.g. referral to external support services or continue school based support or pupil assessment is appropriate at that time.
- If EPS considers pupil assessment is required, the report findings are shared with teacher and parents and school follows recommendations e.g. referral to external support services or Statutory Assessment Request SAR.
- SAR is completed in joint effort between SENCo, teacher, parent, external support services information.

Statutory Assessment Request (SAR).

SAR is initiated by the school upon the recommendation of EA Educational Psychology after an EA Educational Psychology assessment has been carried out and report received by the school and parent. *See EA The Statutory Assessment Process leaflet. Guidance for Parents and Guardians. – Appendix 7.* *In the event of parents considering making a parental SAR, the school strongly requests that parents discuss with school before such a request may be initiated. Parents need to be fully informed of the process and their child's eligibility/suitability. Time is a crucial factor to consider. It may be the school's intention to initiate a SAR upon Educational Psychology involvement and recommendation. As outlined previously, the school follows EA EPS guidance of a graduated approach through the Code of Practice to support pupil needs. If parents proceed against school advice or without consultation with school:

- school Advice sought by the EA will inform of child's current provision and evidence.
- SAR, in most instances may be declined, if a graduated approach has not yet been reached at that time.

**It is essential that parents understand that a SAR application made by parent when their child is not eligible at that time, has a significantly negative impact upon other children who are eligible and the school's access to Educational Psychology services is severely restricted, which impacts upon SEN support for the whole school.*

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 of SEN.
- review the special provision made for the child, including placement; and

- consider the appropriateness of maintaining the statement of special educational needs.
- gain pupil views and parent views.

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/SENCo's. SENCo has designed a *Teacher and Classroom Assistant Contribution* to Annual Review template to gather information on the child. Relevant forms and the EA's guidance for this process are available by contacting the Statutory Operations department of the school's local EA office or they can be downloaded from the following link: <https://www.eani.org.uk/publications/annual-review-notes-of-guidance>

Record Keeping

The following are some of the records which the SENCo should consider keeping:

- SEN Register/records of concern/individual education plans/reviews.
- statements/annual reviews/transition plans.
- assessment results/data.
- individual pupil files.
- record of liaison/meetings with staff from the EA/HSC/HSS
- minutes of meetings with parents;
- support, advice, and training provided to staff.

Complaints

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

Admissions

The school has an admissions policy that is not affected by whether or not a child has special educational needs or disability. (See the school's admission policy.)

The admission arrangements with respect to the majority of pupils with SEN must be consistent with the school's general arrangements for all other pupils. Children with Statements of SEN are placed in schools at the request of the Education Authority (EA). When seeking to place a pupil with a Statement, the EA will take into account the wishes of the child's parents and 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. The EA is responsible for pupil placement within the school's SPL classes and SP Autism class via the EA consultation process with the school.

Change of school

Where a change of school occurs, the school office will be responsible for ensuring the transfer of all relevant documentation/information when requested. When transferring to secondary education, there will be liaison between the appropriate primary and secondary staff, teachers and SENCo's/LSC's and SP Co Ordinator.

SEN Advice and Information Service

The EA has set up a SEN Advice and Information Service to provide support in relation to children with Special Educational Needs. Details of this service can be found on EA's website:

<https://www.eani.org.uk/parents/special-educational-needs-sen/contact-details-for-special-education-in-the-local-education>

Dispute Avoidance and Resolution Service (DARS)

The Dispute Avoidance and Resolution Service (DARS) was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or the EA for pupils who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS. Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from the Statutory Operations section in relation to Special Education. Involvement with DARS will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST).

The main office for DARS is based in Armagh. Parents/Guardians may contact this service directly either by telephone: (028) 3751 2383 or email: DARS@eani.org.uk

Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the EA with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). This body considers parents' appeals against decisions of the EA and also deals with claims of disability discrimination in schools.

Monitoring and Evaluating the SEN Policy

This policy will be updated and reviewed in light with updated guidance and changes in legislation or practice following consultation with all staff members and external agencies. Our Special Educational Needs Policy acknowledges that learning support provision is ongoing in our school.

Future Developments

Our aim is to continue to develop effective Special Educational Needs support and to commit time and resources each year for whole school planning. By developing the quality of our Special Educational Needs support, the staff members of St Mary's Primary School are continuing to promote inclusiveness. This recognises that all children are unique in their diversity and equal in their worth, irrespective of abilities or disabilities, within the ethos of our Catholic school.

Policy Date: __/__/____

Signature of Principal:.....

Signature of Chairperson of Board of Governors:

Review Date: __/__/____

Appendices: available on request

1. Whole School and Special Educational Provision Mapping (Pre Code and Stage 1-3).
 - 1a. Staff Procedures for Raising SEN Concerns.
2. Pupil Views Pro Forma.
3. Parent/Guardian Procedures for Raising Concerns Regarding Additional Educational Needs.
4. SEN Class File School IEP Procedures.
5. St Mary's Dyslexia Friendly School Procedures.
6. School Procedures for Private Educational Psychology Reports.
7. EA The Statutory Assessment Process. Guidance for Parents and Guardians.
8. SEN Interventions List.



St Mary's Primary School, Banbridge
Special Educational Needs Provision Mapping Process- SpEP



Mrs K McArdle, SENCo. Written February 2022

Full map available on request



Staff Procedures for Raising SEN Concerns

1. Definition of SEN

Extracts from the Education Order (NI) 1996, Part II Children with SEN

3(1) For the purposes of the Education Orders, a child has "special educational needs" if he has a learning difficulty which calls for "special educational provision" to be made for him.

(2) For the purposes of this Part, subject to paragraph (3), a child has a "learning difficulty" if

a) he has significantly greater difficulty in learning than the majority of children his age,

(4) In the Education Orders, "special educational provision" means – educational provision which is "additional to" or, "otherwise different from," the educational provision made generally for other children of his age in an ordinary school"



I will **identify area of concern**. I will discuss concerns with **parent**. I will seek **Pupil Views**. I will consider mitigating factors.

I can consult the **Whole School and SEN Provision Map** for guidance.

I can access a wide range of advice, guidance and resources in the **staff SEN folder**.

I can upskill through **EA CYPS/HSC training**.

I can follow the "**Teacher Pathway on SEN Procedures**" in the SEN Class File and/or Staff SEN folder.

In discussion with SENCo/deputy SENCo, **outside agency support**, advice and guidance can be sought.

If I am still concerned, I can consult with the school's **SENCo/deputy SENCo**.

I can complete a **Record Of Concern**. I will seek **Pupil Views**. I will inform **parents**. I will share **EA leaflet** with parent "**How Children's Learning is Supported in Primary Schools**." Pupil is **not** placed on the SEN register. I








OR/AND, See **Definition of SEN**.

I can place the pupil on an **Individual Education Plan (IEP)** at Stage 1 on the SEN Code of Practice. **SMARTE targets to be implemented**. Pupil's IEP is a working document.

I will seek **Pupil Views** and record via Pupil View pro forma.

I will inform **parents** that the pupil is placed on the **SEN Register**. I will share **EA Leaflet** with parent "**SEN Code of Practice. Information for Parents and Young People**."

Pupil has made **sustained** progress. I will **discontinue Record of Concern/IEP** and **inform SENCo/Deputy SENCo**. I will inform **parents**. If pupil is on an IEP, they are **removed** from the SEN register to Stage 0 on the

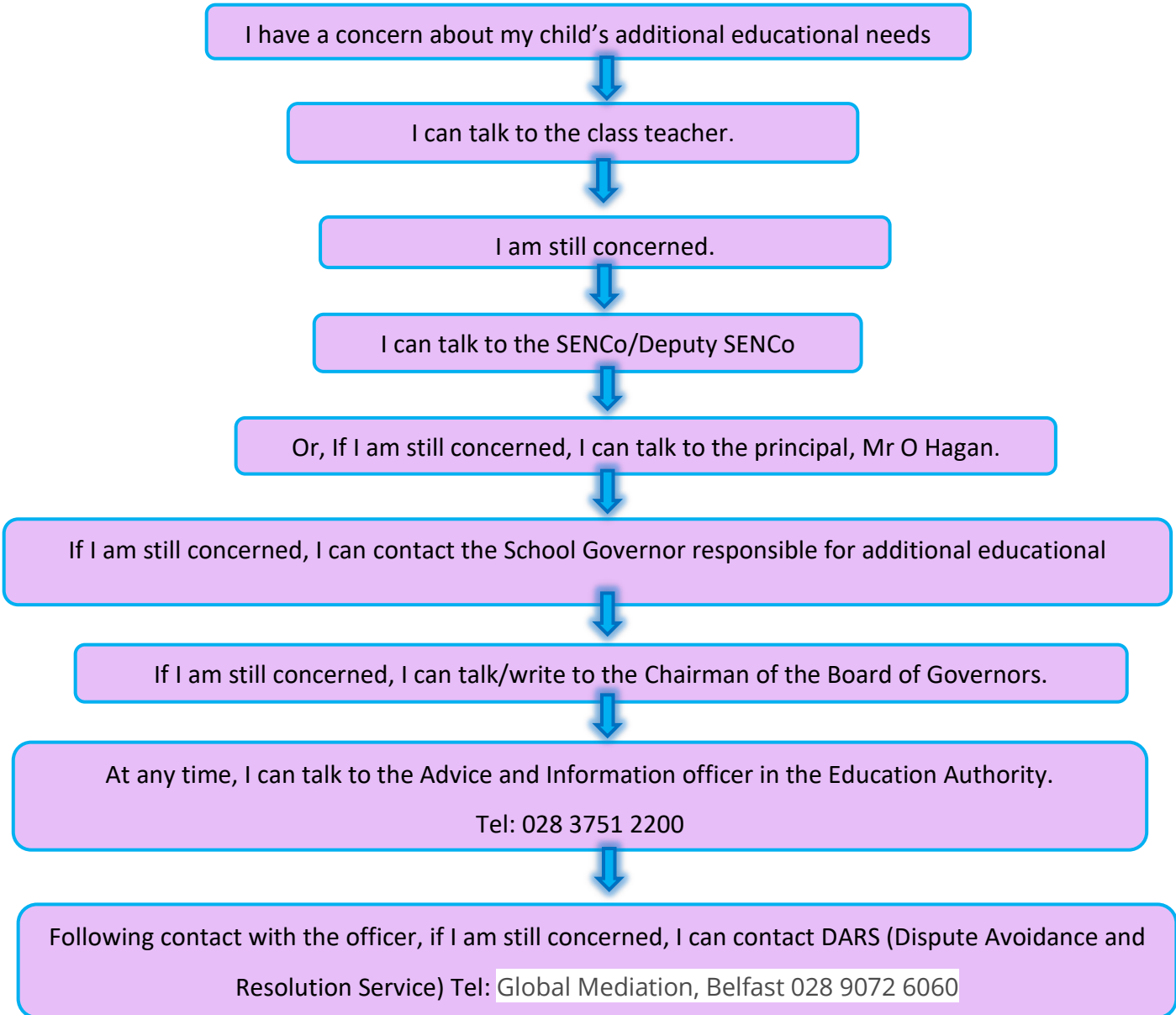
<p>Name: _____</p> <p>Class : _____</p>		
<p>How I feel about school...</p>		 1 2 3 4 5
<p>How I feel about teachers....</p>		 1 2 3 4 5
<p>How I feel about the other children in school..</p>		 1 2 3 4 5
<p>How I feel about my family....</p>		 1 2 3 4 5
<p>What I am good at. _____</p>		
<p>What I like to do at school. _____</p>		
<p>What I like to do at home. _____</p>		
<p>Things I find difficult. _____</p>		
<p>How will I know that I can do these difficult things? _____</p>		
<p>Who is going to help me? _____</p>		
<p>My Targets </p>		
<p>I have met my target <input type="checkbox"/></p> <p>I am working towards my target <input type="checkbox"/></p>	<p>I have met my target <input type="checkbox"/></p> <p>I am working towards my target <input type="checkbox"/></p>	<p>I have met my target <input type="checkbox"/></p> <p>I am working towards my target <input type="checkbox"/></p>





**Parent/Guardian Procedures for Raising Concerns
Regarding Additional Educational Needs.**

If a parent/guardian/carer has a worry or concern relating to his/her child’s additional educational needs, we recommend that the following flow chart procedures are followed.



By implementing these procedures, we strive to add value, both pastorally and academically, to the lives of this special group of children within our school.



School IEP Procedures

- All plans have **SMART**E targets: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**imebound, **E**vidence.
- The **New Stages** 1-3 of the Code of Practice are effective from April 2021.
- IEP's are set and reviewed **twice** a year: **IEP1**:October/February Review: **IEP 2**: March/June Review.
- Parents **must be informed** if their child is placed on/removed from a Record of Concern or IEP.
- The **pupil profile/IEP or Record of Concern** are **to be shared with parents**.
- Each IEP/review must be **signed** by parents and teachers.
- A **pupil profile** must accompany **all termly** IEPs and be **updated** for each IEP.
- Pupils must have a **contribution** in their targets and be **aware** of their targets/reviews.
- All plans should show **cognisance** of reviewed targets year on year.
- **Pupil Views** must be sought at the **start and review** of each IEP cycle.
- Only store the **last** and **current** pupil profile/IEP in the SEN class file.
- **Evidence** of pupil work/assessment can be stored in the SEN class file.
- Teachers to **scan** and **upload signed and reviewed** IEPs/Record of Concern to **SIMS** in March and June.
- **No staples.**

SEN Class File Collection. November/April/June.

On the **return** of SEN class files, it is **the teachers responsibility to read and action** the following:

- The **Record of SENCO Action** highlights **any action/amendments** that are required to be **made by teachers**.
- The **SEN Year on Year Transition Information** provides teacher with pupil current SEN status, interventions or referrals, if applicable.
- The **SEN Register** details pupil SEN areas of need and Stage on the Code of Practice.

Academic Year	Class Teacher	SEN File Collection		
		November	April	June
Primary 1				
Primary 2				
Primary 3				
Primary 4				
Primary 5				
Primary 6				
Primary 7				



St Mary's Dyslexia Friendly School



The Report of the Northern Ireland Task Group on Dyslexia (2002) suggests the following definition: *“Dyslexia is manifested in a continuum of specific learning difficulties related to the acquisition of basic skills in reading, spelling and/or writing, such difficulties being unexplained in relation to an individual’s other abilities and educational experiences. Dyslexia can be described at the neurological, cognitive and behavioural levels. It is typically characterised by inefficient information processing, including difficulties in phonological processing, working memory, rapid naming and automaticity of basic skills. Difficulties in organisation, sequencing and motor skills may also be present.” (DENI.p.31)*

St Mary's is a Dyslexia Friendly School. We take cognisance of the *DENI ETI Developing a Dyslexia -Friendly Learning Environment 2007* and *Report of the Task Group on Dyslexia 2002*. The school participated with ETI's research on how schools in NI support dyslexia. The ETI report of a whole school inspection in November 2013 noted ***“Together with literacy and numeracy, special educational needs is featured prominently in the school development plan and substantial resources are allocated to high quality withdrawal work.” (DENI)***. The school raises awareness of dyslexia during the annual designated awareness month and SENCo's disseminate information/resources to staff and liaise for updates on pupil progress.

St Mary's recognises that some pupils, despite often having average or above average intellectual ability, may experience difficulties in the areas of reading and comprehension, spelling, writing, working memory and processing difficulties, sequencing, coordination and organisation. These pupils may be described as having specific literacy difficulties, dyslexic type difficulties or dyslexia. Dyslexia is a neurological difference. It is not a general difficulty with learning, but occurs over a spectrum and impacts specific skill areas. As each person is unique, so is everyone's experience of dyslexia. It can range from mild to severe and it usually runs in families and is a life-long condition. The impact of dyslexia can change according to the environment. St Mary's embraces the positives of dyslexia and neurodiversity and celebrates the holistic child and their skills and strengths in other curricular and non-curricular areas.

Full guide available on request.



**St Mary's Primary School, Reilly Park, Banbridge
Co. Down, BT32 3DJ**

www.stmarysbanbridge.co.uk
info@stmarys.banbridge.ni.sch.uk

Telephone: (028) 406 62572

Fax: (028) 406 26545

Principal: Mr. D. O'Hagan

B.Ed., NPQH., M.Ed.

For the Purposes of Private Educational Psychology Pupil Assessment.

The school's policy is that a private assessment should be independent and therefore free from bias.

The school, if and where appropriate, may provide information via the parent to private assessor. This may be in the form of a school proforma or a phone call. The child's annual school report can be provided by the parent.

The school views external reports as valuable information if they provide an accurate representation of the child as seen within the school setting. The school will implement recommendations if they are realistic and appropriate to the child, where possible.

The school takes cognisance of EA SEND guidance below.



DEALING WITH PRIVATE REPORTS.SEND Implementation Team, Children & Young People's Service, 2021. Page 76/77.

Schools should always be mindful of the credentials of any private practitioner and whether they are qualified or registered with a professional body. Some private assessments ask for the school to provide information through completing questionnaires. Schools should be mindful of their duties around confidentiality in light of the provisions of GDPR and the Data Protection Act 2018. It is also a matter for the parent to provide the assessor with copies of any recent school reports or a copy of the pupil's statement. The final assessment and/or report provided to the parent may be helpful in informing the work being carried out in school and should therefore be carefully considered and placed in the pupil's file. **However, the school is under no obligation to follow any advice or recommendations in private reports which in the teacher's professional opinion and the schools experience of working with the child, are not appropriate for the child and/or conflict with the presentation of the pupil in school.** Nor is the school obliged to permit any private assessor into the school to undertake an observation, this is at the discretion of the principal and each situation needs to be considered on an individual basis.

Determining needs in the school context Private practitioners and others from outside the school setting, are not always aware of school policies and what is normally available in and to a school. **Whilst they may make recommendations, many of which can appear useful, it is important that these do not raise unrealistic expectations or damage the important relationships between the parent and the school when the internal school assessments do not concur with the private practitioner.**

When a private report is not consistent with school-based assessments and observations .Should any private practitioner send their report to the school with observations and recommendations that do not match the schools experience/assessments of the child, the school may, (following consent from the parent to discuss their child with the external practitioner, or the child themselves if appropriate), wish to put their views on the record by writing to the practitioner (and copied to the parent/child).



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Fax: (028) 406 26545

Principal: Mr. D. O'Hagan

B.Ed., NPQH., M.Ed.

Pupil Name:

Date of birth:

Class:

Educational Performance.

Social Interaction and Communication.

Attention and listening.

Any concerns.

Yours faithfully

What if the EA decides not to issue a Statement or if you disagree with what we say?

We will always be willing to hear and consider your views. If we cannot agree, you have a right to go to mediation and /or to appeal.

If you need help or advice at any stage, you can speak to your named person in Special Education or you may wish to contact the following agencies.

The SEN Advice and Information Service

helps parents of children with special educational needs access support, guidance and advice in relation to the needs of their children.

The Dispute Avoidance & Resolution Service :

is an independent service which works towards avoiding and resolving disagreements between parents and the Authority, or parents and a school, in regard to children with SEN. The service provides a forum for exploring differences, identifying points of agreement and finding a way forward which is acceptable to all involved.

More details of both of these services can be found on the Authority's website www.eani.org.uk

Special Educational Needs and Disability Tribunal is an independent body which hears parents' appeals against the Authority's decisions on Statutory Assessments and Statements of Special Educational Needs.

SENDIST Tel: 028 9072 4887

VERSION 1

OUR CONTACT DETAILS

SPECIAL EDUCATION

Armagh Office Tel: 028 37512200

Ballymena Office Tel: 028 25661313

Belfast Office Tel: 028 90564000

Dundonald Office Tel: 028 90566200

Omagh Office Tel: 028 82411411

SEN ADVICE AND INFORMATION SERVICE

Armagh Office Tel: 028 37415355

Ballymena Office Tel: 028 25661319

Belfast Office Tel: 028 90564273

Dundonald Office Tel: 028 90566200

Omagh Office Tel: 028 8241 1286

DISPUTE AVOIDANCE & RESOLUTION SERVICE (DARS)

Tel: 028 37512383

USEFUL DOCUMENTS

DE, The Code of Practice on the Identification & Assessment of Special Educational Needs (1998) and the Supplement to the Code (2005)



The cover of the document features the EA logo at the top left. The title is centered in a white box with a black border. Below the title, there are three cartoon illustrations of children: a girl with pigtails, a boy with a backpack, and a boy with a bird. At the bottom right, the date '2017 - 2018' and the website 'www.eani.org.uk' are listed.

What is a Statutory Assessment ?

A Statutory Assessment is a formal and detailed process to find out what your child's special needs are, and what additional help they may need in school.

When will a child get a Statutory Assessment ?

A child may need a statutory assessment before going to nursery school if they have very severe and complex needs or, for children and young people already at school, if the extra support they have been getting for their special educational needs is not helping.

How long does a Statutory Assessment take?

If the Education Authority (EA) agree that your child needs a statutory assessment, we will aim to complete it within 26 weeks. We will give you a named person with whom you will be able to discuss any questions or concerns regarding the assessment. This person must also gather any information available from:

- You , to get your views about your child
- Where appropriate, your child
- Teachers at your child's school
- An educational psychologist
- Medical professionals
- Specialist teachers from the EA's specialist services if they are involved
- Social services if they know your child
- Anyone else working with your child that you think we need to talk to.

This information is called **advice** and should let us know what your child can and cannot do and what special help they may need.

What happens when the Education Authority has collected all the necessary information/advice?

At this point we must decide whether your child needs a Statement of Special Educational Needs. This is a legally enforceable document which describes your child's special needs and the additional support that is required in school.

Does a Statutory Assessment always lead to a Statement being issued?

The information gathered during the assessment may indicate ways in which the education setting can meet your child's needs without the need for a Statement. If this is the case the EA will tell you of this decision within 18 weeks. Sometimes there can be a little delay if we are waiting for important advice to come in, or if schools are on holiday.



What is a Proposed Statement?

If we decide that a Statement is needed we will write a first version called a "Proposed Statement." This will describe your child's special educational needs and the additional support proposed for your child. A copy of the Proposed Statement will be sent to you along with copies of the advice so that you can read it all.

At this time we will also ask you which school you would prefer your child to go to - this may be the same school that they are already attending. You can contact us if you think we need to make changes. You have 15 days to make comments, to ask us for a meeting or to accept the Proposed Statement.

Time line from the beginning of the Statutory Assessment to the issue of a Statement.

1. The EA receives a request for a Statutory Assessment. The EA must tell parents about this request.	This is the start date
2. The EA decides whether a Statutory Assessment is needed and must tell parents about its decision. If the EA is not proceeding, we must tell you how to appeal.	Within six weeks of the start date
3. The statutory assessment takes place – advice sought from parents and professionals.	Submitted within 6 weeks
4. The EA informs parents of its decision to either issue a Proposed Statement or , to issue a Note in Lieu and details of the appeal process.	Within 2 weeks
5. Parents must respond to the Proposed Statement. You can : <ul style="list-style-type: none"> • agree that the draft is accurate • ask for changes • ask for a meeting. You should also state a preference for a school for your child.	Within 15 days of receiving the Proposed Statement
6. The EA consults with the school.	The school has 15 days to respond
7. The EA issues the final Statement.	Within 26 weeks of the start date



SEN School Interventions List – dependant upon staff resourcing and funding. Can be changed at any time.		
Whole School Intervention	Targeted Intervention for Specific Pupils	
Wordshark Online	Nessy Learning Online	LSC/ASC
Numicon Online	Lexia UK	P2-P7/LSC
	SEN OT Sensory Motor Group	Whole school & Nursery
	Numicon Apparatus	Whole school
	Chatterboxes SLC Club	P1-P2
	SEND/Engage Numeracy Recovery	P3/P4
	SEND/Engage ICT Read and Write Workshop	P6-P7
	SEN Literacy Support	P3 & P4
	SEND Circle of Friends Programme	P4-P7
	CallTech Google Docs Workshop	P7
	Read & Write Texthelp Ltd	P6-P7
	SEN Bookstore	Whole school
	ICT SEN Apps/Wheel	Whole School

