

St Aloysius Primary School & Nursery Unit

**Special Educational Needs  
&  
Disability  
Policy**

**2020/21**



*Sept 20*

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## 1. SCHOOL DETAILS

St Aloysius Primary School  
Ballinderry Rd  
LISBURN  
BT28 1TB                      028 9266 2293

Free School Meals at 26%

Special Needs Register: 18% on Stage 1-5

## 2. MISSION STATEMENT

*'Live Love and Learn in a Caring Catholic Community'*

## 3. SCHOOL AIMS

In St Aloysius we strive to embrace the talents, abilities and personalities of our pupils.

We aim to provide a welcoming, stimulating and attractive environment which supports children's learning and celebrates endeavour. Reflecting on children's experiences, we aim to expose them to the widest range of activities.

We aim to provide a broad and balanced curriculum based on the Northern Ireland Curriculum and Revised NI Curriculum. We increasingly aim to develop the skills, abilities and aptitudes to experience success in learning and the desire to achieve. As young citizens, we aim to provide learning opportunities through which our pupils will develop as individuals, contributors to society and contributors to the economy and environment.

Our aims are thus:

- To be complementary to the Catholic home
- To support parents/carers/carers in handing on the faith
- To reach out and encompass the wider faith community
  
- To provide a broad and balanced curriculum – both within the NI Curriculum and Revised Northern Ireland Curriculum
- To develop the full potential of each child
- Encourage inclusion
  
- To inspire confidence and ambition
- To develop a caring and secure environment where children and staff feel valued and secure
- To support and train staff appropriate to needs
- To develop values
- To promote respect and tolerance of self and others

- To encourage parental involvement in their child's education
- To promote the profile of the school in the community
- Promote staff development opportunities – both teaching and non-teaching staff
- Seek opportunities to utilise local educational opportunities/resources

#### 4. CONTEXT

The context of this policy is drawn from two legislative documents:

- The Code of Practice on the Identification and Assessment of Special Educational Needs (1998), and
- Disability Discrimination Code of Practice for Schools – Special Educational Needs and Disability (NI) Order 2005.
- *SEND Act (NI) 2016 Pending introduction (delayed again due to Covid)*

#### 5. RATIONALE

In this school, we the staff believe everyone is entitled to fair treatment – fairness in education, opportunity, exploration and thought. Should an individual be termed 'disabled' their right to fair treatment will not be compromised. The school will not discriminate on grounds of disability and will make 'reasonable adjustments' to accommodate all needs.

Under the 2005 Order, children with special educational needs will have strengthened rights to be educated in mainstream schools.

#### 6. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Current education law says that a pupil has a special educational need if;

***“a child has a learning difficulty which calls for special educational provision to be made for him”.***

\* *The Education (Northern Ireland) Order 1996 Part II Article 3(1) & (2)*

It also states that a child has a learning difficulty if:

***“he/she has a significantly greater difficulty in learning than the majority of children of his age or has a disability which either prevents or hinders him from making use of the educational facilities of a kind generally provided for children of his age in ordinary schools, or is below compulsory school age and either of the above would apply if special educational provision were not made for him”.***

In order for a pupil's needs to be met the Education and Library Board must carry out a detailed assessment and make a statement of the additional educational support needed.

SENDO does not change the way an assessment of additional educational support for a pupil is carried out, or how a statement of the help required is made, reviewed or changed.

***The 2016 (NI) Act, when introduced, will change procedures.***

In anticipation OF THE 2016 Act, the SEN Register has already been divided into 2:

- SEN Register
- Medical Register

We, in St. Aloysius also recognise that some children have “special needs” when their educational performance excels above the norm for the class.

## **7. CATAGORIES OF SPECIAL NEEDS**

In St. Aloysius we recognise that the definition of S.E.N. embraces a breadth of learning difficulties varying in type, duration and severity. We recognise that special educational needs can arise in our school as a result of:

- general learning difficulties
- specific learning difficulties (dyslexia)
- emotional and behavioural difficulties
- sensory difficulties – Hearing & Visual
- physical difficulties
- speech and language difficulties
- prolonged absence from school
- medical difficulties (autism, Asperger)
- adverse social and cultural circumstances

*The SEN descriptors will be phased-in from 2020: ‘The SEN Category Descriptors 2018’:*

- 1) *Cognition & Learning*
- 2) *Social, Behavioural, Emotional & Well-being*
- 3) *Speech, Language & Communication Needs*
- 4) *Sensory,*
- 5) *Physical Needs*

## **Gifted and Talented**

‘The term Gifted and Talented is used to describe those students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group inside their particular school. Gifted and Talented pupils may also present with a learning difficulty.’ (Guidelines for Teachers NCCA/CEA 2007)

## 8. DEFINATION OF DISABILITY

Under the disability discrimination provisions of SENDO a pupil or prospective pupil has rights if he or she meets the definition of being a **“disabled person”**.

The definition of a **“disabled person”** is derived from the definition of disability used in The Disability Discrimination Act 1995 (DDA).

The DDA defines a disabled person as:

**“someone who has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”**.

Schools have a duty to make reasonable adjustments for children with disabilities.

This duty placed on schools is a anticipatory duty and should be evident in schemes of work in all subject areas of the curriculum.

## 9. AIMS OF ST. ALOYSIUS Special Needs & Inclusion Policy

The **aims** of St. Aloysius Special Education Needs Policy are the same as those contained in the General School Policy. But there are a few more specific aims to attend to and they are:

1. To develop a good self-concept in all children with special needs enhancing self-confidence, self esteem and self image.
2. To ensure that a differentiated curriculum allows children with special educational needs to work at a pace appropriate to their ability.
3. To provide a caring environment in which these children can feel happy and confident and enjoy learning.
4. To provide, within the means available, the best resources possible to meet the needs of pupils, including adaptations to the building,
5. To develop effective communication and a good working relationship with parents/carers and others to ensure adequate provision for children with special educational needs.
6. To encourage parents/carers and persons with parental responsibility to recognise the central role they play in the education of their children and to foster a proper partnership between parents/carers and school.
7. To develop an appropriate system of assessment, record keeping and evaluation to monitor progress.
8. To maintain pupil profiles and records of achievements.  
To signpost children to appropriate services (inc health, speech, OT etc)
9. To manage the Code of Practice including;
  - meeting needs by way of Individual Education Plans
  - utilise advice from services eg ASCET
  - maintaining Registers for SEN, Medical, Gifted & Talented, Looked After Children (LAC)
  - regularly monitoring and evaluating provision
10. At Stages 3-5:
  - To liaise with Educational Psychology and Special Education

- To liaise with support services eg SpLD Outreach, ASD, SEBD Outreach
11. To support the needs of Newcomer children

## **10. ADMISSION ARRANGEMENTS**

The admission arrangements with respect to the majority of pupils with special educational needs are consistent with St. Aloysius general arrangements for all other pupils.

When seeking to place a pupil with a statement, the Board will liaise with the school to ascertain the ability of our 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.

On receipt of the statement the principal will invite the parents/carers and child for interview and to view the school.

## **11. STRUCTURE OF SPECIAL EDUCATIONAL PROVISION**

Our special educational provision adopts a staged approach consistent with the Code of Practice.

Pupils who have been identified, as having special educational needs will in the first instance receive special help within the normal classroom setting for a pre-defined period (Stage 1).

If review of this provision indicates that the child continues to have difficulties, an Education Plan will be drawn up by the SENCO in co-operation with the child's teacher and implemented for a pre-determined period (Stage 2). Children will be placed on the register and parents/carers informed.

If review of a Stage 2 Education Plan indicates that provision is not addressing the need, the school, by agreement with parents/carers, will ask for help and assessment from services outside the school, such as the Educational Psychology Service or other support agency. A revised Education Plan will be drawn up with the co-operation of the external specialists and implemented for a pre-determined period (Stage 3).

If strategies employed at Stage 3 have not been sufficient to meet the child's needs the school, by agreement with parents/carers, may ask the Board to make a statutory assessment (Stage 4). If, having considered the advice received from a statutory assessment, the Board is satisfied that the child's needs cannot be reasonably met within the resources normally available to mainstream schools, it may make a statement of special educational needs and arrange, monitor and review appropriate provision (Stage 5).

All stages of provision feature a structure of targets, strategies and programmes of work to address identified needs, together with records of the provision and the outcomes of review. Parents/carers are consulted at each stage and encouraged to support their child's learning where appropriate.

The SEN teacher/class teacher normally carry out reviews of provision Stages 1 – 3.

**Stage 1:** Teachers identify and register a child's special educational needs and, consulting the school's SEN co-ordinator, take initial action

**Stage 2:** The SEN co-ordinator takes lead responsibility for collecting and recording information and for co-ordinating the child's special educational provision, working with the child's teachers.

**Stage 3:** Teachers and the SEN co-ordinator are supported by specialists from outside the school.

**Stage 4:** The Board considers the need for statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

**Stage 5:** The Board considers the need for a statement of special educational needs; if appropriate, it makes a statement and arranges, monitors and reviews provision. Statements of special educational needs are reviewed annually in consultation with parents/carers, the Board and other agencies. At Stage 5, there will be an **Annual Review:**

- To assess the child's progress towards meeting the objectives stated in the statement.
- To review the special provision made for the child, including placement.
- To consider the appropriateness of maintaining the statement.

Being a formal and statutory process, all paperwork is forwarded to Special Education. Any amendments and/or recommendations formally requested at this stage. If there is a change in provision, parents/carers will be consulted along with the school and relevant agencies.

The five stages can be summarised as follows:

Stage 1(Class Teacher/SENCO)	Special help/differentiated teaching.
Stage 2(SENCO/class teacher)	Education Plan- IEP
Stage 3(School & outside agencies)	Education plan
Stage 4(Board & school)	Statutory Assessment
Stage 5(Board & school)	Statement of SEN

Children with **disabilities** will have adjustments made as necessary. These can include:

- Visual – magnifiers, use of coloured and contrasting backgrounds
- Auditory – preferential seating, aids, amplifiers
- Medical e.g. Diabetes and regular blood testing, communication home

**UNDER SENDO?**

SENDO places responsibility for the implementation of its duties with the **Responsible body**. The responsible body must ensure that unlawful disability discrimination does not occur.

The responsible body for a school is:

- In the case of a grant aided school, the Board of Governors
- In relation to an independent school, the proprietor.

The Education Authority is responsible for ensuring that disabled pupils or prospective disabled pupils are not discriminated against in relation to its range of functions.

Such functions can include:

- providing curriculum advisory and support services;
- special education assessment and Statements;
- providing information and advice to schools and parents/carers on special educational needs matters;
- SEN Dispute Avoidance and Resolution Service (DARS);
- provision of home tuition and education otherwise than at school (EOTAS) to pupils who are temporarily or permanently unable to access
- school;
- home to school transport;
- school meals; and
- providing library services.

Responsible bodies are liable for the actions of their employees and anyone working within the authority of the school. Everyone working with the authority of the school has a responsibility for disabled pupils and prospective disabled pupils to ensure that disability discrimination does not occur.

## **12 . ARRANGEMENTS FOR CO-ORDINATING PROVISION (1)**

### **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 its policy in ensuring that the pupils' special educational needs are met.
- Report annually to parents/carers on provision for pupils with special educational needs.

The principal will keep Governors informed by way of the Principal's Report at the termly meeting. Training too is offered to Governors by the Education Authority.

### **The role of the principal**

The principal has a responsibility to:

- Manage provision for pupils with special educational needs.

- Keep governors fully informed about special educational provision.
- Work closely with the special needs co-ordinator (S.E.N.C.O.).

### **The role of the SENCO**

The special needs co-ordinator has a responsibility to:

- Oversee and co-ordinate the operation of school policy for special educational needs.
- Provide support and advice for colleagues.
- Maintain a register of pupils with special educational needs - SEN Register)
- Maintain a register of pupils with medical special educational needs - Medical Register)
- Organise necessary referrals and reviews (inc Annual Review).
- Liaise with other professionals who have responsibilities towards pupils with special educational needs – and to include children known to outreach services, Social Services, LAC etc.... There may be occasion to link with Child Protection policy.
- Compile appropriate resources.
- Report to the principal and SMT regarding provision for pupils with special educational needs.
- Help to identify and contribute to staff development.
- Draw up and review education plans when teaching.
- To encourage all members of staff to employ reading recovery strategies in their classrooms.
- To correlate Test Results and school % in response to whole school testing.

### **The SEN Support Teacher has a responsibility to:**

- Work in conjunction with the SENCO to identify and assess pupils' special educational needs.
- Work in conjunction with the SENCO/Class Teacher to draw up education plans and identify targets for pupils who have special educational needs.
- Implement the delivery of suitable programmes for identified pupils with SEN/Disability which will promote progression.
- Participate and contribute to reviews regarding pupils' progress.

### **The role of the Class Teacher**

The class teacher has a responsibility to

- Retain overall responsibility for the pupils in his/her class who have special educational needs.
- Work in conjunction with the SENCO/Special Needs Teacher to identify pupils' special educational needs.
- Maintain and implement appropriate education plans.
- Gather information through observation and assessment.
- Evaluate IEP's and plan appropriately for next.
- Ensure that work is appropriately differentiated.
- Involve the classroom assistant (where appropriate), as part of the learning team.
- Participate and contribute to reviews regarding a pupil's progress.
- Liaise with SENCO when a child displays significant difficulty/improvement.
- Maintain close contact with parents/carers to ensure maximum provision.

## **The role of the Classroom Assistant**

Where a classroom assistant is employed in a general support role he/she has a responsibility to:

- Provide in-class pupil support under the direction of the class teacher.
- Be involved in evaluating learning and assisting in planning.
- Be a support and link person for the child.
- Explain boundaries and operate these consistently and fairly in line with school approaches.
- Undertake supervision of pupils in the playground, during integration into mainstream classes or in transit to and from other classes and school transport.
- Act in a supporting role in behavioural management programmes as directed by the teacher.

Where a classroom assistant is employed to support an individual pupil who has a statement of special needs 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 in class and when moving around the school.
- Assist the pupil in organising his/her materials and equipment.
- Accompany child to withdrawal group if necessary.
- Assist with dressing, undressing and toileting.
- **Medication** given by principal in consultation with parent.

### **Pupil**

The child has according to their age and maturity, a role in the decisions around their education. Staff are encouraged to allow pupils to discuss their learning and together, devise appropriate targets.

### **Parent/Carer**

The role of parents/carers is paramount – a truly supportive home environment will benefit the child. School too must listen to parents/carers and regard their views and wishes with respect. School will therefore;

- Meet with parents to discuss the child's needs,
- Arrange review meetings
- Support targets on the IEP
- Encourage parents/carers to be supportive and provide relevant information and advice.

## **13. SPECIALISMS AND SPECIAL FACILITIES**

These arrangements may change from year to year, based on individual need.

### **Specialisms –**

In St. Aloysius we have:

- Experienced staff who deliver a differentiated curriculum.

- One teacher trained in SEN Literacy Project and subsequent Masters.
- A special needs teacher operating withdrawal groups.
  - pupils from P3/4/5/6/7 attend small group sessions every morning three days per week.

These children are offered support individually or in small groups.

- **Reading Partnership:**  
Classroom Assistants trained in strategies. Teachers identify children requiring support for 10 weeks, three times pw for 20 mins. The children are base-lined before support with a Salford test and this is repeated again at the end of support.

#### 14. IDENTIFICATION AND ASSESSMENT

In St. Aloysius, we gather knowledge about children's aptitude and progress from a wide variety of sources including:

- Information from other schools collected by telephone or written reports and samples of work sent to SENCO or principal.
- Information from the nursery schools and other pre-school settings. Staff meet in June and arrange visits by the children.
- Information from parents/carers gathered at new intake meeting in June each year.
- Teachers' observations recorded on a record of concern.
- Teachers' checklists, for example, 100 high frequency words, letter/sound knowledge, end of topic tests.
- Standardised Tests  
*(End of Key Stage assessments in P4 and P7)*
- Statement information from outside agencies, for example, Educational Psychologist, Speech and Language Therapist, Medical Officer, Social Services, E.W.O. and Outreach teachers from Beechlawn and Longstone schools.
- Diagnostic testing, for example,; PM Bench Marking Kit, Running Records (Reading Partnership).

If class teachers have a concern that a child whom they teach may have special educational needs they take the following action:

- Complete a record of concern and monitor it for one term.
- Inform the SENCO.
- An action plan will be drawn up and monitored at Stage 1.

## **Sensory Disabilities**

Given the limited skills of teachers, there is a reliance on other agencies to identify needs and outline provision. Initial needs will be highlighted by the medical services and in most cases, detailed in a statement.

In making the curriculum accessible, additional support will be sought from the Sensory Impaired Service. This service provides advice and practical support such as;

- Visual aids
- Auditory aids

as well as advice to the class teacher, classroom assistant and SLT in terms of Health & Safety and Risk Assessment.

Auditory needs are current: specialist equipment is required and reasonable adjustments for the child. With auditory issues comes additional needs such as speech therapy, work on expressive language.

IEP's will be written accordingly.

### **Additional Support**

**Speech & Language**                      Speech & Lang Therapy Service – South Eastern Trust

**Reading/Dyslexia**                        Beechlawn – outreach service/full-time placement

**Behaviour**                                ELB Behaviour Support Team  
Further referral – Longstone School outreach

**ASD**                                         Mrs M Clarke/SE Region based at Ballinderry PS

**Looked After Children**                EWO Lac -team

## **15. ACCESSIBILITY, INTEGRATION AND ACCESS TO THE CURRICULUM**

As far as possible, special educational provision is made in normal classroom setting where children will experience learning across the breadth of the curriculum in whole class groups, ability groups and through individual teaching.

### **Accessibility**

To aid those children with a physical disability, adjustments include:

- Ramp
- Widened doorways
- Vision strips on steps
- Stair Lifts
- Adult assistance

## **Curriculum**

Some provision may take the form of withdrawal of pupils from mainstream classes for special tuition. When this happens, support staff work closely with class teachers, following agreed programmes of work.

### **Withdrawal Groups**

Children will be chosen for withdrawal groups after screening test results have been analysed in June. In addition, teacher judgements will be considered. There will be a particular focus on those underachieving, low achieving as well as ensuring the high ability children are adequately challenged.

All parents/carers will be notified in writing and invited to meet the SEN teachers before their child joins a withdrawal group. If a parent refuses placement this will be recorded and a waiting list will operate.

Due to the high cost of employing a Special Needs Teacher it is essential that parents/carers of children attending special needs groups commit to regular attendance. If this agreement breaks down the parents/carers will be informed. The school will then consider the benefits of this placement and may offer the place to another suitable child.

Educational Psychologist with parental permission.

Any children falling below the level of the bottom group in the classroom need individual or group education plans.

Any children with behavioural problems should have individual behaviour plans.

When considering a special needs placement we will not decide on scores alone, we will also consider such things as

- Discrepancy in Maths/English scores
- Long illness
- Emotional status
- Teacher advice.

### **Physical Access**

In order to make the school building more accessible, the following measures have been taken:

- Ramped doorways
- Wider doorways
- Disabled toilet access
- Steps – with high vision strips
- Stairs/steps – handrails

### **Reasonable Adjustments**

These can be taken as necessary and assessed according to the child's need. 'Reasonable adjustments' most likely include;

- Seating a child towards the board, front of room
- Use of ground floor classroom as opposed to upper floor
- Adult to accompany visually impaired child on stairs

## 16. CONTINUED PROFESSIONAL DEVELOPMENT

It is essential all staff keep up to date with current developments in order to best provide for pupils with Special Educational Needs.

Staff can request particular support as well as accessing relevant training as required. Both EA and private training will be considered based on need. All external training will be delivered by recognised and accredited professionals. With the demise of some services, such training can include speech and language/communication.

## 17. ALLOCATION OF RESOURCES

### **Rooms:**

- One main SEN/Resource off staff room.
- Additional Group room off main corridor
- One over-flow room off dining hall.

### **Resources:**

Class teachers can choose appropriate reading material from a number of reading schemes including:

- P.M. Starters,
- Storyworld,
- Oxford Reading Tree

All books are Book Banded: colour coded using '**Book Bands**'

However we do find as the children get older, finding an interest level can be difficult. Consequently 'Fast Lane' operates as a separate scheme for use by withdrawal teacher. It is supplemented by resource materials.

Reading partnership uses a selection of books provided originally by SEELB namely

- Rigby Lighthouse,
- Alphakids,
- Storyteller and
- My World.

There are many teacher-produced worksheets and commercially produced materials available for all teachers in the staff room and in special needs rooms.

**Specialised Equipment:**

To include as required:

- wedge
- large white boards,
- work stations
- games to improve literacy.

**ICT Resources:**

- laptop computers,
- Pro-Bot, Bee-Bot,
- iPads, and
- IEP Writer.

All classrooms have access to C2K computers that are equipped with a vast number of up-to-date software programmes, many of which are suitable for special needs children.

**Other Resources:** All teachers are responsible for ordering appropriate resources for their lowest achieving group.

**18. PARTNERSHIPS WITH PARENTS/CARERS**

We value the knowledge, experience and views of parents/carers and seek to establish a partnership with them in making appropriate provision for all pupils.

**Arrangements for Responding to Enquiries And Questions From Parents/carers:**

- First point of contact – class teacher.
- Refer to SENCO if necessary.
- Class teacher, SENCO and Special Needs Teacher write IEP and monitor progress
- Parents/carers view IEP's.
- SENCO/Special Needs Teacher liaise with Principal re child's progress and seeks help of outside agencies if necessary.
- After reviewing two IEP's, seek guidance from Psychologist with parental permission.

**Arrangements for Passing Information To Parents/carers**

- Letter to parents/carers to inform that child/children have been selected to participate in a withdrawal group
- Special Needs/Learning Support teacher/SENCO meet with parent/carers to explain the programme.
- Meeting with all parents/carers once a year to discuss children's progress.
- Progress reviewed in January and parents/carers informed by letter re return to class or continuing in a withdrawal group until June.
- Parents/carers with worries/queries can make an appointment to meet SENCO/Special Needs teacher to discuss child/children's progress.

- The Principal is available by appointment to meet and discuss any issue regarding special needs children.
- Parents/carers of children who have statements are invited to an **Annual Review** to discuss their child's progress. At this meeting, the suitability of provision will be considered. Should we feel aspects are lacking, the return Annual Review form will request a change in provision or support/advice from additional services.

## 19. LINKS WITH OTHER SCHOOLS AND AGENCIES

### Contact With/Information from Feeder Schools

- Prior to entry into P1, a meeting is held with teachers/leaders from various pre-school settings. Transition Forms received.
- Written and verbal reports are passed to the P1 teacher.
- Any children with statements or concerns are highlighted at these meetings.

### Contact With/Information to Follow- On Schools

- Contact with post-primary link teachers is arranged via meeting with the Principal and appropriate class teacher
- When necessary SENCO may be involved regarding pupil's IEP's
- If a child is going to a post-primary special unit, a verbal report is given to the Unit teachers and an end of Key Stage report is forwarded also.

### Sharing of Expertise/Resources With Other Schools

On the occasions when a child with special needs leave St. Aloysius PS before the end of P7, the school will send

- Copy of pupil's reports
- Relevant IEP if appropriate
- Any other information regarding behaviour etc.

### Contact With Other Agencies

- **EWO** has regular meetings in school and is also available to make contact with parents/carers following referral from Principal
- **Reading Partnership**
- **Health & Social Services** are available following referral from principal or are involved in a continuing contact situation.
- **Educational Psychologist** is available to inform and update SENCO on referrals.
- **Clinical Medical Officer/Paediatrics** is involved when the need arises.
- **Speech and Language Outreach**

- **Outreach teacher** works with children who have been referred with **specific** learning difficulties eg Dyslexia
- **Outreach** teacher works with children who have been referred with **behavioural** problems.
- **ASCET P.1-4**
- Outreach teacher works with children who have pervasive developmental disorder (autism) and helps implement a suggested work programme.
- **Physiotherapist** suggests activities and exercises to encourage movement.
- **Occupational therapist** suggests physical requirements in the learning unit re toileting arrangements, mobility aids in the playground.
- **Outreach** teacher for **hearing** impaired children checks hearing aids and hearing ability.
- **Outreach** teacher for **visually** impaired children checks visual aids liaises with clinics and gives advice on writing size etc.

## 20. FUTURE DEVELOPMENTS

- Reviewed copy of special needs/inclusion policy distributed to staff.
- Revised policy presented at Key Stage meeting with view to agreement on final policy.
- Board of Governors receives final policy. Discussion and agreement reached at Board of Governors meeting.
- Continue – sustain – develop ICT? Withdrawal Groups? Literacy?
- Using data to inform intervention – GL series of tests, Salford etc
- Progress – monitor and document progress so as to assess impact of intervention. Should a child make considerable progress, the pupil can be discharged from support and in exceptional cases, a Statement removed under Annual Review arrangements.
- The **DE review of Code of Practice** - move to a 3 stage model. When?
- Provision considering the EA:SE Region's restricted special needs budget.

## 21. COMPLAINTS PROCEDURES

**Boards must make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between themselves or Boards of Governors (on the one hand) and parents of children in their area (on the other) about the way in which they carry out their responsibilities towards children with special educational needs.**

**Boards must also make arrangements with a view to avoiding or resolving disagreements between parents and schools about the special education provision made for their child. Boards must take whatever steps they consider appropriate to make the disagreement resolution services known to parents, head teachers, schools and others they consider appropriate.**

*Article 5 of the SENDO 2005 amends the 1996 Order by inserting a new Article 21(B) Code of Practice: 3.28 –3.29 (Decision Not To Make a Statement), 4.12-4.15 (Decision Not To Issue a Statement), 4.33-4.41 (Naming A School), 4.57-4.59 (The Final Statement), 6.28-6.29 (Ceasing to Maintain a Statement)*

### **Existing Arrangements for Dealing with Parent/Board Disagreements**

4.34 Under the Code of Practice, within Board branches responsible for Special Education, there are existing arrangements for considering areas of disagreement with parents eg about a Board's decision: not to make an assessment; not to issue a Statement; on a proposed or final Statement; amendments to a Statement; or ceasing to maintain a Statement.

This existing arrangement involves officers from the SEN decision-making area engaging with parents in order to explain the decision, the supporting evidence and the rationale for the Board decision. This arrangement remains unchanged by this Article.

4.35 Within the school-based stages in the Code of Practice, the school has the responsibility for liaising closely with parents on the SEN of the child. If there is a disagreement between parents and a school about the child's progress at school or about the need for an assessment, the Board may consider arranging a meeting between the school and the parents.

This Article means that the Boards have to provide, where requested, an independent route for parents for avoiding or resolving areas of disagreement with a school.

#### **(a) Special Needs**

We aim for a close working partnership with parents/carers and, if parents are anxious about any aspect of their child's education, they can approach the school.

Informal complaints can be discussed with the class teacher by appointment.

Formal complaints can be discussed with the SENCO and/or the Principal in the hope that a satisfactory resolution can be found.

The Governor with responsibility for Special Needs may be consulted.

If parents/carers are dissatisfied after these stages they can make a written complaint to the school governors or they can contact the school.

#### **DARS**

Open to parents when in disputes relating to special education provision. Each Board will have a DARS officer – this service is cross-Board.

### **Special Needs Tribunal**

THE Special Needs Tribunal was set up to consider parents appeals against the decisions of ELB's about children's special educational needs.

The tribunal is independent.

Parents can appeal to the tribunal if the Board decides not to carry out a range of activities – full details, refer to booklet:

#### **- 'Special Educational Needs Tribunal: How to Appeal'**

#### **(b) SENDO – Resolving Disability Discrimination Disputes**

Complaints will be dealt with in consultation with ELB policies and procedures.

Complaints of disability discrimination will be dealt with promptly, seriously, sympathetically, confidentially and effectively.

Pupils and parents/cares will know who to address complaints – the principal/vice-principal.

Complaints/concerns will be treated in confidence, with adequate support available to resolve the complaint (role for ELB)

Staff may require support/advice/training in how to deal with complaints of disability discrimination. Advice will be sought from ELB and other appropriate bodies.

Complaints will be dealt with in a professional manner – practical steps will be taken to protect the individual from victimisation.

## **22 LINKS WITH OTHER POLICIES**

Although included in all policies and practices, the main links are with;

- Literacy
- Numeracy
- Safeguarding/Child Protection
- Teaching & Learning
- Positive Behaviour Policy
- Play

### **23. MONITORING, REVIEW AND EVALUATION**

The policy is reviewed where there are changing circumstance and at least every year.

Regular meetings between staff and the Principal/VP are held to discuss individual professional needs and other development areas as a monitoring device. Information will be given to BoG on a regular basis. The Governors report on the success of this policy in their Annual Report to Parents.

#### **Monitoring :**

The Principal/SENCO will monitor effective communication between staff, parents and SEN co-ordinator through regular SEN meetings and reviews including evaluations and the setting of new targets.

Reviews are at least twice a year including Statemented children who also have an Annual Review with all professionals involved with the child's learning. There are also informal meetings, phone calls and informal letters home to parents to report on successes.

The SENCO and the Class Teachers will monitor that the IEP's address the needs of the children through regular meetings to analyse, evaluate and re-set targets using different strategies. Information on how to motivate and move the children forward will be received from all professionals involved, parents/carers, teaching staff, and pupils themselves.

IEP's will be monitored and review regularly. When a lack of progress is noted, discussion will take place to ascertain why. There may be consideration of external support or referral to psychology.

The Principal/SENCO/class teachers will monitor the identification of children early in their primary school career through pre-school transition reports, formative assessment, target setting and End of Year Reviews.

The SENCO and the Head Teacher will monitor the effective use of SEN resources through consultation with staff.

The Principal and the Governors will monitor the success of the SEN and Inclusion Policy with parents/carers through questionnaires, regular Governor's meetings and through the complaints procedure set out below.

In addition the success of the SEN and Inclusion Policy will be reflected in the following:

- The results and analysis of standardised tests.
- The results and analysis of tests and teacher assessment.
- The views of staff, parents and the Governing body.

- The number of children whose needs are perceived to have been met and who move down or off the Register.