

St. Mary's Primary School



Special Educational Needs Policy

2015

Mission Statement

“At St. Mary’s the child is at the heart of the Catholic faith community. As a school we aim to provide a high standard of child centred education in a safe supportive learning environment, where respect and Christian values are promoted. ”

This policy takes account of the revised Code of Practice issued November 2001 and the SEN provisions of the Special Educational Needs and Disability Act 2001. It should be read in conjunction with the school’s Inclusion, Assessment and Equal Opportunities Policies.

Statutory definition:

"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." A child has a learning difficulty if he or she as a significantly greater difficulty in learning than the majority of children of the same age. Additionally the child might have a disability that prevents or hinders him from making use of educational facilities generally provided by the ELB for children in school. The school takes reasonable steps to ensure that children with disabilities are not placed at a disadvantage. In this school the focus is on literacy, numeracy, social, emotional and behavioral development.

Aims

- All children with special educational needs will have their needs met at St. Mary’s Primary School.
- The views of the child will be taken into account in the light of their age and understanding.
- We endeavor to make every effort to include the parents/carers in the Education of their children.
- Children with special educational needs will be offered full access to a broad balanced and relevant curriculum, including an appropriate curriculum for the foundation stage and the Northern Ireland Curriculum.

At St. Mary’s Primary School we ensure that all children are valued equally regardless of disability, culture, sex or cognitive development. We provide maximum opportunities for all children and the eradication of attitudes that lead to low expectations and subsequent deprivation of motivation. The primary aim is the inclusion of children with SEN so that they are integrated into the academic and social life of the school and are able to reach their full potential.

Objectives:

- To identify children with special educational needs as soon as possible using standardised criteria and to put into place an appropriate plan of work.
- To ensure that the children are supported where appropriate by class teachers, Special Educational Needs Co-ordinator (SENCO), Special Educational Teachers and Classroom Assistants.
- To encourage effective home school liaison.
- To work collaboratively with external agencies.
- We aim to ensure that pupils make progress in line with prior attainment.

The special educational needs policy will be reviewed annually. The current targets are included in the SEN Action Plan.

Provision

Provision for pupils with special educational needs is a priority in St. Mary's Primary School. All members of staff are involved in the planning, delivery and evaluation of this provision. The SENCO will ensure the day-to-day operation of the school's SEN Policy. In addition a special needs support team encompassing SENCO and SEN teachers meet on a regular basis to discuss issues relevant to special Needs provision in the school.

The School Governing Body, Principal and SENCO are responsible for coordinating the educational provision for children with special educational needs. The senior management team will review and evaluate the provision and amend the policy and practice accordingly.

The Code of Practice suggests that:

The Governing Body must:

- do their best to ensure that the necessary provision is made for any pupil who has special educational needs;
- ensure that, where the "responsible person" - the Principal or the appropriate governor - has been informed by the ELB that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her;

- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs;
- consult the ELB: as appropriate, and the Governing Bodies of other schools, when it seems to them necessary or desirable in the interests of coordinated special educational provision in the area as a whole;
- report annually to parents on the school's policy for pupils with special educational needs through the governor's report to parents;
- ensure that parents are notified by a member of staff of a decision by the school, that SEN provision is being made for their child;
- ensure that pupils with special educational needs join in the activities of the school with all other pupils, so far as is reasonably practical and compatible with the pupil receiving the necessary educational provision, the efficient education of other children in the school and the efficient use of resources;
- be fully involved in developing and monitoring the school's SEN policy;
- be up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.

The Principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. He will keep the Governing Body fully informed. At the same time the Head Teacher will work closely with the school's SENCO and SEN teachers.

The School Principal is **Mr. Desmond O' Hagan**

The Special Educational Needs Coordinator “seeks to develop ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching, and standards of pupils achievements, and by setting targets for improvement”.

The key responsibilities of the SENCO include:

- Overseeing the day to day operation of the school's SEN policy;

- Coordinating provision for children with special educational needs;
- Liaising with and advising teachers;
- Managing SEN teachers and classroom assistants;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to and organizing the in-service training of staff;
- Liaising with external agencies including the ELB's support and educational psychology services, health and social services, and voluntary bodies.

The school Special Educational Needs Coordinator is Mr. Jim Martin.

Class Teachers

- Retain overall responsibility for the children in his/her class who have special educational needs;
- Work in conjunction with the SEN teachers and SENCO to identify learning difficulties;
- Maintains appropriate records on children with special educational needs;
- Ensures that in planning and delivering the curriculum, adequate provision is made for children with differing levels of needs and ability;
- Keep close contact with parents to ensure continuity in learning between home and school;
- Follow closely the procedures set in place by the SEN team for referrals or withdrawals for Literacy support (in accordance with the Code of Practice).

Special Educational Teachers

- Support the work of the class teacher in making provision for children with learning difficulties;
- Carry out diagnostic testing when concerns for a child are raised;
- Assists class teacher in developing appropriate teaching strategies and resources;
- Establishes and maintains suitable records including Individual Education Plans;
- Liaises with SENCO and class teachers to monitor and formally review progress of children;
- Contributes to staff INSET training;
- To liaise with parents.

The special educational needs teacher is: **Lisa Flanagan**

All teachers will be involved in the development of the school's special educational needs policy, and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs. All teachers are teachers of children with special educational needs and need to have regard to the statutory inclusion statement.

The school has an admissions policy that is not affected by whether or not a child has special educational needs or disability. (See the school's admission policy.)

Information about the school's policies for identification, assessment and provision for all pupils with special educational needs.

St. Mary's Primary School policy for special educational needs follows the guidance of the Code of Practice that recommends five stages of action.

School based action

The triggers for intervention through School Action could be the concern about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's area of weakness;
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school;
- Has sensory, medical 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.

The teachers concern, underpinned by school evidence on progress and attainment will be the trigger to register a child at School Action (Stage 1 & 2 of the COP.) Professionals from health or social services may also be involved at this stage. Working in collaboration with parents and SENCO, teachers must collect all possible information about the child. They will be responsible for assessment, initially that appropriate as part of the delivery of the N. I. Curriculum. This will focus on the child's learning characteristics, the learning environment the school is providing for the child, the task and the teaching style.

Children should be registered at School Action when the necessary interventions are additional to or different from those provided as part of the school's usual differentiated curriculum.

The evidence to support identification includes:

Primary	Tests Administered	Date of Test	Standardised/Diagnostic
P1	Baseline Assessment MIST	September May	Diagnostic Diagnostic
P2	MIST WRAPs 3	Review October/February January	Diagnostic Standardised
P3	NRIT NFER- PIE/PIM	September September/May	Standardised/Diagnostic Standardised
P4	CATS4 NINA/NILA NFER- PIE/PIM	September October May	Standardised Standardised
P5	CATS4 NINA/NILA NFER- PIE/PIM	September October May	Standardised Standardised
P6	CATS4 NINA/NLA NFER- PIE/PIM	September October May	Standardised Standardised
P7	CATS4 NINA/NLA NFER- PIE/PIM	September October May	Standardised Standardised

The class teacher will inform the SENCO who will register the pupil and agree that advice and support are needed. The class teacher and SEN teacher draw up an Individual Education Plan (IEP) and inform the parents. The IEP and associated support are implemented. In each individual case the class teacher, SEN Teacher and SENCO will determine whether there is a need for further advice and support. The school should make full use of all available classroom and school resources before expecting to call upon outside resources. Progress will be reviewed, with parental involvement through meetings, and the pupil either moves to School Action Plus or remains at School Action with new targets being set. Adequate progress could be defined as follows:

- It closes the attainment gap between the child and their peers.
- It prevents the attainment gap growing wider.
- It is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.

- It matches or betters the child's previous rate of progress.
- It ensures access to the full curriculum.
- It demonstrates an improvement in self-help, social or personal skills.
- It demonstrates improvements in the child's behaviour.

If there is no longer cause for concern the child will be removed from the special needs register and parents informed. If necessary, information will be collected from outside agencies.

School Action Plus

If progress is not satisfactory and at least 2 School Action IEPs have been implemented and reviewed, further advice will be sought from ELB bodies which may include Learning Support Service, Educational Psychological Service and Behaviour Support Service. On their advice the pupil might move to School Action Plus. A pupil will be registered at School Action Plus by progression from School Action or because appropriate concern has been expressed by teacher, parents, health or social services professionals. Following discussion between class teacher, parents and SENCO the latter consults the Head Teacher who agrees when the involvement of external services is necessary. The SENCO, with the teacher, reviews available information and consults support services. Any further relevant advice is sought. When the external services make the recommendation, the pupil moves to School Action Plus (Stage 3), an IEP is drawn up to include the advice of the relevant service. The IEP is implemented.

The IEP is reviewed, preferably in the presence of parents through Parent Consultation Meetings. Following the review there are 3 outcomes:

- Revert to School Action;
- Continue at School Action plus;
- Head Teacher requests CP4.

If a pupil's progress has been at least satisfactory for at least 2 review periods the SENCO, consulting the Head Teacher and external specialists may decide the pupil no longer needs external support intervention and special educational provision at School Action Plus. The pupil can be recorded as having special educational needs at School Action (Stages 1 / 2) and action appropriate to those stages should be taken.

If the pupil's progress is at least satisfactory, the class teacher, SENCO and support service draw up a revised IEP.

If by the second School Action Plus IEP review the pupil's progress is not satisfactory, the Head Teacher, on the advice of the SENCO should advise the ELB that a statutory assessment might be necessary.

The parents will be told the outcome of the School Action Plus review even if they are not able to attend and be asked to sign and date a copy of the review.

Multi-disciplinary Assessment

It is the responsibility of the Head Teacher to initiate a multi-disciplinary assessment where all the relevant services are invited to provide a record of the pupil's special educational needs and forward the information to the ELB.

The bodies involved include school, parents, Educational Psychological Service, Behaviour Support Service, Learning Support Service, medical services, social services and any of the support services involved with a pupil at School Action Plus. The ELB assesses this information and decides whether or not to issue a Statement of Educational Needs.

Issue of Statement

Where a pupil is issued with a Statement of Educational Needs, it clearly establishes the provision necessary for the pupil. The school ensures that this is implemented and is adhered to as closely as is possible.

All children with special educational needs are fully integrated and provided with access to a broad balanced curriculum including the Northern Ireland Curriculum. Children who are withdrawn from the class for support teaching participate in the whole range of the curriculum, care is taken to ensure that the timetable for special educational needs does not preclude involvement in other curriculum areas. Where children are withdrawn for additional support it is for a time-limited period for specific targeted support that is outlined in the child's IEP. Care is taken to ensure curriculum continuity for individual children.

Care needs to be taken to ensure that as far as possible the child's views are included when decisions are made.

Staff INSET

- The SENCO and SEN Teacher attend relevant courses offered by the ELB along with other training opportunities which ensure an up-to-date knowledge of current issues.
- All Teaching Staff development takes account of SEN/Inclusion issues. Inset carried out include 'Dyslexia in the Classroom' (Oct '04) 'An Overview of the Autistic Spectrum' (Dec '04). Risk Assessment (Awareness Raising) and De-escalation and Diffusion of Challenging Behaviours (Nov 06). All teaching staff are given the opportunity to attend ELB Courses.
- All Classroom assistants are encouraged to avail of suitable training courses for behaviour management, autism etc.

Parents

Following the principles of the revised Code of Practice the school recognizes that working in partnership with parents plays a key role in promoting the culture of co-operation between parents, schools, ELBs and others. This is important in enabling children and young people with SEN to achieve their potential. Parents will be treated as partners and encouraged to:

- Recognise and fulfill their responsibilities as parents and play an active and valued role in their children's education;
- Have knowledge of their child's entitlement within the SEN framework;
- Make their views known about how their child is educated;
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Arrangements to deal with complaints from parents of pupils with special educational needs.

Any parental concerns should be addressed to the SENCO Lisa Flanagan who will liaise with the Head Teacher and Governors as appropriate.

Information about the school's partnership with outside agencies.

Once a need has been identified the SENCO will liaise with the appropriate outside agencies:

- Health and Social services to include Education Welfare Service;
- Paediatricians;
- Advisory teachers - sensory impairment (hearing/vision), language impairment;
- Speech and Language Therapy;
- Support services - Learning Support Service, Educational Psychology Service; Behaviour Support Service.
- Advice from organisations will be sought where appropriate e.g. Down's Syndrome Association, Epilepsy Association, Dyslexia Association.

Admissions

Placement in the AS Class can only be gained with a 'Statement of Special Educational Needs issued by the SELB'.

Placement in the Junior and Senior LSC can only be gained with a 'Statement of Special Educational Needs issued by the SELB'. However, with agreement of the school principal, a child may be placed in the LSC for diagnostic purposes.

SENDO

To ensure the appropriate response to all of our children's needs and to comply with SENDO it is important that all members of staff are informed of a child's specific learning or possible medical conditions e.g. ASD, ADHD etc.

All members of staff have received training on Risk Assessment (Awareness Raising) and De-escalation and Diffusion of Challenging Behaviours. Please read the school's **Confidentiality Policy**.

Classroom Assistant Deployment

Classroom assistants/domestic assistants will be deployed as to the allocation of hours received from the SELB. The school will deploy these hours with the best interests of the child in mind.

In all classes assignment of one-to-one classroom assistants is discouraged in order to avoid the possibility of a child becoming overly prompt-dependent and to ensure more opportunity for spontaneous problem solving. However, one-to-one support may be needed especially in the early stages of a child's learning or if medical needs necessitate intervention. The working relationship between a

classroom assistants/domestic assistant will be dependant on the child's needs and will be directed accordingly by the class teacher and SENCO.

Change of school

Where a change of school occurs the SENCO together with the Principal will be responsible for ensuring the transfer of all relevant documentation / information when requested. When transferring to secondary education, there will be liaison between the appropriate primary and secondary staff.

This policy should be read in conjunction with the following policies:

- Anti Bullying
- AS Class
- Pastoral Care
- Child Protection
- Positive Behaviour and School Discipline
- Religion
- Health and Safety Policy
- Healthy School Policy
- Confidentially Policy
- Attendance.

Appendices:

1. Criteria for Forward Together Home-School Programme/Literacy Support/Lexia Reading Programme/Phonic Books Programme/Literacy Booster Classes.

2. Criteria for Psychology Referral

Appendix 1

Forward Together Home –School Programme Criteria 2013/4

A literacy screening and intervention programme with a high level of parent participation aimed to improve literacy skills in the following areas:

- Reading.
- Handwriting
- Letters, words and sentences.

Target group

Primary 2 pupils and P3/4 pupils, who have been identified for support through consultation with their class teachers, are screened on the Middle Infant Screening Test (M.I.S.T).

Lowest achieving pupils in both the following categories are selected for support:

- Letter Sounds
- Three- Phoneme Words

Pupils will be enrolled in the Forward Together programme once permission from their parents/guardians has been obtained. A parent workshop will be held in September to deliver the programme to the parents/guardians.

Staffing and Timetabling

Pupils will be supported in school in 2 x 30 minute classes until February/March 2014, which will be delivered by the school's Literacy Assistant, Mrs Margaret Coleman, with Mrs Mc Ardle, the school's Literacy Support Teacher, overseeing the programme. P2 pupils will be timetabled for mornings sessions, with older P3/4 pupils in mid- morning sessions (subject to availability) .

Exclusions.

Pupils with a statement for Special Educational Needs will not be targeted as they already receive support through his/her statement (subject to Mrs Mc Ardle's discretion if places are available.)

Method of assessment/evaluation.

- Assessment is on-going throughout the programme.
- Pupils will be grouped into 3 ability groups.
- Grouping of pupils will be reviewed after Christmas subject to pupil's progress.
- Pupils will be reviewed at the end of the programme. Comparisons will be made with initial and final results.
- Pupils who still present literacy difficulties will be considered for in- school Literacy Withdrawal support.

Primary 2 Literacy Withdrawal Criteria 2013/4

The following pupils will be targeted for support:

- Pupils who have next lowest scores(after pupils selected for the Forward Together Home School Programme) in Letter Sounds and Three- Phoneme Words assessment in the Middle Infant Screening Test (M.I.S.T).
- Pupils who are on Individual Education Plans

Pupils are assessed on the following:

- letter/sound correspondence using a pictorial/sound matching representation.
- Ability to read and spell a selection of CVC words with different medial vowel.
- ability to read and recognise P1 High Frequency words.
- W.R.A.P.S .(Word Recognition and Phonic Skills)Form A in October.

Pupils who present difficulties in these areas are selected for support in 3 X 40 minute classes per week delivered by Mrs Mc Ardle, Literacy Support Teacher. Pupils will be supported in Handwriting, Word Recognition and Spelling/Phonic Awareness which should improve their general spelling and reading.

Exclusions

- Pupils with a Statement for Special Educational Needs will not be targeted as they already receive support through his/hers statement.
- Teachers' professional judgement on pupil identification for support is vital and will override the set criteria as they are in the best position to determine whether a child will benefit from withdrawal support.

Assessment/Monitoring/Evaluation

Assessment is ongoing and will be monitored and evaluated by the following:

- In consultation with the pupil's class teacher IEP targets will be set in October and reviewed in February and May.
- Pupils letter/sound correspondence skills will be assessed by comparing initial and follow up results of the same pictorial/sound matching representation.
- Pupils word recognition skills will be assessed by comparing initial and follow up results of reading and recognising P1/P2 High Frequency words.
- Pupil's phonic awareness skills will be through ongoing assessment of reading and spelling CVC words.
- Pupil self-assessment is continuous by selecting appropriate traffic light on their worksheet and through oral discussion.

- Progress through the school's book banding system.
- W.R.A.P.S Form B assessment in May.
- Progress through the Lexia Reading Programme (if a designated user)

Primary 3 Literacy Withdrawal Criteria 2013/4

The following pupils will be targeted for support:

- have been identified by their class teacher and Mrs Mc Ardle for support.
- scored lowest in the Progress in English 6 assessment.
- Pupils who present a discrepancy of 10 pints or more between NNRIT and PIE scores.
- are reading on the pink/red yellow school book band
- Pupils who are on Individual Education Plans.

Pupils are assessed on the following:

- letter/sound correspondence using a pictorial/sound matching representation.
- phonic awareness skills by reading, spelling and discriminating variations of Linguistic Phonics Programme Stage 1-3.
- ability to read and recognise P1/2/3 High Frequency words.
- Progress in English assessment.
- NNRIT

Pupils who present difficulties in the above areas are selected for support in 2 X 40 minutes classes per week delivered by Mrs Mc Ardle, Literacy Support teacher. Pupils are supported in Spelling/Phonic awareness/Word Decoding skills, Word Recognition and Comprehension skills which should improve their general spelling and reading.

Exclusions

Pupils with a Statement for Special Educational Needs will not be targeted as they already receive support through his/hers statement. Teachers' professional judgement on pupil identification for support is vital and will override the set criteria as they are in the best position to determine whether a child will benefit from support.

Assessment/Monitoring/Evaluation

Assessment is ongoing and monitored and evaluated by the following:

- In consultation with the pupil's class teacher IEP targets will be set in October and reviewed in February and May.

- Pupils letter/sound correspondence skills will be assessed by comparing initial and follow up results of the same pictorial/sound matching representation.
- Pupils word recognition skills will be assessed by comparing initial and follow up results of reading and recognising P1/P2/P3 High Frequency words.
- Pupil's phonic awareness/decoding skills will be assessed through weekly spelling activities.
- Ability to read with understanding and answer (in written and oral form) a variety of comprehension texts on the Lucid Comprehension Booster Programme.
- Pupil self-assessment is continuous by selecting appropriate traffic light on their worksheet and through oral discussion.
- Pupils progress through the Lexia Reading Programme (if a designated user)
- Progress through the school book banding PM Benchmarking programme.
- School tracking by the Literacy Team

Primary 4 Literacy Withdrawal Criteria 2013/4

The following pupils will be targeted for support:

- Children on Individual Education Plans.
- Children who have been identified by their class teacher and Mrs Mc Ardle for support.
- Children who are reading red/yellow/green on the school's book band PM Benchmarking.
- Children who score below 85 in the NFER Progress in English (PIE) 7 assessment in P3 in April.
- Pupils with a discrepancy of 10 or below between their PIE and CATS score will be targeted for support if provision is available on the Literacy Support timetable.

Pupils will be assessed in the following:

- letter/sound correspondence using a pictorial/sound matching representation.
- ability to read and recognise P2/3/4 High Frequency words.
- phonic awareness skills by reading, spelling and discriminating variations of Linguistic Phonics Programme Stage 1-4
- Progress in English 8 assessment.
- C.A.T.S assessment.

Pupils who present difficulties in the above areas are selected for support in 2 X 40 minutes classes per week, delivered by Mrs Mc Ardle, Literacy Support Teacher.

Pupils will be supported in Spelling/ Phonic awareness/Word Decoding skills, Word Recognition and Comprehension skills, which should improve their general spelling and reading.

Exclusions

- Pupils with a Statement for Special Educational Needs will not be targeted as they already receive support through his/hers statement.
- Pupils presently receiving Peripatetic Support will not be targeted as they are already receiving support through SELB withdrawal.
- Teachers' professional judgement on pupil identification for support is vital and will override the set criteria as they are in the best position to determine whether a child will benefit from withdrawal support.

Assessment/Monitoring/Evaluation

- In consultation with the pupil's class teacher IEP targets will be set in October and reviewed in February and May.
- Pupils letter/sound correspondence skills will be assessed by comparing initial and follow up results of the same pictorial/sound matching representation.
- Pupils word recognition skills will be assessed by comparing initial and follow up results of reading and recognising P2/3/4/ High Frequency words.
- Pupil's spelling/phonic awareness/decoding skills will be assessed through weekly spelling activities.
- Ability to read with understanding and answer (in written and oral form) a variety of comprehension texts from the Lucid Reading Booster Programme.
- Pupil self-assessment is continuous by selecting appropriate traffic light on their worksheet and through oral discussion.
- Progress through the school's book band PM Benchmarking system.
- Progress through the Lexia Reading programme (if a designated user)
- School tracking by the Literacy Team.

Primary 5 Literacy Withdrawal Criteria 2013/4

Pupils are selected by the following:

- Children on Individual Education Plans.
- Children who have been identified by their class teacher and Mrs Mc Ardle for support.
- Children who are reading below purple on the school's book band PM Benchmarking.
- Children who score below 85 in the NFER Progress in English (PIE)8 assessment in P4 in April.
- Pupils with a discrepancy of 10 or below between their PIE and CATS score will be targeted for support if provision is available on the Literacy Support timetable.

Pupils will be assessed by the following:

- ability to read and recognise P2/3/4 High Frequency words.
- phonic awareness skills by reading, spelling and discriminating variations of Linguistic Phonics Programme Stage 1-5.
- Progress in English 9 assessment.
- C.A.T.S assessment.

Pupils who present difficulties in the above areas are selected for support in 2 X 40 minutes classes per week delivered by Mrs Mc Ardle, Literacy Support Teacher.

Pupils will be supported in Reading, Comprehension, Word Recognition, Phonic awareness/Word Decoding skills which should improve their general spelling and reading.

Exclusions

Pupils with a Statement for Special Educational Needs will not be targeted as they already receive support through his/hers statement.

Pupils presently receiving Peripatetic Support will not be targeted as they are already receiving support through SELB withdrawal.

Teachers' professional judgement on pupil identification for support is vital and will override the set criteria as they are in the best position to determine whether a child will benefit from booster lessons.

Assessment/Monitoring/Evaluation

- In consultation with the pupil's class teacher IEP targets will be set in October and reviewed in February and May. .
- Pupils word recognition skills will be assessed by comparing initial and follow up results of reading and recognising P2/3/4/ High Frequency words.
- Pupil's phonic awareness/decoding skills will be assessed by a further screening on the Lucid Rapid Dyslexia Programme.
- Comparing initial and follow up reading, spelling and discriminating variations of Linguistic Phonics programme Stage 1-5.

- Ability to read with understanding and answer (in written and oral form) a variety of comprehension texts.
- Pupil self-assessment is continuous by selecting appropriate traffic light on their worksheet and through oral discussion.
- Progress through the school's book banding system.
- Progress through the Lexia Reading Programme – if a designated user.
- School tracking by the Literacy Team.

Lexia Reading Criteria 2013- 2014

Usage: 15 pupils to use the system at any one time throughout the school.

Timetable: a school class timetable will provide appropriate pupil usage to be adhered to.

Home connection: School to Home usage has now been extended to all pupils (except P1/JLSC/SLSC/ASD classes) as part of the school's literacy intervention programme. Some pupils are designated home users only due to class oversubscription.

P1

- Pupil selection will be determined using class teacher's professional judgement on individual literacy abilities.

P2

- Pupil's that are already a designated user.
- Pupil selection will be determined using lowest scores in letter and sounds and CVC words obtained by the Middle Infant Screening Test (M.I.S.T.) administered in September.
- Pupils with will be targeted for support in 3 x 15 minute sessions per week.

P3-7

- Pupil's that are already a designated user.
- Pupil selection will be determined using Progress in English scores.

Exclusions

Pupils with a Statement for Special Educational Needs will not be targeted as they already receive support through his/hers statement 9 subject to Mrs Mc Ardle's discretion if provision is available.

Assessment.

- Assessment is ongoing as Lexia is an adaptive and progressive system which caters to each child's individual needs and ability.
- Class and pupil progress can be monitored by class teachers and administrators using the Lexia individual and class report system.

- Administrators can regularly view whole school classes and pupil usage to monitor and assess progress. Nominated administrators are Mrs Mc Ardle, Lexia online school support is available with Ian Fitzpatrick on 0191 490 0099.

Phonic Books Criteria 2013/4

A 'catch up' phonetic reading series for struggling readers consisting of 4 levels- Dandelion Launchers, Dandelion Readers, Totem and Talisman.

Pupils are identified for support by the following:

- Consultation with their class teacher.
- Pupil's current reading band in St Mary's PM Benchmark Reading Book Banding scheme
- Pupil's presenting a discrepancy between their Progress in English score and CATS score.

Exclusions.

- Pupils with a statement for Special Educational Needs will not be targeted as they already receive support through his/her statement.
- Pupils presently receiving Peripatetic Support will not be targeted as they are already receiving support through SELB withdrawal.
- Teachers' professional judgement on pupil identification for support is vital and will override the set criteria as they are in the best position to determine whether a child will benefit from the reading programme.

Staffing and Timetabling

Pupils will be supported in school in 1 x 30 minute class per week which will be delivered by the school's Literacy Assistant, Mrs Margaret Coleman, with Mrs Mc Ardle, the school's Literacy Support Teacher, overseeing the programme.

Method of recording/assessment/evaluation.

- Literacy Support will record each book read per pupil in the Phonic Book Reading Record (template in RM Staff/ Book Bands/Phonic Books) which will be filed in the Phonic Book Reading File.
- At the end of each year, the pupil's record will be given to their class teacher to put into their class reading file. Literacy Support will maintain a copy of all reading records.

- In built in the series as Phonic Books is a progressive reading programme.
- Pupil progress through St Mary's Guided Reading Book Banding scheme alongside regular running records to assess and evaluate pupil progress.
- Oral consultation with class teacher.
- Pupil self-assessment is continuous through oral discussion.

Primary 3 Literacy Booster Criteria

The following pupils will be targeted for support :

- Children who present a discrepancy of 10 points or more between Nfer Progress In English and NNRIT assessments.
- Children identified by their class teacher and support teacher.

Pupils who present difficulties in the above areas are selected for support in 2 X 40 minutes classes per week for a period of 8 weeks. Pupils will be supported in Reading, Comprehension, Word Recognition, Phonic awareness/Word Decoding skills which should improve their general spelling and reading.

Exclusions

Pupils with a Statement for Special Educational Needs will not be targeted as they already receive support through his/hers statement. Teachers' professional judgement on pupil identification for support is vital and will override the set criteria as they are in the best position to determine whether a child will benefit from booster lessons.

Assessment/Monitoring/Evaluation

Assessment is ongoing and monitored and evaluated by the following:

- In consultation with the pupil's class teacher IEP targets are set in October and reviewed in February and May.
- Pupils word recognition skills will be assessed by comparing initial and final results of screening P3 High Frequency Words.
- Pupil's word decoding skills will be assessed regularly through observation of spelling activities.
- Pupils comprehension skills i.e. ability to read with understanding and answer (in written and oral form) a variety of comprehension texts, will be assessed through ongoing observation during oral and written classwork and homework.
- Pupils progress through the school's book banding system.
- Pupil self-assessment is continuous by selecting appropriate traffic light on their worksheet and through oral discussion.

- Pupil progress through the Lexia Reading Programme – if a designated user.

Primary 4 Literacy Booster Withdrawal Criteria

The following pupils will be targeted for support:

- Children who have been identified by their class teacher and support teacher..
- Children who present a discrepancy of 10 points of more between CATS4 and PIE scores.

Pupils will be assessed in the following:

- letter/sound correspondence using a pictorial/sound matching representation.
- ability to read and recognise P2/3/4 High Frequency words.
- phonic awareness skills by reading, spelling and discriminating variations of Linguistic Phonics Programme Stage 1-5

Pupils who present difficulties in the above areas are selected for support in 2 X 40 minutes classes per week for a period of 8 weeks. Pupils will be supported in Reading, Comprehension, Word Recognition, Phonic awareness/Word Decoding skills which should improve their general spelling and reading.

Exclusions

Pupils with a Statement for Special Educational Needs will not be targeted as they already receive support through his/hers statement. Pupils presently receiving Peripatetic Support will not be targeted as they are already receiving support through SELB withdrawal. Teachers' professional judgement on pupil identification for support is vital and will override the set criteria as they are in the best position to determine whether a child will benefit from withdrawal support.

Assessment/Monitoring/Evaluation

Assessment is ongoing and monitored and evaluated by the following:

- In consultation with the pupil's class teacher IEP targets are set in October and reviewed in February and/or May.
- Pupils letter/sound correspondence skills will be assessed by comparing initial and follow up results of the same pictorial/sound matching representation.
- Pupils word recognition skills will be assessed by comparing initial and follow up results of reading and recognising P2/3/4/ High Frequency words.

- Pupil's phonic awareness/decoding skills will be assessed regularly through class spelling activities.
- Pupils comprehension skills i.e. ability to read with understanding and answer (in written and oral form) a variety of comprehension texts, will be assessed through ongoing observation during oral and written classwork and homework.
- Pupil self-assessment is continuous by selecting appropriate traffic light on their worksheet and through oral discussion.
- Progress through the school's book banding system.
- Progress through the Lexia Reading programme – if a designated user.

Primary 5 Literacy Booster Class Criteria

The following pupils will be targeted for support :

- Pupils who present a discrepancy of 10 points or more between CATS4 and PIE scores.
- Pupils who have been identified by class and support teacher.

Pupils who present difficulties in the above areas are selected for support in 2 X 40 minutes classes per week for a period of 8 weeks. Pupils will be supported in Reading, Comprehension, Word Recognition, Phonic awareness/Word Decoding skills which should improve their general spelling and reading.

Exclusions

Pupils with a Statement for Special Educational Needs will not be targeted as they already receive support through his/hers statement. Pupils identified for and/or presently receiving Peripatetic Support will not be targeted as they will be/are already receiving support through SELB withdrawal.

Teachers' professional judgement on pupil identification for support is vital and will override the set criteria as they are in the best position to determine whether a child will benefit from booster lessons.

Assessment/Monitoring/Evaluation

Assessment is ongoing and monitored and evaluated by the following:

- In consultation with the pupil's class teacher IEP targets are set in October and reviewed in February and/or May.
- Pupils word recognition skills will be assessed by comparing initial and final results of screening P5 Medium Frequency Words.
- Pupil's word decoding skills will be regularly assessed through class spelling activities.

- Pupils comprehension skills i.e. ability to read with understanding and answer (in written and oral form) a variety of comprehension texts, will be assessed through ongoing observation during oral and written classwork and homework.
- Pupil self-assessment is continuous by selecting appropriate traffic light on their worksheet and through oral discussion.
- Pupil progress through the school's book banding system.
- Progress through the Lexia Reading programme – if a designated user.

Primary 6 Literacy Booster Class Criteria

The following pupils will be targeted for support :

- Pupils who present a discrepancy of 10 points or more between CATS4 and PIE scores.
- Pupils who have been identified by class and support teacher.

Pupils who present difficulties in the above areas are selected for support in 2 X 40 minutes classes per week for a period of 8 weeks. Pupils will be supported in Reading, Comprehension, Word Recognition, Phonic awareness/Word Decoding skills which should improve their general spelling and reading.

Exclusions

Pupils with a Statement for Special Educational Needs will not be targeted as they already receive support through his/hers statement. Pupils identified for and/or presently receiving Peripatetic Support will not be targeted as they will be/are already receiving support through SELB withdrawal.

Teachers' professional judgement on pupil identification for support is vital and will override the set criteria as they are in the best position to determine whether a child will benefit from booster lessons.

Assessment/Monitoring/Evaluation

Assessment is ongoing and monitored and evaluated by the following:

- In consultation with the pupil's class teacher IEP targets are set in October and reviewed in February and/or May.
- Pupils word recognition skills will be assessed by comparing initial and final results of screening P5 Medium Frequency Words.
- Pupil's word decoding skills will be regularly assessed through class spelling activities.

- Pupils comprehension skills i.e. ability to read with understanding and answer (in written and oral form) a variety of comprehension texts, will be assessed through ongoing observation during oral and written classwork and homework.
- Pupil self-assessment is continuous by selecting appropriate traffic light on their worksheet and through oral discussion.
- Pupil progress through the school's book banding system.
- Progress through the Lexia Reading programme – if a designated user.

The Way Forward

Children recognised, as having a SEN will have their names placed on a register

School Action	Stage 1 Children: Class teachers will complete: <ul style="list-style-type: none"> • A SEN Record Sheet • A Stage 1 Action Plan 	Stage 2 Children: Senco, SEN teacher, Class teacher will: <ul style="list-style-type: none"> • Update SEN Record Sheet • Complete an IEP
School Action Plus	Stage 3 Children: Senco, Class teacher, SEN teacher and Board Services Action <ul style="list-style-type: none"> • Update SEN Record Sheet • Complete IEP 	Stage 4 Children: <ul style="list-style-type: none"> • Request made to Special Education for a Formal Assessment
	Stage 5 Children <ul style="list-style-type: none"> • Board makes a note or Statement of Special Educational Needs 	

*** Guidance to the stages:**

Stage 1: is characterised by the gathering of information and increased differentiation within the child's normal classroom work . If after 2 reviews the child's progress is unsatisfactory it may be necessary to move to Stage 2	Stage 2: The class teacher in collaboration with the SEN teacher & Senco draw up an IEP, which sets out specific learning targets. It is hoped that all Stage 2 children will be supported by the SEN teacher but this may not be the case (see criteria)
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Appendix 2

Steps for Psychology Referral

- Bring concerns to SENCO. Have evidence of pupils' work indicating inability to achieve targets set on IEPs. Discuss strategies in light of evidence.
- Pupils will need to have worked through at least one stage 1 action plan and 1 stage 2 IEP before being referred.
- Parents will not be consulted before the Principal, SENCO, SEN teacher and class teacher have been consulted and are in agreement.
- Parents will be invited to discuss the possibility of a referral with their child's class teacher and the SENCO or SEN teacher. A letter of permission will have to be signed before a request for referral can be made.
- The appropriate forms will be completed in joint effort between the pupil's class teacher and the SENCO or SEN teacher.
- Parents will be requested to complete, check and sign the referral form.
- The form will then be photocopied by the class teacher along with the required documents (at least a stage one action plan and review and stage 2 IEP and review). These will be given to the SENCO.
- The Principal will read and sign forms. Two copies will be filed and the original posted.