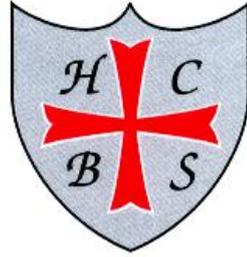


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Holy Cross Boys' Primary School

SEN Policy

SEN Policy

This SEN policy should be read in conjunction with the school's policy for Behaviour Management, Pastoral Care and Child Protection, as they are all directly linked.

At Holy Cross Boys' Primary School we aim to provide a caring and supportive environment in which all pupils are valued equally and are given the opportunity to develop to their full potential. The vast majority of pupils will learn and progress within the general teaching arrangements in the school. Those who have difficulty in so doing may have special educational needs.

The Role of the SENCO

1. Liaise with the Assessment Co-ordinator regarding the screening of classes in order to select pupils with SEN.
2. Plan and implement appropriate provision for SEN children
3. Liaising with class teachers to monitor pupils' special needs and support provision as required.
4. Liaising with parents and outside agencies with reference to referrals.
5. Co-ordinate outreach support within the school.
6. Organise and follow up referrals with the appropriate agencies.
7. Update and maintain the Special Needs Register in accordance with the Code of Practice.
8. Reviewing resources for special needs and purchase new materials.
9. Liaise with secondary school to acquaint them with the needs of our school leavers who are on the SEN register and pass on all relevant documentation for these children.
10. Organise and chair Annual Review Meetings of children on statements.
11. Work closely with SEN classroom assistants and arrange appropriate training when necessary.
12. Attend SLG meetings and provide relevant information on SEN children.
13. To undertake any additional and reasonable duty pertaining to this post in consultation with the Principal.

ETHOS

Definition of Special Educational Needs (The Education Act 1996)

A pupil has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age.
- b) has a disability which either prevents or hinders the child from making use of education facilities of a kind provided for pupils of the same age in schools within the area or the local education authority
- c) is under five and falls within the definition at a) or b) above or would do if special educational provision was not made for the pupil
- d) for children of two or over, education provision which is additional to or otherwise different from, the education provision made generally for children of that age in schools maintained by the education authority, other than special schools in the area.

A pupil must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Aims

In order to cater for pupils with special educational needs staff will endeavour to:

1. ensure the early identification of a child's special educational need.
2. give all pupils access to the whole school curriculum so they have a broad and balanced education.
3. ensure that all children with special needs achieve their potential.
4. integrate children with special needs into mainstream classes as far as possible.
5. promote the building of confidence and self esteem through positive encouragement and teaching for independence.
6. plan programmes with specific targets to meet the needs of the child.

Objectives

1. To provide within the school a graduated response that recognises there is a continuum of special educational need and brings increasing specialist expertise to bear on the difficulties the child may be experiencing.
2. To maintain a system of record keeping that will facilitate, through continuous monitoring, the identification and diagnosis leading towards the development of individualised/grouped learning programmes.
3. To foster and maintain links with all outside agencies and educational support services.
4. To initiate and facilitate staff development programmes concerned with special educational needs.
5. To foster and maintain effective links with nursery, secondary and special schools to ensure identification and successful transfer of pupils with special educational needs.
6. To ensure that parents are involved as partners in the education of their children.
7. To inform and seek the views of the child on their needs and provision.

Identification, Assessment and Provision

The 1996 SEN Code of Practice recognises that children's needs and requirements fall into four broad areas;

Cognition and Learning Needs

Social, Emotional and Behavioural Needs

Communication and Interaction Needs

Sensory and or Physical Needs

We are committed to the early identification and intervention for children who may have SEN. The school's system for observing and assessing the progress of individuals along with information from parents and other agencies provides details about the areas where a child is not progressing. The graduated response adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the Department of Education policy.

Early Identification at the Foundation Stage

Currently the school assesses children's levels of attainment on entry through a baseline assessment. The progress of children will be closely monitored through the stepping stones of the foundation curriculum. If the child already has an identified special educational need, the SENCO and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within class
- use the assessment process to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents where possible in joint learning at home.

Monitoring Children's progress

When any child's progress is not seen to be satisfactory, their needs may be met through appropriate differentiation or short-term support. Adequate progress may be considered if it:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

Stage 1

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for intervention will

be the expression of concern, underpinned by evidence about a child who despite receiving differentiated learning opportunities makes:

- little or no progress when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the school's behaviour management techniques
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

At Stage 1 the SENCO may provide further assessment of the child and in consultation with the child's parents, the teacher will use behaviour charts, an individual schedule or first/then strategies. This may also involve consultation and advice from external agencies. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

Stage 2

This may involve:

- the use of different learning materials or specialist equipment
- some group or individual support
- staff development and training to introduce more effective strategies
- access to BELB support services for advice on strategies or equipment
- the use of behavioural management techniques.

IEPs will set targets for the pupil and will detail:

- the short-term targets set for the child
- success criteria
- the teaching/management strategies to be used
- the provision to be put in place

- when the plan is to be reviewed
- outcomes (to be recorded when the IEP is reviewed).

The IEP/IBP will only record that which is additional to, or different from, the differentiated curriculum and will focus on three or four individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at least every 6 months, usually at parents' evenings and parent's views on their child's progress will be sought. Wherever possible, the child will also take part in the review process.

Stage 3

When the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The triggers for this intervention will be that, despite receiving individualised support under Stages 1 and 2, the child:

- continues to make little or no progress in specific areas over a set period of time
- continues working at Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The range of support available at Stage 3 will be similar to that made for Stage 2 but will typically be more intensive, individualised and sustained. In addition, advice from outside professionals will be incorporated into the IEP and these professionals will be invited to contribute to the monitoring and review of progress. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Stage 4:

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the BELB, working co-operatively with parents, the child's school and, as appropriate, other agencies, to decide whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the BELB's attention as possibly requiring an assessment through a request by school, from a parent or another agency.

The BELB may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such that it requires the board to determine the child's educational provision through a statement.

All children with a statement of special educational need will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Stage 5:

The child receives a Statement of Special Educational Needs.

Annual review of a statement of special educational needs

All statements will be reviewed annually with the parents, the pupil, the BELB, the class teacher and all other professionals involved with the child are invited to consider whether any amendments to the statement may be necessary.

Records

Additional to on-going class records which every pupil has, pupils with special educational needs also have records monitored and maintained by the SENCO. These take the form of the SEN register, IEPs, review notes, reports from outside agencies and referral forms. Copies of the children's IEPs are kept on Sims and in Parent Consultation folders and are available for parents to view. If the school, with the parents' agreement, refer a pupil for Stage 3 intervention or statutory assessment, records of the pupil's progress are made available to outside agencies and the BELB. Children on the SEN register are tracked using data from the annual standardised tests.

Curriculum access and inclusion:

- All children are entitled to a broad, balanced and relevant curriculum as advocated by the Revised Curriculum. Progress is continually monitored using a

range of assessments including: observations, baseline assessment and standardised tests.

- All information gained is used to support planning in order to aid progress.
- We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Evaluation procedures

The success of the school's SEN Policy and Provision is evaluated through:

- The Principal, SENCO and subject co-ordinators monitoring classroom practice, analysing pupil tracking data and test results, identifying value added data for pupils with SEN.
- The Principal will report to the Board of Governors on a termly basis on the effectiveness of SEN provision.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental involvement, materials and equipment used, resource allocation, liaison with other outside agencies, details of the staff's continual professional development and our priorities for the year.
- SEN is part of our school self-evaluation arrangements and is a priority in the School Development Plan.
- The Department of Education SEN moderation process
- Value added data for pupils on the SEN register

Complaints Procedure

Should anyone feel the need to complain they should adopt procedures as outlined in the School's Complaint Procedure.

Under SENDO parents may request independent disagreement resolution. The school will make further information about this process available on request.

Partnership within and beyond the school

Links with outside agencies, organisations and support services

- Advice and support from outside agencies is available if requested by the school.
- School Liaison Group (SLG) meetings are held termly at the school to ensure effective collaboration in identifying vulnerable children and to ensure provision for these pupils.
- The various support services available are listed below.
- We believe that effective action on behalf of children with SEN depends upon close co-operation between the school and other professionals.

Partnership with parents

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents/carers are encouraged to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents, school, BELB and others. This is important in enabling anyone with SEN to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

The Voice of the child

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their IEP, discussing their choices, assessment of needs and in the review procedures.
- We encourage pupils to participate in their learning by celebrating their successes.

Links with other schools and transfer arrangements

- We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.
- For children with statements at the review, the aim will be to make clear recommendations as to the type of provision the child will need at secondary school. The SENCO will liaise closely with the new school to facilitate the transfer of the pupil between schools.
- The SENCO will liaise with nursery and secondary schools before the children transfer to ensure the sharing of SEN records and information.
- Where necessary additional support will be given to year 7 children and their parents who are transferring to secondary school to ensure specific needs are met. This may take the form of extra visits to the school or close liaison with external agencies.

Review Procedures for this Policy

- The SEN policy is subject to a regular cycle of monitoring, evaluation and review.
- This policy supports the school aims and is part of our School Development Plan 2011 - 2014

SEN Support

SEN Governor:	Steven Magennis
The Principal:	Kevin McArevey
Vice Principal:	Chris Donnelly
SENCO:	Eithne McAlinden
Support teachers:	Eithne McAlinden, Chris Donnelly and LJan-Marie Reel
Educational Psychology:	Sheila McConnellogue
School Nurse:	Michael Lavelle

CID's Team:	North Belfast
St Gerard's:	Joe Quinn
Harberton:	Brendan Grew
Clarawood:	Gerry Kelly
BELB (Dyslexia):	Janet Hill
Hearing Impaired:	Kerry McAleer
Visual Impaired:	Rosemary Campbell