



CARNALRIDGE PRIMARY SCHOOL

Special Educational Needs and

Inclusion Policy

NAME:	ROLE:
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Date Ratified:	21/11/2022
Date of Review:	21/11/2023

Mission statement

As a caring, friendly school, Carnalridge develops the individual so that each and every one can achieve their potential whilst understanding the need to develop skills for our changing world.

SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS AND INCLUSION

GENERAL STATEMENT ON BELIEFS AND AIMS

Carnalridge Primary School is committed to the provision of a broad and balanced curriculum, which offers equal access for all children. As a school we recognise that some pupils during their school career may have special educational needs and/or a disability and we will make every possible arrangement to provide for their individual needs.

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

A child has 'special educational needs' if he or she has 'a learning difficulty which calls for special educational provision to be made' for him or her.

"Learning difficulty' means that the child has a significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. '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)

WHAT IS A DISABILITY?

The Disability Discrimination Act (DDA) 1995 defines a disabled person as:

'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.' (Long term is classed as longer than 12 months.)

The following areas encompass all aspects of SEN/Disability:

- Learning difficulties
- Specific learning difficulties
- Emotional and behavioural difficulties
- Physical disabilities

- Sensory impairments
- Speech and language difficulties
- Medical conditions

WHAT IS INCLUSION?

Inclusion enables the removal of barriers to learning and participation that can hinder or exclude a child with SEN.

- With the right training, strategies and support the majority of children with SEN can be successfully included in mainstream education.
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

(Supplement to the Code of Practice, Sept 2005, Section 5)

AIMS FOR SEN/INCLUSIVE PROVISION

- To provide a broad, balanced, relevant curriculum for all
- To provide a pupil-centred approach taking into account the pupil's individual needs
- To ensure that children with SEN/Disability feel valued
- To encourage a positive self-image
- To encourage a programme which is capable of progression by building on positive results
- To encourage parental involvement and co-operation between various professionals/agencies in the diagnosis and treatment of pupils with SEN/Disability
- To develop a system which will monitor performance
- To create a caring environment in which pupils can contribute to the planned provision in relation to their needs
- To develop and utilise all available resources in support of pupils with SEN/Disability
- To offer experiences and opportunities which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence
- To promote the inclusion of all pupils with SEN/Disability into the mainstream classroom
- To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning for all.

IDENTIFICATION AND ASSESSMENT 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)

Home/School links

Links between parents and school are established at an early stage, even before the child starts school. The school provides parents with an information booklet, which explains the aims, objectives, and routines of the school. Parents are invited to bring pupils to visit school prior to starting. As well as providing an opportunity for parents to receive information such contact can allow for discussion to take place and for teachers to gain, in an informal manner, information about each child's background.

As well as developing home/school links the school also finds it useful to liaise with the nursery school or playgroup which may have identified specific early learning difficulties in some children, and which can provide additional useful background information.

Pupil entry forms are used which give useful background information along with a Special Needs & Disability Questionnaire (Appendix 1) in which parents can indicate any specific special needs as well as any outside agencies or professionals who are involved with their children. Additional information (which should be treated confidentially) can also be included. The school has a comprehensive checklist, which ensures a consistency of observation of young children and helps to detect the child who needs a more detailed and thorough investigation in order to discover the specific areas in which special help might be needed.

Observation by the class teacher is the most important pre-requisite in identifying those pupils who require a special needs programme devised by the school. Along with information provided on the pupil entry form (and where necessary consultation with parents) observation of a child's behaviour in class and in the playground, of their attempts at aspects of the curriculum, of the types of errors they are making and the use to which they are putting the cues that are in the environment and the materials around them alerts the teacher to the need to plan a course of action appropriate to the pupil with special needs.

Staff make use of the following checklist:

- Has the child any known learning difficulties or disabilities (e.g., those associated with speech, movement)?

- Does the child display symptoms of disturbed, disaffected behaviour?
- Do the parents express any worries concerning aspects of the child's pre-school development?
- Have brothers/sisters exhibited any learning difficulties?
- What is the present level of contact with other agencies (psychologist, therapist, social worker)?

Teachers consider the following as indicators of those who require specialist help:

- Difficulty in adjusting to the normal routine of school life
- Aggressiveness/disruptive behaviour
- Shyness/withdrawn behaviour
- Inability to respond appropriately to instructions from the teacher
- Delayed language development
- Poor hand/eye co-ordination
- Inability to sequence or re-tell a story
- Poor sight vocabulary
- Lack of concentration/application
- Poor phonic sense
- Lack of co-ordination, balance, rhythm
- Confusion with 'reversible' letter shapes

As a child progresses through school other indicators are taken into consideration, mainly results of standardised tests. If a child's scores are deemed to be lower than would be expected according to their CAT (IQ) scores and the teacher feels this is giving cause for concern, this child would then be highlighted to the SENCo, and further diagnostic testing may be carried out if required.

The identification of a pupil with learning difficulties or other special needs will be followed up according to the specifications in the Code of Practice.

ARRANGEMENTS FOR CO-ORDINATING SEN PROVISION

Role of the Board of Governors

The BOG must:

- Ensure that pupils' special educational needs are met
- Have regard for the Code of Practice
- Have regard for the SEN/Inclusion policy
- Keep the policy under review
- Mrs Elaine Donnelly has been named as SEN link Governor

Role of the Principal

The Principal must:

- Have day to day management responsibility
- Keep the Board of Governors informed about SEN/Disability issues
- Work closely with the SENCo
- Where necessary liaise with parents and external agencies
- Delegate and monitor the SEN budget.

Role of the Special Needs Co-ordinator

The Board of Governors have delegated responsibility for pupils with special educational needs to Mrs K. Whittaker.

The SENCo must:

- Be responsible for the overall running of the SEN and Inclusion policy
- Co-ordinate the SEN provision
- Respond to requests for advice
- Liaise with external agencies
- Ensure that legal requirements are met
- Report to the BOG through the Principal and SEN link governor
- Ensure there is a procedure to keep parents informed
- Review and evaluate the effectiveness of the policy
- Maintain the school's SEN/Disability register and oversee the records of all pupils with special educational needs
- Contribute to the in-service training of staff
- Liaise with class teachers half termly and incidentally
- When withdrawal provision is available, consider and reconsider
 - Size of group (determined by time, i.e., 5mins per child plus 10mins for whole group, i.e., 30mins session no more than 4 children)
 - Nature of group (usually by class, unless in practical situation, 3yr age differential in social skills)
 - Duration and frequency (resource determined)
 - Class work missed during withdrawal (decided in discussion with class teacher)

- Need for close co-operation between class teacher and SENCo to ensure that IEP devised is being followed.

Role of Class Teacher

The class teacher must:

- Be aware of the staged approach to special needs as outlined in the Code of Practice
- Gather information through formal and in-formal assessment/observation
- Develop an inclusive classroom
- Differentiate classroom teaching
- Write and review education plans in consultation with SENCo
- Manage stage 1 of the Code of Practice.

Role of the Special Needs Classroom Assistant

The special needs classroom assistant assigned to a child with SEN/Disability must:

- Promote the child's independence, give encouragement, value the child
- Show sensitivity to all children's needs
- Be flexible
- Share achievements of the child, as well as concerns, with the teacher
- Support the class teacher
- Work with the teacher and have an input into the child's IEP, as well as daily tasks.

Role of the Pupil

As a child-centred school we believe that pupils should be involved in their own development. Depending on their age and functioning level they should be encouraged to set goals or have a say in the setting of goals and in the process of devising the IEP's and reviewing their progress.

Role of the Parent

One of our school aims is to work in partnership with parents for the good of the child and therefore it follows that at every stage the child's parents will be involved. Not only in developing the targets but also in their assessment and review arrangements. They will be invited to attend the initial development of the IEP and each formal review where they will be encouraged to contribute to the learning process, and we will take account of their views.

THE STRUCTURE OF SEN IN CARNALRIDGE PRIMARY SCHOOL

The Code of Practice sets out a three stage approach which Education and Library Boards, schools, and all others, should have regard to when identifying, assessing and making provision for pupils with SEN. Responsibility for pupils within Stages 1& 2 lies at school level (with close involvement of external agencies at Stage 2) and with the Board and school at Stage 3.

Staged approach to Special Needs

The table below shows overall responsibility within the 3 Stages as suggested by the Code of Practice, with the Principal having overall charge.

<u>Stage</u>	<u>Responsibility</u>
1	Parents, Class Teacher & SENCo
2	Parents, Class Teacher, SENCo & Outside Professionals
3	Parents, EA, Professionals, Class Teacher & SENCo.

Stage One Provision

On identification of any concern by the teacher/parent/child, the teacher will complete a Concern Sheet (Appendix 2).

School based: - class records, previous schools, NI curriculum attainment levels, standardised test results (where appropriate), RoA, reports and observation on learning and behaviour.

Parents: - pupil's health and development, feelings of progress and behaviour, factors contributing to difficulty, action school might take.

Pupil: - depending on age of child, views on progress/difficulties, action that might be taken.

Other sources: - other information that is already available from other sources.

After consultation with others, the teacher will decide the best course of action, which may include further differentiated teaching and regularly recording, monitoring, and reviewing strategies used. Parents are involved at all stages.

Individual Education Plans (IEP's)

The IEP should ensure a co-ordinated approach which takes due account of the pupil's previous difficulties. It should set out in particular:

- The nature of the child's difficulty

- The special educational provision required, including school staff and other external agencies, any specific programmes, activities, materials and/or equipment
- The nature of the support required from parents/carers
- The targets to be achieved in a given time (SMARTE)
- Any pastoral care, medical or paramedical requirements
- Monitoring and assessment arrangements
- Review arrangements and date.

Stage 2 Provision

A pupil may work through Stage 1 and can enter Stage 2 as a result of a decision taken at the Stage 1 review. Alternatively, a pupil may show signs of difficulties suddenly and may go straight to Stage 2. At this stage the SENCo along with the class teacher is responsible for co-ordinating the pupil's special education provision and a Stage 2 education plan is drawn up and a review planned.

The parent/carer is invited to a meeting to discuss the education plan and their role in helping their child. We as staff are also open to views as to how we can help their child and the education plan may be amended at this stage to take account of these views.

There are some children whose needs cannot be met effectively by Stages 1 & 2, and it is necessary to refer for statutory assessment. The school remains responsible for providing support for a child waiting for statutory assessment. The Board collates information from a variety of sources and takes a decision whether to proceed with an assessment and subsequently to produce a statement.

Stage 3 Provision

At Stage 3 the Board issues a statement of special educational needs, arranges, monitors, and reviews provision. The class teacher and other support as appropriate will carry out teaching as recommended by statutory assessment in mainstream. Again, a Stage 3 IEP and a review will be carried out whenever it is appropriate. The SENCo will oversee support, contact outside agencies as and when appropriate and gather information for the Annual Review.

The Annual Review has a clearly defined method of working and this information is in Appendix 3.

Recording and Reviewing Progress

Carnalridge Primary School has a SEN register, which records all children from Stage 1 to 3. In addition, there is a file which includes individual education plans and reviews for each child. Class teachers will also have copies of individual records in their teacher files that are shared as the child progresses through the school. All

those children who have additional needs to those of their peers are recorded. Records at each stage will inform the school's approach at the next review.

The class teacher ensures that an education plan is drawn up for each child taking into account as far as possible the child's own views on his/her difficulties and the provision. The pupil's individual needs are discussed, targets are set, and action is taken. The IEP is an ongoing developmental process to ensure inclusive education for pupils with SEN. Discussion takes place with the parents as to the content of the plan and how they can help their child at home. A review of each child on the register takes place during parent interviews where parents are invited to review the effectiveness of the support and set new targets. Possible outcomes of a review are:

- Stay at the same Stage
- Move to an earlier Stage
- Move to a later Stage.

ANNUAL REPORT

The BOG will report each year on SEN/Disability provision in school.

ACCESSIBILITY

We are fortunate enough to be in a building which is all on one level and has easy disabled access throughout. We also have 2 bathroom facilities designed specifically for disabled access.

COMPLAINTS

Complaints with regard to SEN/Disability will be dealt with in line with school's existing procedures, which can be found in our Pastoral Care policy.

ADVICE AND INFORMATION SERVICE

The EA (Education Authority) provides an advice and information service which deals with special educational issues. The service can be contacted on: 028 25662407.

A website is also available at www.education-support.org.uk

DISPUTE AVOIDANCE AND RECONCILIATION SERVICE (DARS)

DARS is available to deal with any disputes relating to Special Educational provision. Each Board will provide a DARS officer independent of the SEN branch decision-making area.

The aim of DARS is to resolve differences quickly and in an informal manner thereby removing the need for a parent to go to a Tribunal. However, DARS can take place once an appeal has been lodged.

DARS contacts at EA are:

T: (028) 9072 6060

E: DARS@globalmediation.co.uk

W: www.globalmediation.co.uk/DARS

SPECIAL EDUCATIONAL NEEDS AND DISABILITY TRIBUNAL FOR NORTHERN IRELAND (SENDIST)

SENDIST, formerly known as SENT, is the Tribunal which deals with a school's sector complaint. They will now hear cases of disability discrimination in education as well as those dealing with special educational needs discrimination.

CONCLUSION

Most of the help required by pupils with special needs will be provided by the class teacher in the normal classroom situation and will include:

- Teaching approaches designed to meet the individual's needs
- The use of specific resources
- Individual tailored education plans or
- A combination of all of the above.

When it is necessary in some instances for the class teacher to seek advice from the SENCo or support services this should not detract from the central role in meeting the special needs of each individual pupil.

The role of the parents/guardians is crucial to the progress of pupils with Special Educational Needs. Co-operation with class teachers in ensuring homework is completed, class work revised, and everything is prepared for the next day, is an important and necessary support. Stories, paired reading, shared reading, visits to the library, are all invaluable. Regular contact on an informal basis is always welcome to ensure parent/guardian and teachers are kept fully informed of all aspects of the pupil's life.

This policy will be reviewed in light of changes in legislation or practice. This will happen in consultation with all members of staff.

K. Whittaker
(SENCo)
October 2022