



Special Educational Needs Policy In Holy Trinity Primary & Nursery

This policy was developed in accordance with the code of Practice in the Identification and Assessment of Special Educational Needs and within the framework provided by Education Authority - western region.

This policy guides and reflects current practices within Holy Trinity Primary School for children with Special Educational Needs and an interim revision took place in 2023. A full review will take place in 2024-25 in line with DENI/ EA guidance linked to the SEND Act (2016).

Mission Statement

We are an inclusive learning school community who strive to meet the needs of all.

Aims

- To create a caring and supportive environment in which all pupils feel valued.
- To offer curricular, pastoral and extra- curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence
- To identify pupils with Special Educational Needs as early, and thoroughly as possible, using a variety of means: teacher observation, formal and informal assessment, parental knowledge and advice from other professional agencies.
- To encourage parental involvement in all aspects of their child's education including Special Educational Needs provision.
- To involve the child, in line with their age and ability, in the planning and implementing of their Special Educational Needs provision
- To ensure that a range of strategies are implemented which provide pupils with Special Educational Needs access to high quality educational experiences within a broad and differentiated curriculum and where possible provided alongside their peers.
- To use available resources efficiently to maximise educational provision for pupils with Special Educational Needs
- To liaise effectively with a range of support services to improve the identification of, and support, for a range of SPECIAL EDUCATIONAL NEEDS in order to improve pupil outcomes.

Responsibility for Special Educational Needs Provision

Board of Governors

The Board of Governors has a statutory duty to ensure that provision is made for registered pupils with Special Educational Needs. This duty is exercised through the adoption of an agreed Special Educational Needs policy which is kept under review, and regular reporting of matters relating to Special Educational Needs.

Principal

The principal should:

- Keep the Board of Governors informed about Special Educational Needs issues
- Work in close partnership with the SENCO
- Ensure that the Leadership Team within the school are actively involved in the monitoring and implementation of Special Educational Needs within the school
- To ensure that Special Educational Needs resources are deployed to maximise pupil opportunities and progress

Special Education Needs Co-ordinator (SENCO)

The school SENCO is Úna Williams and the assistant SENCO is Bronagh Corrigan who have collective responsibility for:

- The day to day operation of the school's Special Educational Needs policy
- Co-ordinating provision and maintaining the schools Special Educational Needs register and oversight of all records on pupils with Special Educational Needs at all stages of the Code of Practice
- Establishing the Special Educational Needs in-service training needs of the staff and contributing as required to their training and up-skilling including responding to their requests for advice
- Liaison with outside agencies including prioritising of pupils who access additional support and services - within and beyond school resources
- Supporting parents in their understanding of the Code of Practice, their child's Special Educational Needs and how best they can collaborate with staff to aid their child's progress.

Class teacher

The class teacher should:

- Be fully aware of the Code of Practice and its operation at each stage and inform the parent when consideration is being given to placing the child's name on the Special Educational Needs register
- Ensure effective monitoring of all pupils through observation and assessment to identify/inform the child's Special Educational Needs profile
- Ensure that they are aware of the child's Special Educational Needs profile through liaison with previous teacher, SENCO, parents and other professionals.
- In consultation with parents, pupils and other professionals and considering any advice available, draw up, implement, and review IEPs/PLPs for pupils at stages 1-3 of the Code of Practice
- Develop an inclusive classroom

Classroom Assistants

The classroom assistants should:

- Work under the direction of and in partnership with the class teacher
- Be aware of all documentation and guidance relating to the child's Special Educational Needs
- Contribute to the planning and implementation of strategies to meet the child's Special Educational Needs

Pupil

The child should:

- According to age, maturity and capability, participate in all the decision making processes including contribution to target setting and review of their IEP/PLP

Parent/Carer

The parent carer should:

- Speak with the class teacher to inform them of any significant needs or changes in need as early as possible
- Work with the school to assist the child in the achievement of their targets including contributing to the IEP/PLP

Admissions

The school has an inclusive approach to pupils with Special Educational Needs and welcomes the contribution they make to the diversity of the school community.

In considering children with Special Educational Needs the Board of Governors must take into account the efficient use of resources and reasonable adjustments in determining suitability for placement.

When seeking to place a pupil with a Statement, the Education Authority will take into account the wishes of the child's parent 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.

Accessibility

Due to the age and design of the school currently there are areas where accessibility is unavailable.

However the school trustees have made progress in relation to accessibility for all children.

- The school has fully accessible accommodation for Preschool and Nursery children.
- All school buildings have disabled toilet and shower facilities where required
- The school are creative in accommodating pupils with disabilities within the buildings through moving classroom locations etc.
- Parents with mobility difficulties who cannot access the Mill Street building can be accommodated by staff through meetings being held in the Cornagrade building

Special Facilities, Resources and Accommodation:

The school includes a range of specialist provision classes.

The Learning Support Centre within the school includes:

KS1 Nurture Provision (in school provision)

KS1 Speech and Language class (placed by Education Authority following Educational Psychology input)

KS1 Social Communication Class (Autism specific - statement of SEN essential)

KS1 Learning Support Class (Specialist Provision Learning- statement of SEN essential)

KS2 Social Communication Class (Autism specific - statement of SEN essential)

KS2 Learning Support Class (Specialist Provision Learning- statement of SEN essential)

Identification and Assessment of Special Educational Needs

The early identification and on-going assessment of children with Special Educational Needs is the responsibility of the class teacher, in collaboration with SENCO and others; using observations, experience, professional judgement and testing

Children with Special Educational Needs should be identified as early as possible and assessed as quickly as is consistent with thoroughness and available resources.

Details of how this operates are included in the Appendices. **The Management of Special Educational Needs**

In law, a pupil is described as having SEN if they have a **significantly greater difficulty in learning than the majority of children their age, which calls for special educational provision to be made for them.**

Special educational provision means educational provision which is additional to, or otherwise different from the educational provision which children of a similar age receive within school.

A pupil also has SEN if they have a disability that calls for special educational provision to be made for them.

The SEN code has 3 stages of delivery of special educational provision. The 3 stages focus on the level of intensity of the special educational provision needed for each child to improve their individual outcomes.

In Holy Trinity Primary and Nursery School we follow the 3 stage approach as set out in the draft SEN Code of Practice linked to the SEND Act (2016).

Pre-Stage 1

This begins with a concern that a child may have Special Educational Needs. Normally such a view is expressed either to or by the class teacher. The class teacher maintains day-to-day responsibility for meeting the pupil's Special Educational Needs and should inform the Special Educational Needs co-ordinator and consult the child's parents. In addition, the class teacher should:

- Collect and record information about the child and make an initial assessment of Special Educational Needs - complete Initial Concern sheet - Appendix 1.
- Provide or arrange special help within the normal curriculum framework, such as: increased differentiation of class work, alternative teaching and learning strategies to help meet the child's needs. The nature and aims of such provision should be recorded, evaluated with a review date set.
- Monitor and review progress and report back to SENCO.

Stage 1

Stage 1 begins with a decision either at the pre- Stage 1 review or following discussions between teachers and parents to proceed with early and more intensive action. Reasonable adjustments and additional strategies/ approaches are aimed at meeting the child's SEN.

This includes planning, monitoring, and reviewing the special educational provision working with the child's teacher and in consultation with the SENCO an IEP/PLP is drawn up. The class teacher remains responsible for working with the child in the classroom - Appendix 3.

All these operations should take into account, as far as possible, the child's own views and the parents' views and views of other professionals working with the child.

Stage 1 Review

Normally the Stage 1 review should be conducted by the class teacher in consultation with the SENCO and, where possible, child and parents. It should focus on the child's progress - Appendix 4.

- If progress has been satisfactory a decision may be made that the child should continue at Stage 1 in order to consolidate gains. If the progress continues to be satisfactory it may be decided that the child no longer needs special educational provision at Stage 1 and may be removed from the SEN register.
- The child's name should be kept on the Special Educational Needs register until there is no longer any significant concern about progress.
- If the relevant and purposeful measures at Stage 1 do not result in adequate progress a referral may be made to specialist support services/agencies outside the school.

Stage 2

Stage 2 begins with a decision either at Stage 1 review or following discussions between the SENCO, Principal, teachers, and parents that early intervention with external support is necessary.

At this Stage the SENCO takes a lead role, working closely with the child's teacher and seeks to enlist the expertise of relevant EA agencies usually following input from the EA Educational Psychology service or WHSCT external support services.

The class teacher, supported by the SENCO and with the help of the external support services should ensure that an IEP/PLP is drawn up. Together they should consider a range of teaching approaches and appropriate support materials including the use of ICT (if appropriate). The IEP/PLP should set out revised strategies for supporting the child's progress and arrangements for monitoring and review. It should be implemented as far as possible within the everyday classroom setting outlining reasonable adjustments, approaches, advice and support from EA SEN support agencies. The SENCO should ensure close liaison with the child's teacher. Parents should always be kept informed and the child should be involved as far as possible.

Stage 3

If a child does not make suitable progress despite the external support from the EA at Stage 2, the child may require consideration for a statutory assessment. If the EA agree to carry out statutory assessment and then decide to issue a Statement of SEN, the child will move to Stage 3 of The Code of Practice.

In reaching a suitable decision, the EA will consider:

- The degree of the child's difficulty
- The nature of the provision required
- Whether the child's needs can reasonably be met by the resources normally available to the school and
- Use the Provisional Criteria for Statutory Assessment
- Views of all professionals involved with child e.g. medical, physical, educational, S&L, OT etc.

Following Statutory Assessment

The Education Authority will either:

make and maintain a Statement of Special Educational Needs and arrange, monitor and review provision

or

provide a Note in Lieu of a Statement.

A Statement of Special Educational Needs sets out the child's educational and non-educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review. Provision can either be in mainstream classes or small group provision (as determined within the Statement).

A Note in Lieu of a Statement sets out the reasons for the EA's decision not to make a Statement of Special Educational Needs and includes supporting evidence from the Statutory Assessment.

Once the statement has been made final:

- Provision and/or support will be arranged to meet the child's needs.
- The class teacher in collaboration with the SENCO ensures that an Education Plan/ PLP is drawn up, implemented, monitored and reviewed.

The Annual Review

Article 19 of the Education (Northern Ireland) Order 1996 and SEND Act (2016) 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 will:

- gauge the child's progress towards meeting the objectives specified in the statement
- review the special provision made for the child, including placement
- consider the appropriateness of maintaining the Statement of Special Educational Needs.

Relevant school staff will undertake the Review on behalf of the Board.

The Review will take place in school, chaired by the SENCO/ assistant SENCO.

Relevant forms and EA guidance for this process are available from the SENCO.

Exceptional Cases

In most cases transition through the three staged assessment process occurs in sequence. However, in exceptional circumstances pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a higher stage of need is necessary immediately.

Record Keeping

The following are some of the records that the SENCO should consider keeping:

- Special Educational Needs Register
- Records of Concern
- Education plans/Reviews
- Statements/Annual Reviews
- Assessment results/data

- Individual Pupil files
- Record of liaison/meetings with EA/Health Services
- Minutes of meetings with parents
- Staff Support, Advice and Training Records

Professional Development

The Principal oversees the professional development of all staff in his/her school in consultation with the SENCO.

The SENCO should keep a record of all training relating to Special Educational Needs.

It is essential that all staff keep up-to-date with developments in the whole area of Special Educational Needs in order to provide effectively for pupils.

Any staff attending INSET should disseminate the training with colleagues.

Monitoring and Evaluating the Policy

Your policy should be reviewed regularly and in light of changes in legislation or practice following consultation with all staff members, parents and external agencies.

Policy Date

Signature of Principal

Signature of Chairperson of Board of Governors

Review Date