



Pond Park
Primary School



Ut Omnes Curemus - We Care For All

SPECIAL EDUCATIONAL NEEDS POLICY

OCTOBER 2024



As a Rights Respecting School, our pathway to a successful future is grounded in the United Nations Convention on the Rights of the Child (UNCRC).

Articles 23 and 29 underpin all of our values and beliefs with regard to how we meet all of our pupil needs including those identified as having Special Educational Needs.

Article 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence, and an active role in the community.

Article 29: Education must develop every child's personalities, talents and abilities to the full. It must encourage the child's respect for Human Rights as well as respect for their parents, their own and other cultures and the environment.

Pond Park Primary School Mission Statement

Pond Park Primary School aims to provide a secure, caring environment which will maximise each child's potential and promote his/her personal development. The school places equal emphasis on pastoral care and academic progress.

Rationale for our Special Educational Needs Policy

Pond Park Primary School staff are committed to providing equal access for all of our pupils to a broad and balanced educational experience based on the Northern Ireland Curriculum. We recognise that some pupils during their school career may have special educational needs and/or a disability. In the interests of these children, we will endeavour to make every reasonable arrangement to provide for their individual needs.

The legislation that currently governs practice regarding children and young people (C&YP) with Special Educational Needs (SEN) is the Education Order (1996). The current Code of Practice on the Identification and Assessment of SEN provides guidance on how the legislation is to be delivered in schools and was published in 1998.

SENDO (2005) increased the rights of C&YP with SEN and/or disabilities to be educated in mainstream schools and aimed to ensure that children with disabilities were not disadvantaged compared to their peers in school. This included the school being proactive in areas such as ensuring that the school is prepared with an adapted environment and differentiated curricula for all children who may wish to attend, including those with SEN/Disabilities.

The Supplement to the CoP was published in 2005 and updated parts of the 1998 CoP to reflect the changes following SENDO (2005).

The most recent legislation, the Special Educational Needs and Disability Act (NI) 2016, strengthens and builds upon the duties contained within the Education Order (NI) 1996 and SENDO (NI) 2005. It places new duties on the school's Board of Governors, the Education Authority, and Health and Social Care Trusts. It provides new rights for parents and children over compulsory school age. It is one element of the new SEN and Inclusion Framework which include new SEN Regulations and a new statutory Code of Practice as of 2021, awaiting ministerial approval.

NB: In the interim, schools have been advised that they must continue to adhere to all aspects of the Code of Practice (1998) and the Supplement to the Code of Practice (2005), except for recording children under the new three stages of the Code of Practice.

Principles and Aims of our Special Educational Needs Policy

- To identify pupils with SEN/disability as early as possible using a variety of measures and in consultation with appropriate personnel.
- To ensure full entitlement and access for pupils with SEN/disability to high quality education within a broad, balanced, relevant, and differentiated curriculum.
- To ensure that all pupils with SEN/disability 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 offer a broad curriculum which will promote intellectual, emotional, social, and physical progress in order that pupils can develop as valuable members of society both now and in the future.
- To encourage parental partnerships in all aspects of SEN provision.
- To consider the views of the child when planning and implementing SEN provision, taking into account their age and capacity.
- To support children in participating in making decisions in all aspects of their learning.
- To strive for close co-operation between all services and agencies concerned, to achieve an effective multi-disciplinary approach to meeting SEN.
- To educate pupils with SEN, wherever possible, alongside their peers.
- To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.
- To encourage and/or maintain the interest of pupils with SEN in their education.
- To encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.
- To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
- To meet the needs of all pupils who have SEN by offering appropriate forms of educational provision and the most efficient use of available resources.
- To promote collaboration amongst teachers in the implementation of the SEN policy.
- To work closely with EA services and other outside agencies as appropriate, to support each pupil with SEN.

Definition of Special Educational Needs

For all involved in a child's education it is important that there is a clear understanding of the terms 'Special Educational Needs,' 'learning difficulty' and 'special educational provision, as defined in Article 3 of the 1996 Order.

- **Special Educational Needs**

A child has Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made.

- **Learning Difficulty**

A child has a learning difficulty if:

- (a) they have a significantly greater difficulty in learning than **the majority of** children of the same age;
- (b) they have a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools; or
- (c) they have not attained the lower limit of compulsory school age and is or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory school age.

- **Special Educational Provision**

Special educational provision (SpEP) is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in ordinary schools.

- **Disability**

The following definition of disability is taken from the Disability Discrimination Act (1995):

A disability is when someone 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. (Paragraph 2.3)

SEN and Medical Categories

The following is the list of the five overarching SEN categories and sub-categories taken from: [Department of Education Northern Ireland \(2019\) *Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI*](#).

- 1. Cognition and Learning (CL) – language, literacy, mathematics, numeracy**
 - a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy
 - b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy
 - c) Moderate Learning Difficulties (MLD)
 - d) Severe Learning Difficulties (SLD)
 - e) Profound and Multiple Learning Difficulties (PMLD)
- 2. Social, Behavioural, Emotional and Well-being (SBEW)**
 - a) Social and Behavioural Difficulties (SBD)
 - b) Emotional and Well-being Difficulties (EWD)
 - b) Severe Challenging Behaviour associated with SLD or PMLD (SCB)
- 3. Speech, Language and Communication Needs (SLCN)**
 - a) Developmental Language Disorder (DLD)
 - b) Language Disorder associated with a differentiating/ biomedical condition (LD)
 - c) Communication and Social Interaction Difficulties (CSID)
- 4. Sensory (SE)**
 - a) Blind (BD)
 - b) Partially Sighted (PS)
 - c) Severe/Profound Hearing Impairment (SPHI)
 - d) Mild or Moderate Hearing Impairment (MMHI)
 - e) Multi-sensory Impairment (MSI)
- 5. Physical Need (PN)**
 - a) Physical (P)

Children with a Medical Condition

Children who have an identified medical condition will be recorded on the school's Medical Register. Those who do not require special educational provision will be recorded on the Medical Register only and will not be placed on the SEN Register.

A pupil with a medical diagnosis or disability may or may not have a SEN but what is key is "does the pupil have a requirement for special educational provision to access the curriculum."

A pupil can be recorded on both the SEN Register and Medical Register if they have both a medical need and require special educational provision to be made for them. The Medical Register is the responsibility of the Learning Support Co-Ordinator, Mrs Davidson.

The following is the list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population taken from [Department of Education Northern Ireland \(2019\) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI](#).

- Epilepsy
- Asthma
- Diabetes
- Anaphylaxis
- Autism Spectrum Disorder (ASD)
- Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- Dyspraxia/ Development Co-ordination Disorder (DCD)
- Developmental Language Disorder (Medical) (DLD)
- Global Developmental Delay
- Down Syndrome
- Complex Healthcare Needs
- Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
- Depression
- Eating Disorder
- Psychosis
- Other Medical Disorder
- Cerebral Palsy
- Spina Bifida – with Hydrocephalus
- Spina Bifida – without Hydrocephalus
- Muscular Dystrophy
- Acquired Brain Injury
- Visual Impairment
- Hearing Impairment
- Physical Disability
- Other Medical Condition/ Syndrome

Accessibility

We will endeavour to make reasonable adjustments and take relevant and purposeful measures to ensure accessibility for all members of the school in relation to:

- Accessing the premises;
- Accessing the curriculum;
- Accessing information – eg written, verbal, technological.

The Disability Discrimination Code of Practice for Schools (ECNI, 2006), states: “...all pupils have a right to the same opportunities in the whole of their educational life.”

All schools should have an inclusive ethos and actively seek to promote the inclusion of all children. Pond Park Primary School approaches inclusion as an integral part of all school policies including the school’s SEN Policy, School Development Plan, the school’s Accessibility Plan and policies relating to, eg discipline, bullying and pastoral care.

Admission Arrangements

Admission arrangements for most pupils with Special Educational Needs are consistent with the school’s general Admissions Criteria.

Children with a Statement of Special Educational Needs are placed at the request of the Education Authority with consideration of resources available and reasonable measures required to meet the pupil’s needs.

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 with their development. *(Code of Practice 1998, paragraph 2.14)*

Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness. *(Supplementary Guide of the Code of Practice paragraph 5.12 - page 44)*

At Pond Park Primary School we believe that children are entitled to have their needs identified, assessed, and addressed, at the earliest possible stage. If the school is aware that a child has SEN before they enter the school, every effort will be made to liaise with the nursery, other agencies, and the parents, to enable the school to provide support if necessary.

- Learning difficulties will be identified as early as possible.
- Learning Support Co-Ordinator to be informed when a concern arises and the child’s name will be placed on the Special Needs Register.
- Information will be gathered, including observations in class and monitoring of class work/testing by class teacher.
- Following identification, the teacher will initiate intervention and will write a Personal Learning Plan. (Stage 1, Code of Practice).
- Parents will be informed immediately and parental support will be actively sought.
- Following identification, a child’s progress will be closely monitored.
- Teachers will adhere to the school-based stages of the Code of Practice.

In Pond Park Primary School, the following may be used to identify pupils' needs:

- information from transferring school;
- teacher observation;
- standardised tests;
- diagnostic assessments;
- whole school assessment (eg CAT/PTE/PTM);
- key stage assessments;
- class tests/school examinations;
- individual education plans;
- care plans;
- Personal Education Plans for children who are looked after;
- Statements of special educational need;
- Annual Reviews;
- professional reports;
- parental contributions;
- pupil contributions.

Arrangements for Co-ordinating SEN Provision

Although meeting the needs of pupils with SEN is a whole school issue, the overall responsibility for managing SEN provision resides with the Board of Governors and Mr Cherry, the Principal of the school. However, to facilitate the day-to-day running of the provision the Board of Governors has delegated responsibility to co-ordinate the provision for pupils with Special Educational Needs to Mrs Davidson (Learning Support Co-Ordinator).

Roles and Responsibilities

Board of Governors

The role of the Board of Governors of a mainstream school is to exercise its functions in relation to the school with a view to ensuring that provision is made for registered pupils with Special Educational Needs.

Chapter 12 of the document *'Every School a Good School'* (DENI, 2010) relates specifically to the role of the Governor in supporting pupils with Special Educational Needs. Based on this information, The *SEN Resource File* (DENI, 2011) outlines that the Board of Governors has a statutory duty to:

- take account of the provisions in the DE Code of Practice on identifying and assessing Special Educational Needs;
- use their best efforts to provide for pupils identified with SEN and that parents are notified of their child's special needs;
- maintain and operate a policy on SEN;
- ensure that where a registered pupil has Special Educational Needs, those needs are made known to all who are likely to teach them;
- check that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching; and
- allocate funding for Special Educational Needs and disability; and
- prepare and take forward a written accessibility plan.

Principal

According to the Code of Practice (1998) Mr Cherry, the Principal, should:

- keep the Board of Governors informed about SEN issues;
- work in close partnership with the Learning Support Co-Ordinator;
- liaise with parents and external agencies as required;
- delegate and monitor the SEN budget;
- ensure the senior leadership team (SLT) are actively involved in the management of SEN within the school;
- SLT members should ensure consistency of practice and contribute to the realization of the School Development Plan; and
- provide a secure facility for the storage of records relating to Special Educational Needs.

Learning Support Co-Ordinator

The Learning Support Co-Ordinator in Pond Park Primary School is Mrs Davidson. In all mainstream schools, a designated teacher who usually assumes the title of the Learning Support Co-Ordinator should be responsible for:

- the day-to-day operation of the school's Special Educational Needs Policy;
- responding to requests for advice from other teachers;
- co-ordinating provision for pupils with Special Educational Needs;
- maintain the school's SEN Register and oversee all the records on pupils with Special Educational Needs;
- working in partnership with parents of children with Special Educational Needs;
- establishing the SEN in-service training requirements of the staff, and contributing as appropriate to their training; and
- liaising with external agencies.

Class Teacher

The class teacher should:

- be aware of current legislation;
- keep up to date with information on the SEN Register;
- gather information through observation and assessment;
- liaise with the Learning Support Co-Ordinator to complete forms from external agencies within a realistic timescale;
- develop an inclusive classroom;
- work closely with other staff to plan for learning and teaching;
- contribute to, manage, and review IEPs in consultation with the Learning Support Co-Ordinator; and
- involve Classroom Assistants as part of the learning team.

SEN Classroom Assistants

SEN Classroom Assistants should:

- work under the direction of the class teacher;
- be involved in planning;
- look for positives by talking to the child about his/her strengths;
- provide practical support;
- listen to the child/speak to staff on the child's behalf;
- explain boundaries and operate these consistently and fairly;
- keep records and attend meetings; and
- share good practice.

SEN Support Teachers

SEN Support Teachers should:

- Liaise with class teacher to provide appropriate and targeted withdrawal/in-class support to individuals/small groups referring to PLPs and Good Practice Guidelines;
- Identify immediate needs and set short-term targets for pupils; and
- Maintain records and evidence of pupil's progress in line with the Code of Practice.

Organisation of Provision

Provision for special needs within our school can be made in a variety of ways depending on the age and needs of the child and availability of resources. The type of provision given to any child will be reviewed regularly and any changes in organisation will result directly from staff discussion, assessment, and monitoring.

We recognise that the school's most important resource is the staff. Staff development and training will continue to be a major priority in equipping all the staff to meet the needs of all our pupils.

We will continue to expand and update the pool of resources and equipment available in school to maximise the potential of pupils with special needs and accommodate the sharing of good practice among the staff.

For most pupils, special educational provision will be made in the classroom setting using flexible teaching strategies and differentiation of work (by task and/or outcome). It may include extra time with the class staff and carefully focused targets leading to successful outcomes for the pupil. ICT, practical materials, memory aids, peer support and physical aids are also regularly used in classrooms to support children with Special Educational Needs.

Some children benefit from support in withdrawal sessions or in-class support for Literacy with Mrs Davidson and/or Numeracy with Mrs Calo and Miss Gordon. The Support Teachers work in consultation with class teachers.

In addition, Mrs Trainor delivers Reading Partnership with individual children in P4.

When appropriate, Classroom Assistants assigned to Statemented children may be used to support other children as well as the child they are specifically designated to support.

Pupil views

In school, as far as reasonably practicable, we seek and have regard to the child's views about their strengths, learning difficulties and education, taking into account their age and maturity. We seek and listen to their views about how they learn effectively and then focus on the strategies that work for them.

Key decisions for a particular pupil might include:

- contributing to their own assessment, provision, and progress;
- contributing to the PLPs, Annual Reviews, and the Transition process; and
- involving and supporting the pupils to participate in making decisions about matters affecting them.

Seeking their views and supporting them to participate in making decisions about their learning is good practice. The child's progress will be more effective when both they and, where appropriate, their parents are involved, and account is taken of their wishes, feelings, and perspectives.

Parent/person with parental responsibility

At Pond Park Primary School, we acknowledge that successful partnerships between parents, pupils and school play a key role in promoting a culture of co-operation, openness and transparency and have a crucial impact on the effectiveness of special educational provision. Seeking the views of the child or young person also plays a key role in helping us understand individual needs.

Teachers, pastoral staff, LSCs, and other school staff all have a significant role in developing positive and constructive relationships with parents and pupils. We encourage this participation and value its contribution.

It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN Register or moving the child between stages. It is essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, essential information may need to be made available by a parent upon a child's entry to the school.

Parents should be invited as necessary to:

- meet with staff to discuss their child's needs;
- contribute their views at each phase of their child's PLP;
- attend review meetings;
- inform staff of changes in circumstances; and
- support targets on PLPs.

The Three Stages of Special Education Provision

In Pond Park Primary School, we adhere to the three stages of the Code of Practice. These stages focus on the level of intensity of the special educational provision required for a child to make adequate progress commensurate with their abilities and improve their outcomes. Responsibility for pupils with SEN at each stage lies with the school, given the day-to-day role of the school in a pupil's teaching and learning, with increasing EA involvement when required. A summary of the three stages of special education provision is set out below:

Stage 1 includes:

- School delivered special educational provision;
- A Personal Learning Plan (PLP) is required;
- The majority of Special Educational Needs will be met at this stage;
- The responsibility lies with the school;
- Operates in mainstream schools and classes; and
- Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN.

The PLP should contain the core information/evidence of the school action to inform a request, if considered necessary, for access to EA SEN services at Stage 2. The child will only move to Stage 2 once any external special educational provision is being implemented.

Stage 2 includes:

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust;
- A PLP is required. A smaller number of children will need this provision;
- The responsibility lies with the school plus external provision from EA;
- Operates in mainstream schools and classes (and by exception in Special School or Learning Support Centre (LS Centre) for the purpose of assessment; and
- Reasonable adjustments, additional strategies, and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN.

In the event of a child not making progress, despite the external support from the EA, the child may require consideration for a statutory assessment. A new online form designed to guide the user through the process is used to make a request for statutory assessment. The PLP contains the core school information the EA will use to consider and if appropriate make, a statutory assessment.

The pupil will remain at Stage 2 when a request for a statutory assessment is being considered, is being made and, if appropriate until a Statement is made.

Stage 3 includes:

- Pupils with a Statement of SEN;
- School and EA delivered special educational provision plus any relevant treatment or service identified by the HSC Trust;
- A PLP is required;
- A smaller number of children will need this provision;
- The responsibility lies with the school and the EA – with input from the HSC Trust where relevant;
- Operates in mainstream schools, LS Centres attached to mainstream schools, or special schools (as determined within the child's Statement);
- Reasonable adjustments are implemented, in line with the school delivered special educational provision, alongside EA provision as set out in the Statement.

At Stage 3, the child has a Statement and is receiving special educational provision (as set out in the Statement). The pupil's PLP should be revised, to reflect the content of the Statement (as it relates to the PLP including the SEN category (or categories); setting intended outcomes based on the objectives of the special educational provision and the nature and extent of the EA's provision including any relevant service and treatment the HSC Trust are to provide; and any additional school provision or modifications to the curriculum, as itemised in the Statement; the pupil's PLP will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the Annual Review of the Statement.

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.

The Annual Review

Article 19 of the Education (Northern Ireland) Order 1996 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 procedure is designed to:

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

The Annual Review is carried out by the school on behalf of the EA.

The Review will take place in school and is chaired by Mrs Davidson, Learning Support Co-Ordinator, or Mr Cherry, Principal.

Relevant forms and the EA's guidance for this process are available by contacting Statutory Assessment and Review Service (SARS) of the school's local EA office or they can be downloaded from the [EA website](#).

Record Keeping

Mrs Davidson, Learning Support Co-Ordinator, keeps the following records in school:

- SEN Register;
- Records of Concern;
- PLPs/PLP reviews;
- Statements/Annual Reviews/transition plans;
- assessment results/data;
- individual pupil files;
- record of liaison/meetings with staff from the Education Authority's SEN Support Services/Health and Social Care Trust
- minutes of meetings with parents; and
- support, advice, and training provided to staff.

Monitoring the Progress of Pupils with Special Educational Needs

It is the responsibility of the Learning Support Co-Ordinator to ensure that the progress of pupils on the SEN Register is monitored. This may be achieved by considering that:

- PLPs are monitored and reviewed for quality, progression, and appropriateness, through meeting with teachers on a regular basis;
- evidence is collated to demonstrate whether the pupil is making progress; and
- information gathered is used in future planning for intervention and to inform movement either up or down through the stages of the Code of Practice.

Annual Report

The Board of Governors report annually on all aspects of SEN provision in school. The SEN section in the Annual Report contains information on the number of Statemented pupils; pupils that received provision from EA Pupil Support Services or Health and Social Care Trust; and those that accessed school-delivered special educational provision.

Professional Development

Mr Cherry, the Principal, in consultation with Mrs Davidson, the Learning Support Co-Ordinator, oversees the professional development of all staff in his school. It is essential that all staff are kept up to date with SEN developments to provide effective teaching and support for pupils.

Following attendance at relevant internal or external education and training programmes, staff members should be encouraged to disseminate the information provided to build the capacity of their colleagues.

Partnership Working

In school we work with a range of EA Pupil Support Services, where appropriate, to receive training and guidance to support the school and parents in meeting the needs of children with special educational and medical needs. Examples of EA Pupil Support Services may include:

- Autism Advisory and Intervention Service (AAIS)
- Sensory Service
- Special Educational Needs Inclusion Service (SENIS)
- Literacy Service
- SEN Early Years Inclusion Service (SENEYIS)
- Language and Communication Service

Other services may include:

- Behaviour Support and Provisions
- Education Psychology Service

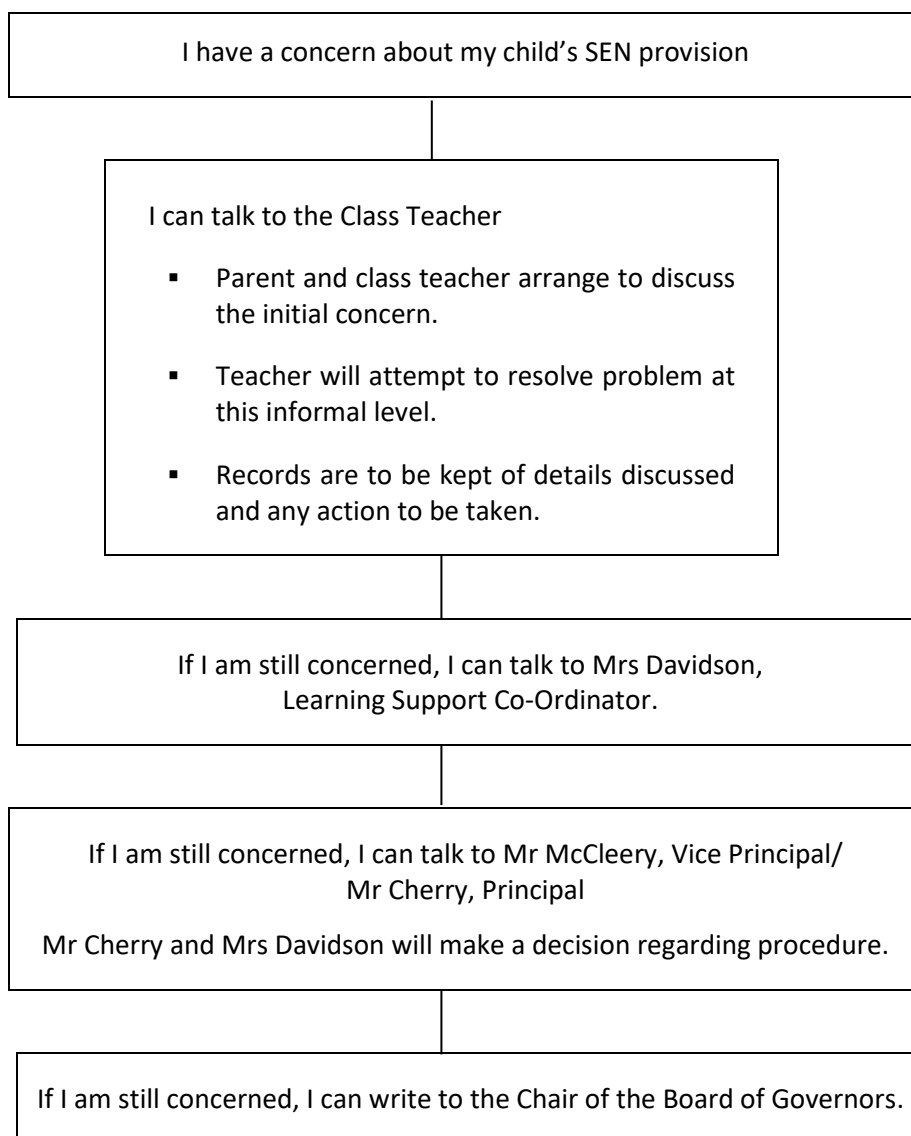
Other Support Services (for example)

- RISE NI
- Barnardo's
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Play Therapy
- Illuminate Counselling
- Let's Talk Mentoring programme
- School nurse

Complaints

All complaints regarding SEN in your school will be dealt with in line with school's existing Complaints Procedure.

Pond Park Primary School deems it good practice to consult with parents and seek agreement in relation to all issues relating to SEN. In the event of a concern or complaint:



If you have any queries in relation to Special Educational Needs of a child with a Statement or who is currently being assessed for a Statement of Special Educational Needs, you can contact your local EA Office. Please contact your SEN Link Officer in the first instance. Contact details should be on the EA documentation issued to you alongside your child's Statement.

Dispute Avoidance and Resolution Service (DARS)

The Dispute Avoidance and Resolution Service (DARS) provides an independent, confidential forum to resolve or reduce the disagreement, in relation to special educational provision, between parents and school/Boards of Governors, or the EA, for pupils who are on the Code of Practice where previous attempts to do so have been unsuccessful.

Parents can contact the service which is provided by Global Mediation.

Involvement with DARS will not affect the right to appeal to the Special Educational Needs and Disability Tribunal (SENDIST)

Special Educational Needs and Disability Tribunal (SENDIST)

The Special Educational Needs and Disability Tribunal (SENDIST) considers parents' right to appeal against the decisions made by the Education Authority about their child's Special Educational Needs whenever an agreement cannot be reached.

This service also addresses claims of disability discrimination in school.

Monitoring and evaluating the SEN Policy

The SEN Policy will be reviewed annually. It will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. This policy will be brought to the Board of Governors for final approval. This policy is integral to all school policies.

Name: DOB: Class: Academic Year: Attendance % current year: Class Teacher: Supported by:	Primary SEN Category: Secondary SEN Category (if applicable): Medical Category (if applicable):	Initial date on Code of Practice: at Stage: Current stage on Code of Practice:
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Results from standardised scores

PTE				PTM				CAT P4				CAT P6				NRIT	
P3	P4	P5	P6	P3	P4	P5	P6	Non verbal	Verbal	Quantitative	Mean	Non verbal	Verbal	Quantitative	Mean	Class	Score

Pupil's views	Parent's views
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School's views <i>(achievements/participation/strengths/difficulties)</i>	Medical/pastoral arrangements, if appropriate
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School delivered provision Special Needs Support, Teacher, Reading Partnership, Classroom Assistant		External provision ASD Advisory Service, RISE, Literacy Service, Speech & Language Therapy or any other external agencies	
PLP Phase One SMARTE Expected Outcomes Start date: October 2024 Evaluation date: February 2025		Strategies/provision to meet Expected Outcomes Monitoring arrangements	
Expected Outcome 1 Expected Outcome 2 Expected Outcome 3			
Signatures			
Teacher	Learning Support Co-Ordinator	Date shared with Parent/Guardian	

Evaluation of Phase One Expected Outcomes

Date: February 2025

	Status of Expected Outcome			Future Actions for next PLP Phase	
<i>Expected Outcome 1</i>	Met <input type="checkbox"/>	Progressing well <input type="checkbox"/>	Minimal progress <input type="checkbox"/>	Adapt Expected Outcome <input type="checkbox"/>	New Expected Outcome <input type="checkbox"/>
<i>Expected Outcome 2</i>	Met <input type="checkbox"/>	Progressing well <input type="checkbox"/>	Minimal progress <input type="checkbox"/>	Adapt Expected Outcome <input type="checkbox"/>	New Expected Outcome <input type="checkbox"/>
<i>Expected Outcome 3</i>	Met <input type="checkbox"/>	Progressing well <input type="checkbox"/>	Minimal progress <input type="checkbox"/>	Adapt Expected Outcome <input type="checkbox"/>	New Expected Outcome <input type="checkbox"/>
<p>Remove from Register <input type="checkbox"/></p> <p>Remain at Stage 1 2 3</p> <p>Move to Stage 1 2 3</p>	Pupil's views			Parent's views	

PLP Phase Two SMARTE Expected Outcomes Start date: February 2025 Evaluation date: June 2025		Strategies/Provision to meet Expected Outcomes Monitoring arrangements	
Expected Outcome 1 Expected Outcome 2 Expected Outcome 3			
School delivered provision Special Needs Support, Teacher, Reading Partnership, Classroom Assistant		External provision ASD Advisory Service, RISE, Literacy Service, Speech & Language Therapy or any other external agencies	
Signatures			
Teacher	Learning Support Co-Ordinator	Date shared with Parent/Guardian	

Evaluation of Phase Two Expected Outcomes

Date: June 2025

	Status of Expected Outcome			Future Actions for next PLP Phase	
<i>Expected Outcome 1</i>	Met <input type="checkbox"/>	Progressing well <input type="checkbox"/>	Minimal progress <input type="checkbox"/>	Adapt Expected Outcome <input type="checkbox"/>	New Expected Outcome <input type="checkbox"/>
<i>Expected Outcome 2</i>	Met <input type="checkbox"/>	Progressing well <input type="checkbox"/>	Minimal progress <input type="checkbox"/>	Adapt Expected Outcome <input type="checkbox"/>	New Expected Outcome <input type="checkbox"/>
<i>Expected Outcome 3</i>	Met <input type="checkbox"/>	Progressing well <input type="checkbox"/>	Minimal progress <input type="checkbox"/>	Adapt Expected Outcome <input type="checkbox"/>	New Expected Outcome <input type="checkbox"/>
<p>Remove from Register <input type="checkbox"/></p> <p>Remain at Stage 1 2 3</p> <p>Move to Stage 1 2 3</p>	Pupil's views			Parent's views	

Signatures		
Teacher	Learning Support Co-Ordinator	Date shared with Parent/Guardian

Name: DOB: Class: Academic Year: Attendance % current year: Class Teacher: Supported by:	Primary SEN Category: Secondary SEN Category (if applicable): Medical Category (if applicable):	Initial date on Code of Practice: at Stage: Current stage on Code of Practice: Stage 3
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Results from standardised scores

PTE				PTM				CAT P4				CAT P6				NRIT	
P3	P4	P5	P6	P3	P4	P5	P6	Non verbal	Verbal	Quantitative	Mean	Non verbal	Verbal	Quantitative	Mean	Class	Score

Pupil's views	Parent's views
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School's views <i>(achievements/participation/strengths/difficulties)</i>	Medical/pastoral arrangements, if appropriate
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Details of Provision from Statement		Issues to be raised at Annual Review	
School delivered provision Special Needs Support, Teacher, Reading Partnership, Classroom Assistant		External provision ASD Advisory Service, RISE, Literacy Service, Speech & Language Therapy or any other external agencies	
PLP Phase One SMARTE Expected Outcomes Start date: October 2024 Evaluation date: February 2025		Strategies/provision to meet Expected Outcomes Monitoring arrangements	
Expected Outcome 1			
Expected Outcome 2			
Expected Outcome 3			
Signatures			
Teacher	Learning Support Co-Ordinator	Date shared with Parent/Guardian	

Evaluation of Phase One Expected Outcomes

Date: February 2025

	Status of Expected Outcome			Future Actions for next PLP Phase	
<i>Expected Outcome 1</i>	Met <input type="checkbox"/>	Progressing well <input type="checkbox"/>	Minimal progress <input type="checkbox"/>	Adapt Expected Outcome <input type="checkbox"/>	New Expected Outcome <input type="checkbox"/>
<i>Expected Outcome 2</i>	Met <input type="checkbox"/>	Progressing well <input type="checkbox"/>	Minimal progress <input type="checkbox"/>	Adapt Expected Outcome <input type="checkbox"/>	New Expected Outcome <input type="checkbox"/>
<i>Expected Outcome 3</i>	Met <input type="checkbox"/>	Progressing well <input type="checkbox"/>	Minimal progress <input type="checkbox"/>	Adapt Expected Outcome <input type="checkbox"/>	New Expected Outcome <input type="checkbox"/>
<p>Remove from Register <input type="checkbox"/></p> <p>Remain at Stage 1 2 3</p> <p>Move to Stage 1 2 3</p>	Pupil's views			Parent's views	

PLP Phase Two SMARTE Expected Outcomes Start date: February 2025 Evaluation date: June 2025		Strategies/Provision to meet Expected Outcomes Monitoring arrangements	
Expected Outcome 1 Expected Outcome 2 Expected Outcome 3			
School delivered provision Special Needs Support, Teacher, Reading Partnership, Classroom Assistant		External provision ASD Advisory Service, RISE, Literacy Service, Speech & Language Therapy or any other external agencies	
Signatures			
Teacher	Learning Support Co-Ordinator	Date shared with Parent/Guardian	

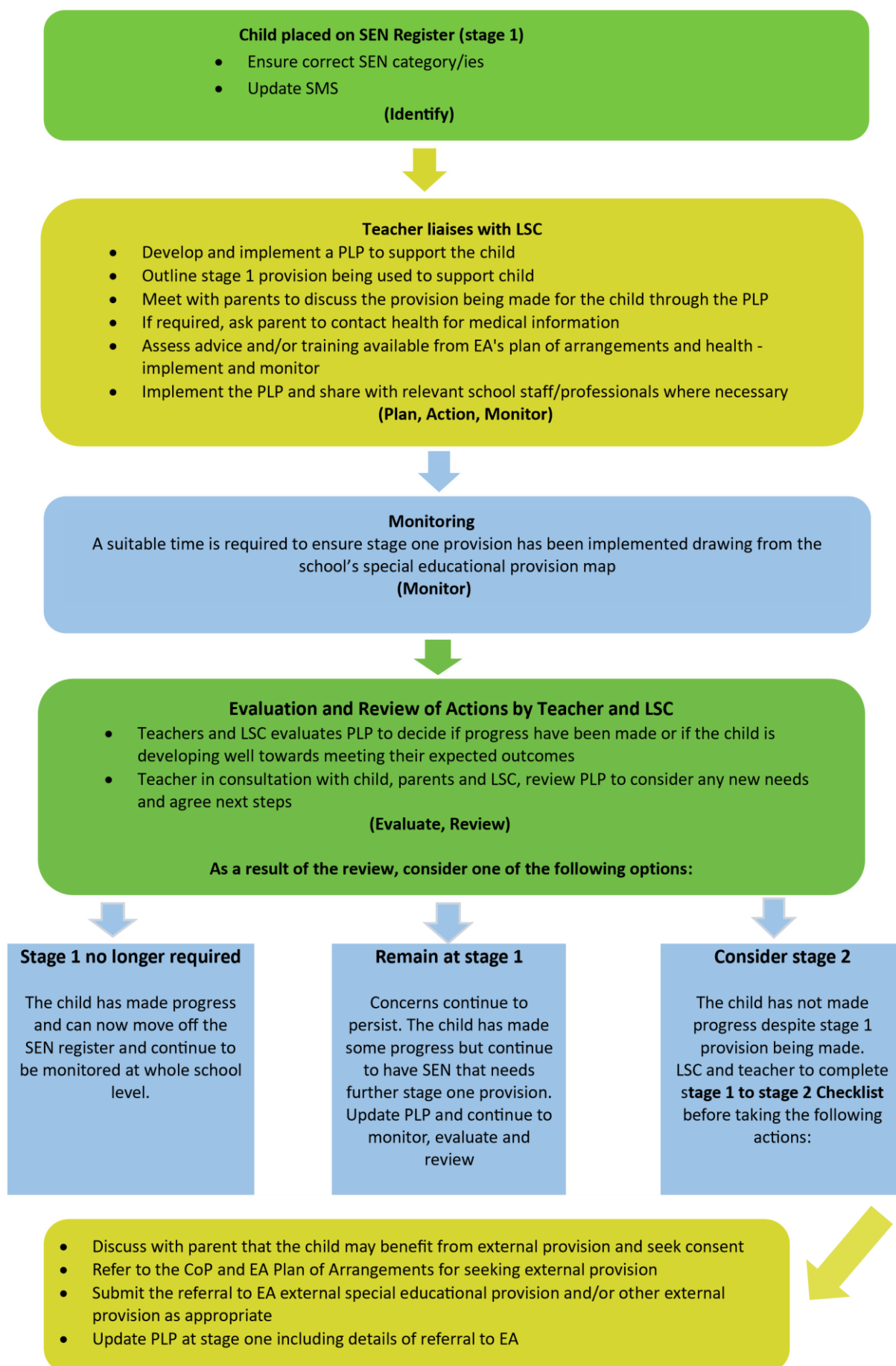
Evaluation of Phase Two Expected Outcomes

Date: June 2025

	Status of Expected Outcome			Future Actions for next PLP Phase	
<i>Expected Outcome 1</i>	Met <input type="checkbox"/>	Progressing well <input type="checkbox"/>	Minimal progress <input type="checkbox"/>	Adapt Expected Outcome <input type="checkbox"/>	New Expected Outcome <input type="checkbox"/>
<i>Expected Outcome 2</i>	Met <input type="checkbox"/>	Progressing well <input type="checkbox"/>	Minimal progress <input type="checkbox"/>	Adapt Expected Outcome <input type="checkbox"/>	New Expected Outcome <input type="checkbox"/>
<i>Expected Outcome 3</i>	Met <input type="checkbox"/>	Progressing well <input type="checkbox"/>	Minimal progress <input type="checkbox"/>	Adapt Expected Outcome <input type="checkbox"/>	New Expected Outcome <input type="checkbox"/>
Remove from Register <input type="checkbox"/> Remain at Stage 1 2 3 Move to Stage 1 2 3	Pupil's views			Parent's views	

Signatures		
Teacher	Learning Support Co-Ordinator	Date shared with Parent/Guardian

Stage 1 School Process Flowchart (Primary)



Stage 1 to Stage 2 Checklist (Primary)

When deciding whether a child needs external Stage 2 special educational provision, the following should be considered:		Tick if in place	Comments on progress to date
1.	The child's attendance at school (provide % attendance)		
2.	Up to date PLPs which have been implemented, monitored , and reviewed to address the identified needs of the child		
3.	Has the school provided appropriate stage 1 support drawing from their provision map and evaluated this to assess if the child has made progress?		
4.	School based evidence/data, e.g. attainments in relation to the Northern Ireland Curriculum and standardised test results or profiles		
5.	Has the school implemented and monitored the advice/training offered by EA/Health to support the child's needs?		
6.	The views of parents in relation to their child's progress has been sought and they agree external provision may be required moving forward		
7.	The views of the child have been sought, including personal perception of their strengths/difficulties. These have been discussed and recorded.		
8.	Consultation and agreement between the class teacher, LSC and relevant EA SEN Service to determine whether school delivered special educational provision to date has been appropriate and if external special educational provision may be required		
If moving to external special educational provision at stage two the following actions should be taken:			
A.	Seek parental consent for further investigation of the child's educational needs		
B.	Refer to the EA's plan of arrangements for seeking stage 2 special educational provision		
C.	Submit the referral to EA for external special educational provision and/or other external provision as appropriate		
D.	Update the child's stage 1 PLP and keep an appropriate record of all actions taken, including details of the referral for stage 2 provision		
Completed and signed by class teacher in collaboration with the LSC:		Date:	

Stage 2 School Process Flowchart (Primary)

Actions of LSC

- Update the SEN register and SEN category/ies as appropriate
- Facilitate any necessary training/advice for teacher/staff
- Meet teacher/parents to ensure PLP is appropriate, and stage 2 external provision is included

Actions of Teacher

- Update PLP outlining provision at stage 2. Liaise with and agree input from EA/Health services
- Discuss PLP with child and parents outlining stage 2 provision.
- Share with other relevant school staff/professionals
- Implement relevant advice and training as appropriate

(Identify, Plan, Action)

Monitoring

A suitable time is required to ensure stage 2 provision has been implemented. If during a PLP phase the strategies and outcomes put in place by the school are not having the desired effect the necessary changes should be made.

(Monitor)

Evaluation and Review of Actions by the LSC and Teacher

- Teacher evaluates PLP with other relevant staff/external service
- Teacher in consultation with LSC, child and parent reviews PLP to consider and agree future actions
- Consider any new needs/additional information for the child
- Consider if the provision needs to continue or whether a different form of provision at stage 2 would be more relevant to address the needs of the child

(Evaluate, Review)

No Longer requires stage 2 provision

Child has made progress - move to stage 1 or off SEN Register

Remain at Stage 2 provision

The child has made some progress. Stage 2 provision is still required.
LSC/Teacher to collaborate with external services to decide on appropriate stage 2 provision.

Consider Requesting Statutory Assessment

LSC and teacher to complete **stage 2 to stage 3 Check list** before taking action to make a statutory assessment

Actions to be taken

- Refer to the Code of Practice for requesting a Statutory Assessment and any EA relevant guidance
- Consult with EA Educational Psychology Service to decide if a request for Statutory Assessment is appropriate
- Discuss with the parent that the child may benefit from further assessment of their educational needs and continue to liaise with parents throughout the process
- Submit PLP and additional information required in SAR1
- Maintain appropriate special educational provision and update the child's PLP
- Keep an appropriate record of all actions taken, including details for the request for statutory assessment
- In the event that the Statutory Assessment is declined or a Record of Assessment is issued the school should follow the EA recommendations to determine future school or external provision

Key Point: If a Statement is to be made, stage 2 provision continues and the child remains at stage 2 until the completed statement is issued

Stage 2 to Stage 3 School Checklist (Primary)

When deciding whether a request for statutory assessment (stage 2) of a child's needs should be made, the following should be considered:		Tick if in place	Comments on progress to date
1.	The child's attendance at school (provide % attendance)		
2.	Up to date PLPs which have been implemented, monitored , and reviewed to address the identified needs of the child		
3.	Has the school implemented, all appropriate internal and external - working with EA/Health, stage 2 special educational provision and evaluated these to assess if the child has made progress?		
4.	School based evidence/data (qualitative, quantitative) e.g. observation, tests, checklists, diagnostic and standardised test results		
5.	Has the school implemented and monitored the advice/training offered by EA/Health to support the child's needs?		
6.	The views of parents in relation to their child's progress have been sought.		
7.	The views of the child have been sought, including personal perception of their strengths/difficulties. These have been discussed and recorded		
8.	School based evidence that the child's difficulties and/or disabilities are significant and complex, and that the child has not made progress over time despite accessing stage 2 special educational provision		
9.	Consultation and agreement between all those involved with the child/young person to determine whether special educational provision to date has been appropriate and if a request for statutory assessment is now required		
If requesting statutory assessment for the child/young person, the following actions should be taken:			
A.	Seek parental consent for a request for statutory assessment of the child/young person's needs		
B.	Refer to EA guidance for requesting statutory assessment, consulting with EA Educational Psychology Service as appropriate		
C.	Submit PLP and any additional information required for the online request for statutory assessment		
D.	Update stage 2 PLP and keep an appropriate record of all actions taken, including details of the request for statutory assessment		
Completed and signed by class teacher in collaboration with the LSC:		Date:	

Stage 3 School Process Flowchart (Primary)

Action by Principal and Board of Governors

- Ensure that recommendations as outlined on the statement are completed, e.g. recruitment and training of SEN classroom assistance, sourcing of specialist equipment, assistive technology, etc.
- Facilitate time for the LSC and teacher to meet with parents and appropriate external services
- Notify the EA if the school becomes aware of any immediate or planned changes involving the child or if the child is likely to be absent from school for more than 4 weeks
- Ensure that parents are aware of the process to follow with DARS in the event of a disagreement which cannot be resolved and their right to appeal to SENDIST
- Instigate and lead Annual Review procedures within the school in line with CoP and in conjunction with external professionals

(Plan, Action)



Actions by LSC

- Update the SEN register (SMS) with the correct SEN category/ies and new stage of provision as detailed in Part 2 of the statement. Update school personnel to amend medical register if required (SMS). Liaise with class teacher re. PLP update including external provision
- Discuss provision outlined in the statement and professional advice in appendices with principal, class teacher and parent. Liaise with EA and HSCT where appropriate, regarding the delivery of provision e.g. facilities, equipment, SEN CA support, curriculum, assistive technology, therapies etc. Agree actions to be taken and by whom
- Share relevant elements of the statement with those who are involved with the child and where it is in the child's best interests. Reinforce the need for confidentiality
- Consider capacity building and training needs of staff based on the statement content including induction of SEN classroom assistance

(Identify, Plan, Action)



Actions by Teacher

- Update the PLP to ensure that actions address the objectives of the statement and develop PLP expected outcomes, ensuring any EA special educational provision is detailed. Expected outcomes should be specific, measurable, achievable, realistic, time-bound and evidence based
- Share PLP expected outcomes with relevant support staff and parents
- Implement additional strategies as a result of professional advice/training for staff
- Oversee effective use of additional provision within the classroom as defined in the statement
- Continue to collate evidence in relation to the child's progress to inform the Annual Review

(Plan, Action, Monitor, Evaluate and Review)



Monitoring

- A suitable time is required to ensure that all provision as detailed in the statement and PLP has been implemented. If, during a PLP phase, the strategies and expected outcomes put in place by the school are not having the desired effect, the necessary changes should be made by the teacher
- The school may call an Annual Review at any time if the child's needs change significantly, if the school feels that provision is not effective or if it is felt that the statement content is no longer appropriate

(Monitor)



Evaluation and Review of Actions by the school

- Teacher evaluates PLP with other relevant staff/external services to decide if progress has been made towards meeting the objectives of the statement
- Teacher and LSC review PLP to consider and agree proposed future actions
- Teacher meets with parent and child to review PLP and discuss proposed future actions, consider their views and input to the PLP and any additional information/needs
- Teacher, LSC and principal review special educational provision and consider the appropriateness of the statement and its objectives and any additional needs in preparation for the Annual Review

(Evaluate, Review)



Annual Review

- Complete Annual Review process using the Code of Practice and EA Annual Review guidance (**link to AR portal**)
- Inform the EA of any child for whom updated health advice is required
- Seek and collate advice and information and hold a meeting as appropriate
- Submit AR report to EA by the date specified