

GILNAHIRK PRIMARY

SPECIAL EDUCATIONAL
NEEDS SEN

/

INCLUSION POLICY



GILNAHIRK PRIMARY SCHOOL

Special Educational Needs Sen/Inclusion Policy

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At Gilnahirk Primary School the following aims are the standards that we seek to achieve through the life and work of the school:

- ✚ To provide an environment in which the potential of every child is realised.
- ✚ To offer a broad and balanced curriculum as reflected in The Northern Ireland Curriculum, through which each child can develop knowledge, skills and practical abilities.
- ✚ To create a caring, stimulating and positive atmosphere within which the child can develop the following qualities:
 - *An awareness of self-discipline*
 - *High self esteem*
 - *A deepening consideration for others*
 - *Growing sense of independence*
 - *An increasing self-confidence*

4. Rationale for SEN/Inclusion Policy

In Gilnahirk Primary School we believe that all children have an equal right of access to a broad and balanced curriculum, which enables them to achieve their full potential. All children, regardless of their level of ability, physical, medical or learning

difficulties are valued for their individual contribution and enabled to participate in the life of the school.

We make every effort to identify and provide for children's individual needs within a caring, supportive and stimulating school environment. When a child is experiencing difficulties we are committed to understanding the child's needs and working to create the supportive environment that the child needs to fulfil their learning potential. We actively seek and take into account the views of the child with the aim of engaging all children with their own learning objectives. We are firmly committed to partnership with parents and carers in all areas of school life and recognise this as being of particular importance for children with Special Educational Needs.

5. Aims of SEN/Inclusion Policy

1. To identify and access children's learning difficulties whether short or long term, at the earliest possible stage and when they arise during the course of his/her school career.
2. To encourage the participation of parents/carers and the children themselves in the provision of information, learning and reviewing of progress.
3. To provide suitably differentiated learning opportunities, which enables them to have access to the whole curriculum.
4. To secure external advice and support as necessary to make appropriate provision and to determine effective strategies and make efficient use of resources.
5. To maintain accurate records of children's needs and the provision made for them which are clear, informative and up to date.
6. To value all pupils equally as members of the school community and give value to social, creative and physical skills alongside academic achievement.
7. To nurture self-esteem in the children and to encourage positive relationships in the school.
8. To meet the needs of all children within the limitations of the school's physical environment.
9. To train and support the staff to meet the pupil's needs.
10. To ensure the school is as accessible as possible for children with varying needs.
11. Each child would be treated in a sensitive manner and all personal and relevant information will be dealt with in a strictly confidential manner.
12. Children assess their own achievements and reflect on ways of improving in school.

6. Context

- ✚ This Policy has been developed within the context of current legislation, policy and guidelines

- ✚ The Education (Northern Ireland) Order 1996

Summary of the Education (Northern Ireland) Order 1996

The Education (Northern Ireland) Order 1996 established a framework for SEN into four main areas:

- Defining children who have SEN
- Establishing procedures for identifying and assessing children with SEN
- Determining appropriate educational provision
- Enabling parents to be involved in decisions regarding their child's education

- ✚ The Code of Practice on the Identification and Assessment of Special Educational Needs. (DE, Operative date: 1 September 1998)

- ✚ Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) (DE, Operative date: 1 September 2005)

Summary of SENDO 2005

The SENDO 2005:

- Strengthens the rights of children with SEN to be educated in mainstream schools
- Prohibits disability discrimination
- Requires responsible bodies to prepare accessibility strategies and plans for improved access to curriculum, premises and information for pupils.

- ✚ The Supplement to the Code of Practice on the Identification of Special Educational Needs (DE, 2005)

- ✚ Guidance for schools: Recording Children with Special Educational Needs (DE, 2005)

- ✚ Disability Discrimination Code of Practice for Schools (Equality Commission, 2006)

- ✚ "Supporting Pupils with Medication needs", guidance document from the Department of Education and the Department of Health, Social Services and Public Safety (2008)
- ✚ Provisional Criteria for Initiating Statutory Assessments of Special Educational Need. (ELBs Regional Operative date: 1 September 2009)
- ✚ Good Practice Guidelines (ELBs Regional Operative date: 1 September 2009)
- ✚ The Resource file to support children with Special Educational Needs (DE 2010)
- ✚ ASPIRE (Self Study Module to support the implementation of the Resource File), (2012)
- ✚ The SEN Review
 - The Way Forward for Special Educational Needs and Inclusion (DE 2009) Proposals
 - Special Educational Needs and Inclusion (The Northern Ireland Assembly Committee for Education Official Report (Hansard), January 2012) (The development of the SEN Review proposals).
 - Special Educational Needs and Inclusion (The Northern Ireland Assembly Committee for Education Official (Hansard), May 2012) (The development of the SEN Review proposals).

7. Definition of Special Educational Needs (SEN)

The Code of Practice 1998 was issued by the Department of Education under Article 4 of the Education (NI) Order 1996 and became operative in September 1998.

The term "Special Educational Needs" is defined in the legislation as "a learning difficulty which calls for special educational provision to be made".

"Learning Difficulty" means that the child has significantly greater difficulty in learning than the majority of children of his age, and/or has a disability which hinders

his or her use of everyday educational facilities (or, where the child is below school age would hinder such use if the child were of school age).

"Special Educational Provision" means educational provision which is different from, or additional to, the provision made generally for children of comparable age.

(Reference: Code of Practice 1998, page 1)

8. Categories of Special Educational Needs

The Department of Education has identified seven "areas" of Special Educational Need. Within each area there is a number of SEN categories which are as follows:-

1. Cognitive and Learning
 - a. Dyslexia/SpLD (DYL)
 - b. Dyscalculia (DYC)
 - c. Dyspraxia/DCD
 - d. Mild Learning Difficulties (MILD)
 - e. Moderate Learning Difficulties (MLD)
 - f. Severe Learning Difficulties (SLD)
 - g. Profound and Multiple Learning Difficulties (PMLD)
 - h. Unspecified (U)
2. Social, Emotional and Behavioural
 - a. SEBD
 - b. ADD/ADHD (ADD)
 - c. Oppositional Defiance Disorder (ODD)
3. Communication and Interaction
 - a. Speech and Language Difficulties (SL)
 - b. Autism (AUT)
 - c. Asperger's (ASP)
 - d. Autism Spectrum Disorder (ASD)
 - e. Autism Spectrum Condition (ASC)
4. Sensory
 - a. Severe/profound hearing loss (SPHL)
 - b. Mild/moderate hearing loss (MMHL)
 - c. Blind (BD)

- d. Partially sighted (PS)
- e. Multi-sensory Impairment (MSI)

5. Physical

- a. Cerebral Palsy (CP)
- b. Spina bifida and/or hydrocephalus (SBH)
- c. Muscular dystrophy (MD)
- d. Significant accidental injury (SAI)
- e. Other (OPN)

6. Medical Conditions/Syndromes

- a. Epilepsy (EPIL)
- b. Asthma (ASTH)
- c. Diabetes (DIAB)
- d. Anaphylaxis (ANXS)
- e. Down' Syndrome (DOWN)
- f. Other medical conditions/Syndromes (OCMS)
- g. Interaction of complex medical needs (ICMN)
- h. Mental Health Issues (MHI)

7. Other

- a. Other (OTH)

(Reference: Guidance for Schools: Recording Children with Special Educational Needs, Department of Education 2005)

9. Definition of Disability (DIS)

The term "disability" refers to someone who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities. (NB - "long term" = a period of more than 12 months).

(Reference: Disability Discrimination Act (1995), SENDO (NI) (2005)

10. Admission Arrangements

- 🌈 Admission arrangements should reflect admission arrangements for all pupils and can be cross referenced to admissions policy.

- ✚ Children with statements of special educational needs are placed in schools at the request of the Education Authority. When seeking to place a pupil with a statement, the Authority will take into account the ability of the school to meet the child's special educational needs, the provision of efficient education for other children in the class or school and the efficient use of resources.

11. Accessibility

Gilnahirk Primary School will endeavour to make reasonable adjustments and take relevant and purposeful measures to ensure accessibility for all members of the school/college community in relation to:

- Accessing the premises
- Accessing the curriculum
- Accessing information - eg: written, verbal, technological
- Accessing social skills - eg: social skills group, indoor games club

12. Identification and Assessment of Pupils with SEN/DIS

The importance of early identification of SEN/DIS

- Raising concerns
- Gathering information
- Diagnostic assessment

13. Allocation and Maintenance of Resources and Facilities

- ✚ Materials to support the children with special education needs are available in the learning support room. These may be borrowed to facilitate individual learning programmes. ICT resources for SEN are set up for use in the SEN room. A number of laptop word processors with electronic spell checkers are available for use by individuals in classrooms. Raised seats, pencil grips and reading rulers for SpLD children are also available. Reading resources levelled and colour coded for use in Reading Recovery programmes and Read Partnership programmes can be used by our Reading Partners (parents and classroom assistants), "Time to Read" volunteers and teachers, and are available in the learning support room

- ✚ There are two specialist lifts available for wheelchair users, lower hand railings at stairs, specialist seating and disabled toilet facilities
- ✚ Access to Learning Support Staff as funding permits

14. Structure of Special Educational Needs/Disability Provision (see COP 1998)

- ✚ Stages of the code of Practice (1998)
 - School based stages - 1, 2, 3
 - Board based stages - 4, 5
 - In the case of pupils with a Statement of Special Educational Needs, the school will conduct an Annual Review. We will follow the procedures and timetable provided by the South Eastern and Belfast region of the Education Authority, and in line with the allocation of hours provided by Psychology.

Structure of the Stage 5 Approach

STAGE 1	Class Teacher/SENCO	Action Plan/Education Plan
STAGE 2	SENCO/Class teacher	Education Plan
STAGE 3	SENCO/Class Teacher/External Agency	Education Plan
STAGE 4	Statutory Assessment	Education Plan
STAGE 5	Statement Issued	Education Plan

PREVIOUS CODE OF PRACTICE

Stage 1

STAGE 1

Stage 2

Stage 3

STAGE 2

Stage 4

Stage 5

STAGE 3

NEW CODE OF PRACTICE

School delivered SEN provision
IEP/PLP required

Applies to the majority of children with SEN

School delivered SEN provision plus
external provision eg: the EA or HSCT

IEP/PLP required
A smaller number of children will access this
provision

Statement of SEN
Both school and EA delivered SEN provision
and, as appropriate any relevant treatment
or service identified by health
PLP required
A small minority of children will need this
provision

15. Arrangements for co-ordinating provision (Reference: COP 1998)

It is important that regular liaison between all planners and deliverers of Special Educational/Disability provision takes place.

- The role of the Governors

A school's Board of Governors has a responsibility to:

- Determine and keep under review the school policy for Special Educational Needs
- Have regard to the school's SEN/Inclusion policy ensuring that the pupil's SEN are met
- Report annually to parents on Special Educational Needs/Disability Provision available within the school

- The role of the Principal - [Mr D Corbett](#)

The Principal has a responsibility to:

- Manage provision for pupils with Special Educational Needs/Disability
- Keep Governors fully informed about Special Educational/Disability provision
- Work closely with the Special Educational Needs Co-ordinator (SENCO)

- The role of the SENCO - [Mrs H Steenson](#)

The Special Educational Needs Co-ordinator has a responsibility to:

- Oversee, co-ordinate and review the operation of school policy for special educational needs/inclusion
- Provide support and advice for colleagues, ensuring that staff files are updated and that all staff is notified of pupils on the SEN register within their class (and in other classes that they teach).
- Maintain a register of pupils with special educational needs/disability.
- Report to the principal and SLT regarding provision for pupils with special educational needs/disability.

- Meet with the Learning Support staff to discuss provision.

When outside specialists are involved at Stage 3 the SENCO in liaison with the Principal should ensure that time is allocated to the relevant teacher to allow for effective communication between all those involved in planning appropriate provision.

- The role of Learning Support Teacher - **Mrs K Newnes**
 - Provide in-class/withdrawal pupil support as appropriate under the direction of a class teacher.
 - Participate and contribute to reviews and drawing up educational plans.
 - Provide feedback to class teacher and parents about progress/difficulties.

It should be noted that where children are withdrawn from mainstream classes for special needs teaching, **the pupil's academic progress remains the ultimate responsibility of the class teacher.**

- The role of Class Teacher

The class teacher has a responsibility to:

- Retain overall responsibility for the pupils in his/her class who have special educational needs/disability.
- Work in conjunction with the SENCO and Learning Support staff to identify pupils' special educational needs/disability.
- Maintain and implement appropriate action plans (stage 1) and educational plans (stage 2 and beyond).
- Ensure that work (including homework) are appropriately differentiated.
- Participate and contribute to reviews and drawing up educational plans.
- Maintain contact with parents to ensure maximum provision.

- The role of the Special Needs Classroom Assistant

Where a classroom assistant is employed to support an individual pupil with special educational needs/disability, he/she has a responsibility to:

- Provide in-class pupil support under the direction of a class teacher.
- Oversee the safety and well-being of the pupil at all times.
- Assist the pupil in organising his/her materials and equipment and moving about the school.

- The role of the General Classroom Assistant

Where a classroom assistant is employed in a general support role (such as in a mainstream class) he/she has a responsibility to:

- Provide in-class pupil support under the direction of the class teacher.
- Undertake supervision of pupils, for example in the playground, at break or lunch time.
- Assist with class work preparation and organisation, for example, photocopying, record keeping, wall displays.

- Other personnel involved: RISE Team, Outreach Support Teachers for children diagnosed with SpLD or Behavioural difficulties, ASD Advisory and Support Service, Educational Psychologists
- Gilnahirk Primary School is committed to ensuring that all staff are given the appropriate training to ensure effective implementation of the policy

16. Special Assessment Needs and Special Examination Arrangements

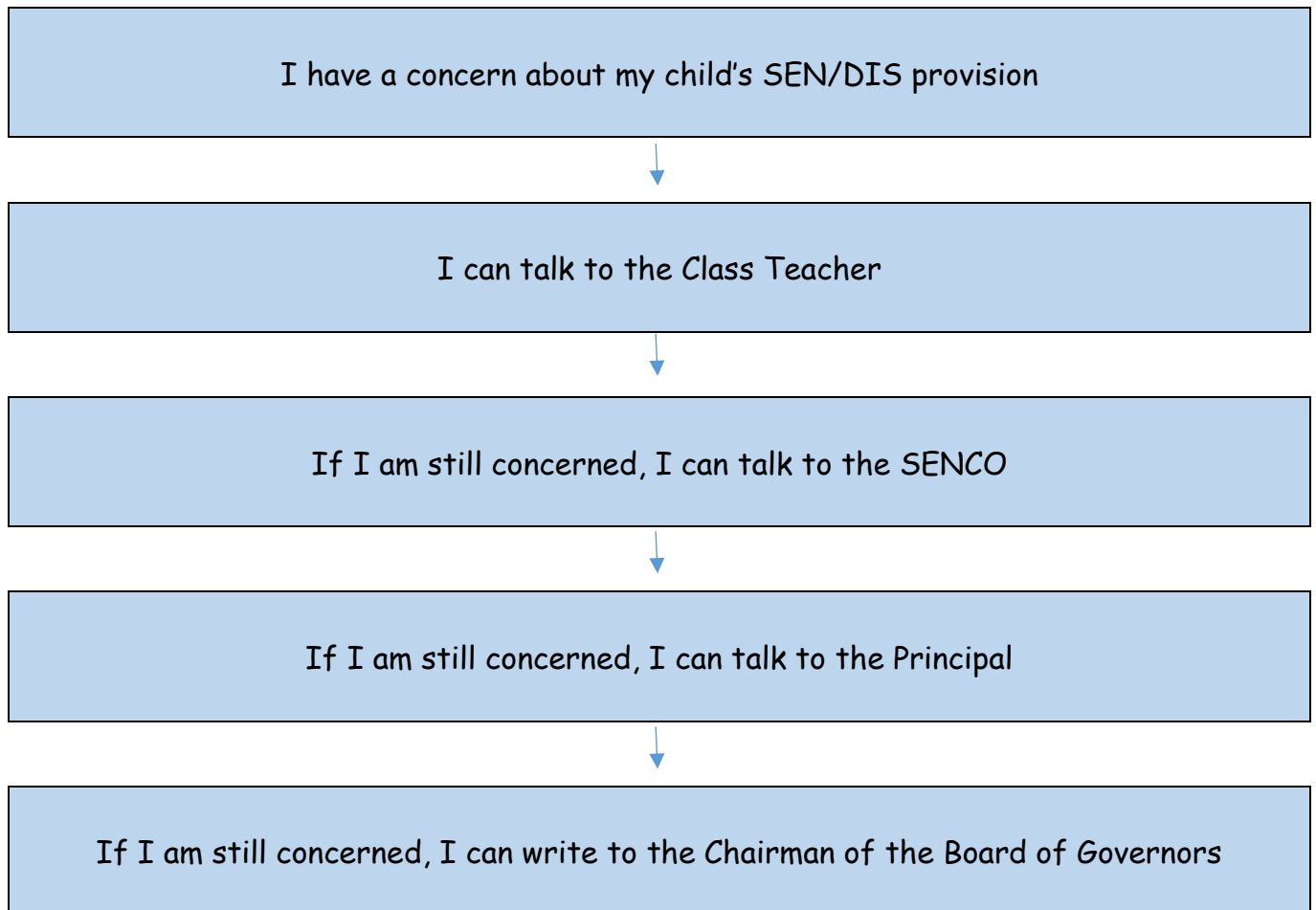
Given breaks during tests, extra time, a reader, different location

17. Partnerships with parents

Gilnahirk Primary School deems it good practice to consult with parents and seek agreement in relation to all issues relating to SEN/DIS. There are E.A. (South Eastern Region) services available to support parents/carers regarding SEN.

- Advice and Information Service (AIS) (Ref: Supplement to COP 2005, pp 22-24)
- Dispute Avoidance and Resolution Service (DARS) (Ref: Supplement to COP 2005, pp 25-29)

18. Concerns, procedures (parents/children procedures for concerns)



19. Links with external agencies

- RISE Team, Children's Interdisciplinary Schools Service working with individual children, small groups or classes from P1-P4.
- Outreach Support teachers for children diagnosed with SpLD or behaviour difficulties, South Eastern Region, Education Authority
- AAIS (Autism Advisory and Intervention Service), South Eastern Region, Education Authority

- Educational Psychologies, South Eastern Region and Belfast Region, Education Authority

20. Links with other Policies

- This policy is integral to all school policies
- It has key links with policies such as Child Protection, Anti Bullying, Health and Safety, Positive Behaviour and a number of curriculum policies such as Literacy/Numeracy/Assessment and All Pastoral policies

21. Development, Monitoring, Review and Evaluation of Policy including Future Developments

This policy has been drawn up in consultation with staff, parents and pupils as appropriate (and anyone else as appropriate) and will be monitored, evaluated and updated regularly to take cognisance of future developments and changes in the legislation.

It has been adopted by the Board of Governors on:

DATE: _____