

St. Mary's Primary School, Banbridge



Special Educational Needs Policy 2023

Review of original 2015 policy. 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.

This policy is under the process of review due to updated guidance.

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:

1. Definition of SEN


Extracts from the Education Order (NI) 1996, Part II Children with SEN

3(1) For the purposes of the Education Orders, a child has “**special educational needs**” if he has a learning difficulty which calls for “**special educational provision**” to be made for him.

(2) For the purposes of this Part, subject to paragraph (3), a child has a “**learning difficulty**” if

a) he has **significantly greater difficulty in learning** than the majority of children his age,

(4) In the Education Orders, “**special educational provision**” means – educational provision which is “**additional to**” or, “**otherwise different from,**” the educational provision made generally for other children of his age in an ordinary school”



Our Commitment

St. Mary’s Primary School aims to provide a stimulating inclusive environment in which every child is helped to achieve our aims. We recognise the right of every pupil to a broad and balanced education tailored to his/her own ability. We are deeply committed to making the best provision possible for children with additional educational needs in partnership with parents and other agencies. 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.

Definitions

Disability

A disability is when someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities (Disability Discrimination Act, 1995).

Learning Difficulty

A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children who are the same age as him or her, and/or has a disability which hinders his or her use of educational facilities.

Special education provision

Special education provision means educational provision, which is different from, or additional to, the provision made generally for children of comparable age (Code of Practice 1998, paragraph: 1.4).

SEN Provisions of SENDO

The Special Educational Needs and Disability Order (SENDO) (2005) legislation strengthened the right for children with a Statement to an ordinary school place unless it is against the wishes of parents or it is incompatible with the efficient education of others. Children who have special educational needs but do not have a statement, must, except in specific circumstances, be educated in an ordinary school (Article 3(1) SENDO, 2005).

Key Principles of Inclusion

Inclusion, according to the report 'Removing Barriers to Achievement', is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school (DfES, 2004). In order to make sure that we meet our pupils' needs and include them in all aspects of school life, this SEN policy links closely with all our other policies in supporting pupils such as: Positive Behaviour, Child Protection, Health and Safety and Medical Needs. It also links with our policies for pupils with additional needs such as Gifted and Talented or English as an Additional Language, for example a pupil may:

- be gifted or talented in one area yet have communication difficulties/ASD;
- have English as an additional language but also have a specific literacy difficulty;
- have a medical need which has an impact on their learning.

The following areas encompass all aspects of SEN/disability:

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)

From January 2019 a new separate medical diagnosis register will be used. **This medical diagnosis register should be the responsibility of the Pastoral Care Team.**

2. Definition of SEN when a child has a medical diagnosis/physical condition

Extracts from the Education Order (NI) 1996, Part II Children with SEN

3(1) For the purposes of the Education Orders, a child has “**special educational needs**” if he has a learning difficulty which calls for “**special educational provision**” to be made for him.

(2) For the purposes of this Part, subject to paragraph (3), a child has a “**learning difficulty**” if –

b) he has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in an ordinary school

(4) In the Education Orders, “**special educational provision**” means – educational provision which is “**additional to**” or, “**otherwise different from**” the educational provision made generally for other children of his age in an ordinary school”



The following is a list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population:

- 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 (Source: Department of Education Northern Ireland (2019) *Recording SEN and Medical Categories – Guidance for Schools*, Bangor: DENI)

SEN POLICY AIMS

- To identify pupils with SEN/disability as early and thoroughly 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 involvement in all aspects of SEN provision. The support of parents and pupils is crucial if an Individual Education Plan (IEP) is to be effectively implemented.
- To consider the wishes of the child when planning and implementing SEN provision. When considering the wishes of the child, his/her age and powers of understanding must be taken into account.
- To strive for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach to meeting SEN.
- To educate pupils with SEN/Disability, wherever possible, alongside their peers.
- To encourage and/or maintain interest of pupils with SENs 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/Disability 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/HSC departments and other outside agencies, where appropriate, in order to improve the quality of support available for each pupil with SEN.

Objectives of SEN policy

- A whole school approach to managing SEN provision within St. Mary's Primary School
- All management and teaching staff are responsible for the assessment identification and provision for children with SEN.
- The principal holds overall responsibility and works closely with the Board of Governors to ensure appropriate provision for children with Special Educational needs.
- To provide a broad, balanced, flexible and differentiated/extended education as a right for all, in a happy, sensitive and secure environment.
- To use assessment procedures which are aimed at identifying learning difficulties.
- To implement an effective record-keeping system.
- To ensure that the parents are informed of their child's SEN provision and made aware of Special Educational Needs Advice and Information service (SENAIS)
- To work collaboratively with external agencies
- To encourage parental involvement and encourage co-operation between various professionals in the diagnosis and treatment of special needs.
- To encourage teachers to utilise teaching strategies which are responsive to different learning styles.
- To employ an appropriate range of resources and use them in the most effective way.
- To monitor current practice to ensure provision is effective and pupils make the best possible progress.
- To promote the dignity and self-esteem of children irrespective of their ability.

Provision.

Provision for pupils with special educational needs is a priority in St. Mary's Primary School through a whole school approach. All members of staff are involved in the planning, delivery and evaluation of this provision and have an input into the school's *Whole School and Special Educational Provision Map (Pre- Code & Stages 1-3)*. The overall responsibility for managing SEN provision resides with the board of governors and principal of the school. The senior management team will review and evaluate the provision and amend the policy and practice accordingly. However, in order 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 Karen McArdle, SENCo and Miss Pauline Downey, Deputy SENCo. In addition, the Learning Support Co-ordinator, Mrs Lisa Flanagan, co-ordinates provision within the school's Learning Support classes and Autism Specific Class. See Appendix 1 *Whole School and Special Educational Provision Map (Pre- Code & Stages 1-3)*

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. A committee of its members may be established to monitor the school's work for children 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. Mr Des O' Hagan.

According to the Code of Practice (1998) the principal should:

- keep the board of governors informed about SEN issues.
- work in close partnership with the SENCo.
- 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.

SENCo/Learning Support Co-ordinator LSC. Mrs Karen McArdle.

Deputy SENCo/LSC. Miss Pauline Downey

In all mainstream schools, a designated teacher who usually assumes the title of the special educational needs co-ordinator (SENCo) 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 EA/HSC external agencies.
- Work in partnership with the Learning Support Co-ordinator.
- Liaise with the Special Educational Needs Statutory Officer.

Learning Support Co-Ordinator. Mrs Lisa Flanagan.

The Learning Support Co-ordinator should be responsible for:

- the day-to-day operation of the school's learning support classes and Autism Specific class;
- liaising with the Special Educational Statutory Officer.
- co-ordinating provision of the learning support classes and Autism Specific classes.
- working in partnership with the SENCo and Special Educational Needs teachers and classroom assistants.
- working in partnership with parents of children with special educational needs.
- co-ordinating the SEN in-service training requirements of the special educational needs teachers and classroom assistants, and contributing as appropriate to their training; and
- liaising with external agencies.

Class Teacher/Nursery Teacher.

Class teachers have the ultimate responsibility for meeting the needs of pupils with SEN. In order to achieve this, they:

- follow *Staff Procedures for Raising SEN Concerns – Appendix 1a, Teacher Pathway on SEN Procedures, IEP School Procedures, SEN Transition Plan, Contribute to Annual Review – Appendix*

- be aware of current legislation.
- keep up-to date with information on the SEN Register.
- gather information through observation and assessment.
- develop an inclusive classroom.
- work closely with other staff and classroom assistants to plan for learning and teaching.
- Identify children who may have difficulties accessing the curriculum and bring them to the attention of the SENCo and principal.
- contribute to, manage and review IEPs with SMART targets in consultation with the SENCo; and involve classroom assistants as part of the learning team. All teachers use the IEP as a working document, monitoring and evaluating as they are implementing.
- Involve child in his/her IEP through the use of a pupil friendly version of this which is used to ensure that he/she knows targets and is involved in gauging his/her own progress against same- Pupil Views: My SMART LEARNING TARGETS- *Appendix 2*.
- Involve the pupil so that they can express their views- Pupil Voice.
- Towards the end of each academic year, meet with new class teacher to discuss needs of children and to formulate IEP targets for Term 1.
- Monitor progress of all children including those with Special Educational Needs and consult frequently with classroom assistant regarding pupil needs, any recommendations and observations;
- Facilitate any withdrawal work necessary, for example, by ensuring that the children are available for withdrawal at the time allocated and ensuring that the withdrawal teacher or personnel from outside agency has appropriate information. Liaise with same as appropriate.
- Maintain appropriate records on children with SEN and to keep close contact with parents to ensure continuity in learning between home and school, remembering at all times that parents need so much support from us as possible as coming to terms with their child's SEN can be so overwhelming.
- Record keeping in SEN Class File and electronically to SIMS.
- Collect accurate information when there are concerns regarding a specific child.

- Inform him/herself of summary/recommendations/objectives as stated in Statement of Special Educational Needs for a pupil at Stage 3 of the code of practice and to adhere to use these accordingly;
- Liaise with staff from EA/HSC external agencies who may be working with a child.
- Differentiate/extend curriculum appropriately for children at both ends of the spectrum.
- Ensure that SENCO is kept informed of any observations/ recommendations made by external personnel e.g., RISE NI/ Education Authority literacy support teacher/ Language and Communication team who have been working with a child in his/her class.
- Liaise with SENCo for Annual Review and Transfer Review and contribute towards preparing EA administration, seek EA/HSCT contributions and consult with parents.

Special Educational Needs Teacher.

The Special Educational Needs teacher will work co-operatively with the SENCo and Learning Support Co-ordinator. He/she should:

- be aware of current legislation.
- be familiar with the administrative process within the school.
- be involved in testing and recording data for the SEN Register.
- work closely with all members of staff to identify pupils' needs.
- implement the delivery of suitable programmes for all identified pupils with SEN/Disability which promote progression within an inclusive setting.
- contribute to IEPs which inform learning and teaching.
- monitor and review progress.
- be involved in the Annual Review process; and
- attend professional development training.

The Special Educational Needs Team and Phase Group: Mr D O Hagan, Principal; Miss J Kelly, Vice Principal; Mrs McArdle, SENCo; Deputy SENCo, Miss Downey; Mrs L Flanagan, Learning Support Co-ordinator; Mrs C Quinn, Special Needs Teacher ASC.

SEN Support Staff/ Additional Adult Assistants

SEN assistants are seen as an integral and vital part of our SEN provision. All classroom assistants will be assigned to **either** a specific class and/or children. However, **all** classroom assistants have a duty of care to **all** pupils within the school. In the event of SEN assistant absence within LSC/ASC, it is procedure to utilise, first and foremost, an experienced classroom assistant within the school. In exceptional circumstances, where this cannot be implemented, it is the discretion of the LSC/ASC teachers to share and deploy staff in best interests of the needs of the SEN classes.

Support Staff/ Additional Adult Assistants

Additional adult assistants are seen as an integral and vital part of our SEN provision. They 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.
- Contribute to target setting and reviews of IEPs
- Support Intimate Care- see Intimate Care policy.
- attend professional development training and SEN training.

The role of the Head of Nursery: Mrs Una White.

In addition to the role of the class teacher,

- the day-to-day operation of the school's nursery
- the day-to-day operation of the school's special educational needs policy;
- co-ordinating provision for pupils with special educational needs.
- Liaise closely with parents to establish any difficulties as per the settling in procedures.
- Alert SENCO to issues as per early observations to facilitate early intervention.
- Liaise with HSC professionals and therapists.
- Liaise with EA professionals and Support services.
- Liaise with Primary 1 teachers in Term 3 to ensure robust exchange of information regarding SEN children as per the schools SEN Transition Plan.
- Collaborate with SENCo in pupil EA Annual review/Transfer Review and assist in; seeking contributions from EA/HSCT services, EA documentation and parent meetings.

The role of the pupils.

In keeping with the aims of the revised curriculum, we encourage our pupils with SEN to play an active part in their own learning.

- SEND NI 2016. The school will ensure that all reasonable steps are taken to seek and listen to the views of the child or young person with special educational needs and/or disability.
- Pupil Views "Pupil Voice" will be sought at intervals throughout the school year and towards their Individual Education Plan/Review. To be advised (SLT). Also at Annual/Transfer Reviews for the child with an EA Statement of SEN.
- To work co-operatively with all staff and peers.
- We recognise that pupils have the greatest of all stakes in their own education, as well as the most detailed and intimate knowledge of the school's provision, procedures, teaching and learning. Educational research suggests that children are able to make perceptive comments about education from a very early age and St Mary's recognises the benefits of using pupils'

insights and opinions to improve the quality of teaching and learning for all children including those children with Special Educational Needs.

- We recognise pupils' involvement as having a crucial bearing on the children's educational progress and the effectiveness of our actions in school.

The Role of Parents/Carer/Guardian

The relationship between the parents of a child with SEN and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school-based action..... Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important.

(Code of Practice, 1998 paragraph 2.21)

We value the knowledge, experience and views of parents. We seek to establish a partnership with them in making appropriate provision for the children, if appropriate. The staff encourage parents to recognise that they have responsibilities towards their children and that the most effective provision will be made when they are working in partnership with the school. We expect parents to provide teachers with any relevant information regarding possible SEN and or support from external agencies. 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, important information may need to be made available by a parent upon a child's entry to the school. It is the school's responsibility to inform parents when staff are considering instigating an Individual Education Plan IEP and placing the pupil on the SEN register or moving the child to a higher or lesser stage of need. Parents should be invited as necessary to:

- annual parent-teacher meeting. (face to face meeting/telephone/zoom meetings).
- In addition to this, parents can request meetings with the child's teachers, Special Needs Coordinator, and/or the Principal to discuss Special Educational Needs Provision.
- Attend review meetings.

- Inform staff of changes in circumstances; and
- Support teacher professional judgement for targets on IEPs.

When the school has decided that the child needs to be added to the SEN register, parents are informed and are given an opportunity to discuss the way forward with the class teacher and/or the Special Needs Coordinator so that the parents' views and the children's views can be taken into account. See Appendix 3 *"Parent/Guardian Procedures for Raising Concerns Regarding Additional Educational Needs."* Displayed at key entrances/exits and available from the school website.

Arrangements to deal with complaints from parents of pupils with Special Educational Need.

We continually strive to maintain clear lines of communication between parents and staff. Parental concerns will be recorded and dealt with initially by the class teacher, and where necessary by the Special Needs Coordinator and the Principal, in accordance with the school's Complaints Policy.

Children with a Statement of Special Educational Need.

Statements of Special Educational Need are kept in the child's folder (where relevant). A folder for each child with Special Educational Needs is also maintained within SIMS, SENCo file cabinet and SEN Class File. See *Appendix 4: School IEP Procedures*. All Education Plans and Reviews are stored. It is our aim that the records kept on children with Special Educational Needs will:

- ❖ be cumulative, accompanying the child as he/she changes class or school;
- ❖ involve parents and pupils ;
- ❖ contain information from all teachers, classroom assistants (where relevant) and outside agents who have provided for the child;
- ❖ help teachers to make good provision for the child;
- ❖ be brief, accessible and up to date; and
- ❖ be treated confidentially.

Integration and Access to the Curriculum

The school ethos is to provide an inclusive setting in which integration with mainstream classes is an integral part of the school day. This is to ensure that children with Special Educational Needs feel included in daily school life. Where appropriate, providing that this is compatible with:

- the child receiving the Special Educational provision, which his/her learning difficulty calls for;
- the efficient education of children with whom he/she will be educated; and
- the efficient use of resources and adult deployment.

As far as possible, Special Educational provision will be made in mainstream classroom settings where children will experience learning across the breadth of the curriculum, in whole class groups, ability groups, mixed ability groups and through individualised teaching. Extra provision for children who are at Stages 1,2,3 of the Code of Practice, will take the form of extra teacher support and/or support from assistants. The supporting staff and class teacher will work closely, following agreed programmes of work. Children within LSC/ASC settings will have opportunities for integration, where appropriate and where available upon provision of adult deployment. A programme of integration is timetabled in agreement with class teachers. In the instance a change of placement to mainstream fulltime, a pupil programme of integration is carefully planned and facilitated in discussion with Educational Psychologist, parents, SENCo, Learning Support Co-Ordinator, teachers and SEN assistants. SENCo has designed a Record of Mainstream Integration to record and monitor progress – *Appendix 5*.

Newcomer pupils

Support measures for these pupils are twofold:

- Culture based- assisting them in celebrating and retaining their own culture and helping them to adjust to Irish culture
- Language based- assisting them in the acquisition of language specifically related to what they will be learning in school i.e. which will help them access the curriculum and helping them to gain generalised English vocabulary.
- To assist these children, we work closely with the IDS service and use the various components in the diversity toolkit.

• Admissions

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.)

The admission arrangements with respect to the majority of pupils with SEN must be consistent with the school's general arrangements for all other pupils. Children with Statements of SEN are placed in schools at the request of the Education Authority (EA). When seeking to place a pupil with a Statement, the EA will take into account the wishes of the child's parents and the provision of efficient education for other children in the class or school and the efficient use of resources to determine the suitability of the placement. This arrangement is in line with SENDO legislation.

Accessibility

St Mary's aims to meet its anticipatory duty towards ensuring accessibility for current and prospective pupils.

- reasonable adjustments will be facilitated, where possible.
- pupils with SEN/disabilities have equal access to all areas of the school building;
- the school is accessible to wheelchair users (lift); and/or
- there are facilities for personal care, including a toilet adapted for use by persons with the disability;
- access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude and attainments.
- Liaise with EA/HSC agencies involved with the child.

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.

Special Facilities, Resources and Accommodation

St Mary's special facilities, resources or accommodation for pupils with SEN are:

- Two Learning Support classes: The school endeavours to categorise classes into Junior LSC for Foundation & Key Stage 1 pupils and a Senior LSC for Key Stage 2 pupils. However, this provision is dependent on the age range of pupils across both learning support classes. Therefore, the categorisation of both LSC's will be adjusted year on year accordingly.
- Autism Specific Class: Foundation Stage & Key Stage 1 pupils.
- Senior LSC and ASC class have sensory rooms, kitchen facilities and toilet facilities attached.
- Current Junior LSC is in a temporary classroom setting with shared toilet access on main corridor.
- FS/KS1/KS2 resource areas for small group support.
- Room allocation for small group/1 to 1 withdrawal/outside agency support, where possible.
- Access to quiet area/sensory den.
- Access to ICT equipment laptop/iPad.
- Additional monies in school budget for SEN for purchase/allocation of SEN resources.

Classroom Assistants Deployment

Classroom assistants are seen as an integral and vital part of our SEN provision. The main part of our SEN budget is spent on additional classroom assistance hours to supplement EA allocation and also to provide additional assistance for classroom teachers to support SEN pupils. Teachers will involve classroom assistants in planning, delivering and reviewing work for SEN children.

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. All classroom assistants will be assigned to **either** a specific class and/or children. However, **all** classroom assistants have a duty of care to **all** pupils within the school. In the event of classroom assistant absence within mainstream classes, it is procedure to utilise an experienced classroom assistant within the school. In exceptional circumstances, where this cannot be implemented, it is the discretion of the principal and vice-principal to share and deploy staff in best interests of the needs of the SEN pupil.

In all classes, the level of assistance required is catered towards the specific needs of individual pupils with a Statement of SEN. Encouraging pupil independence is at the forefront of support in order to avoid the possibility of a child becoming overly prompt-dependent and to ensure more opportunity for spontaneous problem solving. The working relationship between a classroom assistants/domestic assistant will be dependent on the child's needs and will be directed accordingly by the class teacher and SENCO. *New 2023 SEN Assistant Guide - Appendix 6* for incoming staff to be aware of SEN school procedures when working with a child with a Statement of SEN.

Professional Development and In Service Training.

The principal in consultation with the SENCo oversees the professional development of all staff in school. It is essential that all staff are keep up-to-date with developments in the whole area of SEN in order to provide effective teaching and support for pupils. The SENCo should keep a record of all training attended by or delivered to staff in relation to SEN. Following attendance at relevant internal or external education and training programmes, staff members should be encouraged to disseminate the information provided in order to build the capacity of their colleagues.

Our aim would be that all staff would undertake quality professional development in Special Educational Needs. This development would be characterised by:

- a whole-school approach;
- in-school support; and
- the encouragement and support of the Special Needs Coordinator, the Leadership Team and the Board of Governors.

In order to support all pupils with Special Educational Needs, we believe that:

- staff must develop a unified and holistic view of Special Educational Needs and be committed to the progress of all pupils; and
- all teachers and classroom assistants require regular training, to keep informed of current issues and developments in Special Educational Needs.

Such professional development activities will improve teacher reflection and the embedding of high quality Learning Support Strategies in our school. Staff will be given the opportunity to participate in Special Educational Needs training, which will be led by the Special Needs Co-ordinator and/or outside agencies

- The SENCO attend relevant courses offered by the EA along with other training opportunities which ensure an up-to-date knowledge of current issues.
- Whole school training for teaching and non-teaching staff.
- EA CYPS Training Calendar is accessible as an electronic copy in the SEN folder in staff folder. A paper copy is displayed and kept in the staffroom.
- HSC RISE NI Training Calendar is accessible as an electronic copy in the SEN folder in staff folder.
- SENCO annually signposts Staff to relevant EA CYPS training and HSC RISE NI training.
- SENCo signposts class teacher/assistant to specific training to support SEN pupils as per school SEN Transition Plan.
- Training from Outside agencies is requested by SENCO i. e Educational Psychology, EA services, HSC and relevant bodies.
- All training is recorded in SENCo SEN training file. Certificates are kept in file.
- School Teaching staff completed the SEN CPD Literacy Project.
- Dyslexia Friendly Classroom Training.

Partnership working

In St Mary's Primary School, we have developed partnership working with HSC/EA services. Once a need has been identified the SENCo will liaise with the appropriate outside agencies:

- Health and Social Services, Education Welfare Service, Autism Diagnostic & Intervention Service.
- HSC Community Paediatricians, HSC Speech and Language Therapy, HSC Occupational Health and Physiotherapy, HSC RISE NI, HSC CAMHS.
- Advice from other organisations will be sought where appropriate e.g. Down's Syndrome Association.

Education Authority Support Services (for example)

- Primary Behaviour Support & Provisions.
- Autism Advisory & Intervention Service
- Language & Communication Service
- EA Literacy Service for Specific Literacy Difficulties (SPLD)
- EA Sensory Support Service.
- SENIS
- Inclusion & Diversity Service

Other Support Services (for example)

- Barnardos
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Independent Counselling Service for Schools (ICSS)
- Other, as appropriate

Private Educational Psychology Assessment (initiated by parents).

It is important to stress that a child's needs will be identified and supported with or without a diagnosis. Teachers cannot diagnose dyslexia but are skilled to recognise the signs and indicators of dyslexia- see *St Mary's Dyslexia Friendly School appendix. – Appendix 8.*

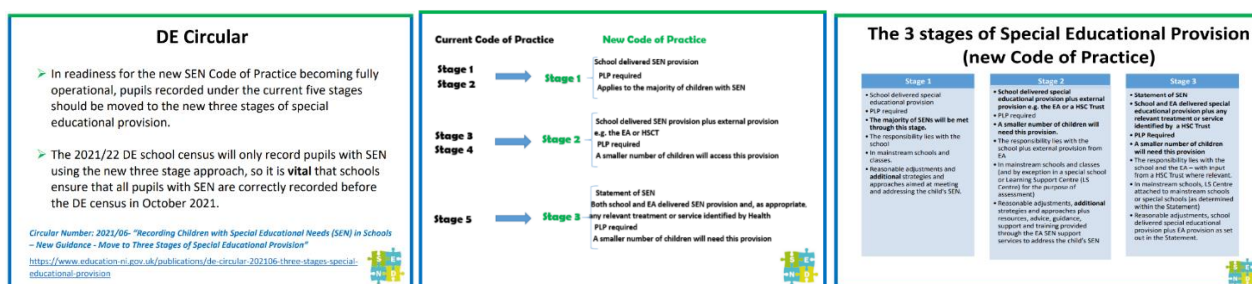
The school's policy is that a private assessment should be independent and therefore free from bias. The school, if and where appropriate, may provide information via the parent to private assessor. This may be in the form of a school proforma or a phone call- see *School Procedures for Private EP Report– Appendix 7.* The child's annual school report can be provided by the parent.

The school views external reports as valuable information if they provide an accurate representation of the child as seen within the school setting. The school will implement recommendations if they are realistic and appropriate to the child, where possible. The school

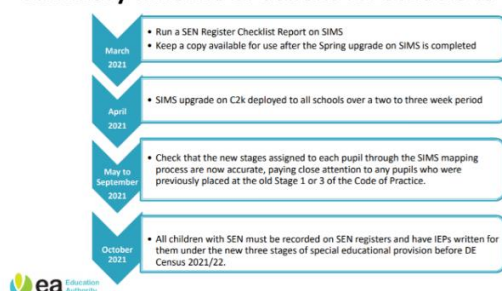
considers EA SEND guidance '*DEALING WITH PRIVATE REPORTS*'; *SEND Implementation Team, Children & Young People's Service, 2021. Page 76/77 (outlined in school proforma).*

The Management of Special Educational Needs

In St Marys' Primary School, we follow the three stage approach as set out in The Revised Code of Practice. This approach recognises that there is a continuum of SEN and that the requirements of the majority of pupils with SEN are managed at either Stage One which means that their needs are met by the school with the help of outside agencies and/or specialists as required. The following information outlines the main features of each stage of the Code of Practice as well as the responsibilities of the key stakeholders involved:



Summary timeline of actions for schools to take



Spring 2021 upgrade on SIMS

Following the Spring 2021 upgrade, children who are recorded on the SEN register in SIMS will move from 5 stages to 3 stages

Current options in SIMS		Options in SIMS following the Spring 2021 upgrade	
SEN Status	Description	Code	Description
0	Provision no longer needed	0	Provision no longer needed
1	Identify need	1SpEP	School delivered special educational provision
2	In-school provision	2SpEP	School delivered special educational provision plus external provision
3	Involve o/s agencies	3SpEP	EA Statement
4	ELB Assessment		
5	Statement		

Identification, Assessment and Monitoring 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)

Through a whole school approach, all staff are responsible for early identification and ongoing identification and monitoring of children with a Special Educational Need. The school's procedures for identification include:

- Any relevant concern expressed by parents or others who know the child.
- Liaison with previous schools/settings and involvement with other agencies,
- Analysis of assessment outcomes.
- Whole class standardised tests PTE/PTM are administered in May.
- Cognitive Ability standardised tests CATS administered in October.
- Pupil Attitudes to Self and School Survey (**PASS**) diagnostic assessments in October.
- information from transferring school.
- teacher observation and diagnostic assessment.
- class tests/school examinations.
- individual education plans.
- HSC care plans.
- personal education plans for looked after children.
- Statements of Special Educational Need.
- annual reviews.
- transfer reviews
- EA/HSC professional reports.
- parental contributions.
- pupil contributions.

Primary	Tests Administered	Date of Test	Standardised/Diagnostic
P1	Baseline Assessment	September	Diagnostic
P2	Baseline Assessment PTE/PTM Wellcomm	September April	Diagnostic Standardised Diagnostic
P3-P7	CATS4 PTE/PTM	October May	Standardised Standardised
P3-P7	PASS	October	Diagnostic

It is the responsibility of the class teacher and SENCo to ensure that the progress of pupils on the SEN register is monitored. This may be achieved by considering that:

- individual education plans are monitored and reviewed for quality, progression and appropriateness through meeting with teachers on a regular basis.
- evidence is collated to demonstrate whether or not 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.

Steps for EA Educational Psychology (EPS) Referral

- The school follows EA EPS guidance of a graduated approach through the Code of Practice.
- The school follows EPS guidance that, before EPS involvement can be considered, the school must deploy and exhaust all resources available at school-based support and Stage 1 and Stage 2 of the Code of Practice to support pupil needs. This includes specialist EA/HSC support services. Time is required to monitor the impact of specialist intervention once it has ceased and recommendations are continued to be implemented by the school.
- Teacher follows “Teacher Pathway on SEN Procedures.” *Appendix 10*. Teacher would have shown cognisance of the Whole School & SEN Provision Map.
- Teacher 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** two reviewed Stage 1 IEPs before consideration for referral.

Involvement with EPS may be considered when;

- despite our best efforts
- and after involvement with specialist services
- the child is **significantly** failing to make progress **over a sustained period of time**.
- pupil has at least 2 reviewed IEPs
- Parents will not be consulted before the Principal, SENCO, and class teacher have been consulted and are in agreement.
- Parents will be invited to discuss the possibility of consideration of a referral with their child's class teacher and the SENCO.
- EPS parental consent will have to be signed before a request for consideration of referral can be made.
- School will seek/add EA/HSC external agency advice/reports, if and where appropriate.
- The appropriate EPS consultation forms will be completed in joint effort between the pupil's class teacher and the SENCO.
- Parents will be requested to contribute their Views.
- The SENCo/Principal will read and sign EPS consultation form. A copy will be kept on file in SENCo room and a copy uploaded to the pupil's SIMS profile.
- SENCo and class teacher will liaise with EA Educational Psychology.
- Parents will be informed of outcomes of consultation with EA Educational Psychology.
-

Statutory Assessment Request (SAR).

SAR is only initiated by the school upon the recommendation of EA Educational Psychology after an EA Educational Psychology assessment has been carried out and report received by the school and parent. *See EA The Statutory Assessment Process leaflet. Guidance for Parents and Guardians.*

– Appendix 11.

***In the event of parents considering making a parental SAR, the school strongly requests that parents discuss with school before such a request may be initiated. Parents need to be fully informed of the process and their child's eligibility/suitability.**

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 of SEN.
- review the special provision made for the child, including placement; and
- consider the appropriateness of maintaining the statement of special educational needs.
- gain pupil views.

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 the principal (or other person as delegated by the principal). SENCo has designed a *Teacher and Classroom Assistant Contribution* to Annual Review template – *Appendix 12* to gather information on the child- see appendices. Relevant forms and the EA's guidance for this process are available by contacting the Statutory Operations department of the school's local EA office or they can be downloaded from the following link:
<https://www.eani.org.uk/publications/annual-review-notes-of-guidance>

Record Keeping

The following are some of the records which the SENCo should consider keeping:

- SEN Register.
- records of concern.
- individual education plans/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.

Complaints

All complaints regarding SEN will be dealt with in line with school's existing complaints procedures.

SEN Advice and Information Service

The EA has set up a SEN Advice and Information Service to provide support in relation to children with Special Educational Needs. Details of this service can be found on EA's website:

<https://www.eani.org.uk/parents/special-educational-needs-sen/contact-details-for-special-education-in-the-local-education>

Dispute Avoidance and Resolution Service (DARS)

The Dispute Avoidance and Resolution Service (DARS) was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents

and schools/Boards of Governors or the EA for pupils who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS. Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from the Statutory Operations section in relation to Special Education. Involvement with DARS will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST).

The main office for DARS is based in Armagh. Parents/Guardians may contact this service directly either by telephone: (028) 3751 2383 or email: DARS@eani.org.uk

Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the EA with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). This body considers parents' appeals against decisions of the EA and also deals with claims of disability discrimination in schools.

Monitoring and Evaluating the SEN Policy

This policy will be updated and reviewed in light with updated guidance and changes in legislation or practice following consultation with all staff members and external agencies. Our Special Educational Needs Policy acknowledges that learning support provision is ongoing in our school.

Future Developments

Our aim is to continue to develop effective Special Educational Needs support and to commit time and resources each year for whole school planning. By developing the quality of our Special Educational Needs support, the staff members of St Mary's Primary School are continuing to

promote inclusiveness. This recognises that all children are unique in their diversity and equal in their worth, irrespective of abilities or disabilities, within the ethos of our Catholic school.

Policy Date: __/__/____

Signature of Principal:.....

Signature of Chairperson of Board of Governors:

Review Date: __/__/____

Appendices:

1. Whole School and Special Educational Provision Mapping (Pre Code and Stage 1-3). (Page 9)
- 1a. Staff Procedures for Raising SEN Concerns. (Page 11)
2. Pupil Views Pro Forma. (Page 12)
3. Parent/Guardian Procedures for Raising Concerns Regarding Additional Educational Needs. (Page 17)
4. SEN Class File School IEP Procedures. (Page 17) available from school.
5. Pupil SEN Record of Mainstream Integration. (Page 18) available from school.
6. SEN Assistant Guide. (Page 21) available from school.
7. School Procedures for Private Educational Psychology Reports. (Page 23)
8. St Mary's Dyslexia Friendly School Procedures. (Page 23)
9. Cycle of Support- (new to be disseminated to staff and added to policy 2024) (Page 24)
10. Teacher Pathway on SEN Procedures. (Page 26) available from school.
11. EA The Statutory Assessment Process. Guidance for Parents and Guardians. (Page 27)
12. Teacher/Classroom Assistant Contribution to Annual Review of Pupil EA Statement of SEN. (Page 28) available from school.
- Additional appendices: available from school.
13. SEN Transition Plan.
14. SEN Interventions List & overviews- OT Sensory Motor Group, Chatterboxes Speech Language and Communication club, Literacy Support, Numeracy Support, ICT Assistive Technology; Google Docs and Texthelp Read & Write workshops, SEN Bookstore.



St Mary's Primary School, Banbridge
Special Educational Needs Provision Mapping Process- SpEP

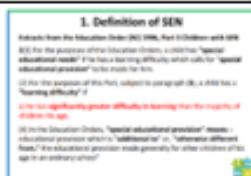


Mrs K McArdle, SENCo. Written February 2022

*Full map available on request



Staff Procedures for Raising SEN Concerns.



I can identify area of concern. Discuss concerns with parent. Consider mitigating factors. **Seek Pupil Views**

I can consult the **Whole School and SEN Provision Map** for guidance.

I can access a wide range of advice, guidance and resources in the **staff SEN folder**.

I can follow the **"Teacher Pathway on SEN Procedures"** in the SEN Class File and/or Staff SEN folder.

I can seek outside agency support, advice and guidance by contacting the **relevant service**

I can upskill through **EA CYPS/HSC training**.







If I am still concerned. I can consult with the school's **SENCo/Deputy SENCo**.

I can complete a **Record Of Concern**. **Seek Pupil Views**. Parent to be informed. Pupil **is not** placed on the SEN register. Progress to be monitored through **Record of Concern Review**. Consider next steps.


OR/AND, See **Definition of SEN**. I can place the pupil on an **Individual Education Plan (IEP)** at Stage 1 on the SEN Code of Practice. **SMARTe** targets to be implemented. **Seek Pupil Views**. Parents to be informed that the pupil is placed on the SEN Register. Progress monitored through **IEP Review** and diagnostic observation/assessment and data analysis. Seek outside agency support.

Pupil has made sustained progress. Discontinue **Record of Concern/IEP**. Inform the **SENCo**. Inform parents. If on an IEP, pupil is removed from the SEN register to Stage 0 on the Code of Practice.

OR, Pupil is failing to make progress. **Seek Pupil Views**. Maintain IEP. Seek outside agency support. See **"Teachers Pathway on SEN Procedures."** Consult with school **SENCo**. Consult with parents.

Name: _____ Class : _____		
How I feel about school...		 1 2 3 4 5
How I feel about teachers....		 1 2 3 4 5
How I feel about the other children in school..		 1 2 3 4 5
How I feel about my family....		 1 2 3 4 5

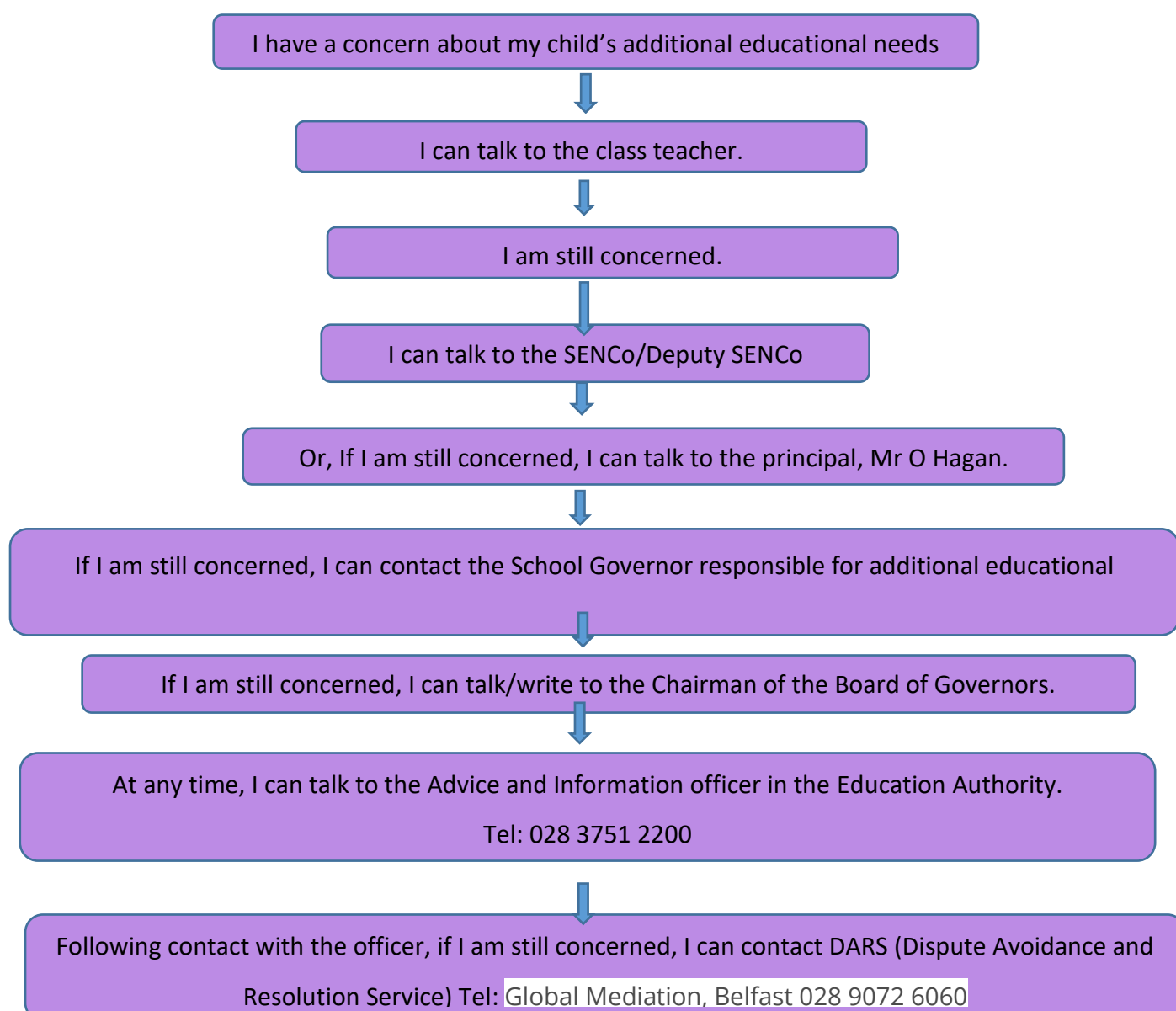
What I am good at.
What I like to do at school.
What I like to do at home.
Things I find difficult.
How will I know that I can do these difficult things?
Who is going to help me?

My Targets 		
I have met my target <input type="checkbox"/> I am working towards my target <input type="checkbox"/>	I have met my target <input type="checkbox"/> I am working towards my target <input type="checkbox"/>	I have met my target <input type="checkbox"/> I am working towards my target <input type="checkbox"/>



Parent/Guardian Procedures for Raising Concerns Regarding Additional Educational Needs.

If a parent/guardian/carer has a worry or concern relating to his/her child's additional educational needs, we recommend that the following flow chart procedures are followed.



By implementing these procedures, we strive to add value, both pastorally and academically, to the lives of this special group of children within our school.



**St Mary's Primary School, Reilly Park, Banbridge
Co. Down, BT32 3DJ**

www.stmarysbanbridge.co.uk
info@stmarys.banbridge.ni.sch.uk

Telephone: (028) 406 62572

Fax: (028) 406 26545

Principal: Mr. D. O'Hagan

B.Ed., NPQH., M.Ed.

For the Purposes of Private Educational Psychology Pupil Assessment.

The school's policy is that a private assessment should be independent and therefore free from bias. The school takes cognisance of the Education Authority's view which is outlined below.



DEALING WITH PRIVATE REPORTS.SEND Implementation Team, Children & Young People's Service, 2021. Page 76/77.

Schools should always be mindful of the credentials of any private practitioner and whether they are qualified or registered with a professional body.

Some private assessments ask for the school to provide information through completing questionnaires. Schools should be mindful of their duties around confidentiality in light of the provisions of GDPR and the Data Protection Act 2018.

It is also a matter for the parent to provide the assessor with copies of any recent school reports or a copy of the pupil's statement.

The final assessment and/or report provided to the parent may be helpful in informing the work being carried out in school and should therefore be carefully considered and placed in the pupil's file.

However, the school is under no obligation to follow any advice or recommendations in private reports which in the teacher's professional opinion and the schools experience of working with the child, are not appropriate for the child and/or conflict with the presentation of the pupil in school.

Nor is the school obliged to permit any private assessor into the school to undertake an observation, this is at the discretion of the principal and each situation needs to be considered on an individual basis.

Determining needs in the school context

Private practitioners and others from outside the school setting, are not always aware of school policies and what is normally available in and to a school. ***Whilst they may make recommendations, many of which can appear useful, it is important that these do not raise unrealistic expectations or damage the important relationships between the parent and the school when the internal school assessments do not concur with the private practitioner.***

When a private report is not consistent with school-based assessments and observations

Should any private practitioner send their report to the school with observations and recommendations that do not match the schools experience/assessments of the child, the school may, (following consent from the parent to discuss their child with the external practitioner, or the child themselves if appropriate), wish to put their views on the record by writing to the practitioner (and copied to the parent/child).



St Mary's Primary School
Reilly Park, Banbridge
Co. Down, BT32 3DJ

www.stmarysbanbridge.co.uk
info@stmarys.banbridge.ni.sch.uk

Telephone: (028) 406 62572

Fax: (028) 406 26545

Principal: Mr. D. O'Hagan

B.Ed., NPQH., M.Ed.

Pupil Name:

Date of birth:

Class:

Educational Performance.

Social Interaction and Communication.

Attention and listening.

Any concerns.

Yours faithfully



St Mary's Dyslexia Friendly School



The Report of the Northern Ireland Task Group on Dyslexia (2002) suggests the following definition: *“Dyslexia is manifested in a continuum of specific learning difficulties related to the acquisition of basic skills in reading, spelling and/or writing, such difficulties being unexplained in relation to an individual's other abilities and educational experiences. Dyslexia can be described at the neurological, cognitive and behavioural levels. It is typically characterised by inefficient information processing, including difficulties in phonological processing, working memory, rapid naming and automaticity of basic skills. Difficulties in organisation, sequencing and motor skills may also be present.” (DENI.p.31)*

St Mary's is a Dyslexia Friendly School. We take cognisance of the *DENI ETI Developing a Dyslexia -Friendly Learning Environment 2007* and *Report of the Task Group on Dyslexia 2002*. The school participated with ETI's research on how schools in NI support dyslexia. This involved visits from the Inspectorate with Mrs McArdle, observing literacy support lessons and an audit of teaching and learning procedures. The ETI report of a whole school inspection in November 2013 noted there were 31% of children on the SEN Register ***“A key strength of the provision for literacy is the focus on meeting the children's individual learning needs through rigorous assessment of their progress which links well to the planning for the withdrawal and booster sessions. ... Together with literacy and numeracy, special educational needs is featured prominently in the school development plan and substantial resources are allocated to high quality withdrawal work.” (DENI).*** The school raises awareness of dyslexia during the annual designated awareness month and SENCo's disseminate information/resources to staff e.g. EA Literacy Service, BDA. The school SENCo's, Mrs McArdle, SENCo and Miss Downey, Deputy SENCo, provide robust SEN support to staff and liaise regularly for updates on pupil progress.

St Mary's recognises that some pupils, despite often having average or above average intellectual ability, may experience difficulties in the areas of reading and comprehension, spelling, writing, working memory and processing difficulties, sequencing, coordination and organisation. These pupils may be described as having specific literacy difficulties, dyslexic type difficulties or dyslexia. Dyslexia is a neurological difference. It is not a general difficulty with learning, but occurs over a spectrum and impacts specific skill areas. As each person is unique, so is everyone's experience of dyslexia. It can range from mild to severe and it usually runs in families and is a life-long condition. The impact of dyslexia can change according to the environment. St Mary's embraces the positives of dyslexia and neurodiversity and celebrates the holistic child and their skills and strengths in other curricular and non-curricular areas.

Full guide available on request.

What if the EA decides not to issue a Statement or if you disagree with what we say?

We will always be willing to hear and consider your views. If we cannot agree, you have a right to go to mediation and /or to appeal.

If you need help or advice at any stage, you can speak to your named person in Special Education or you may wish to contact the following agencies.

The SEN Advice and Information Service

helps parents of children with special educational needs access support, guidance and advice in relation to the needs of their children.

The Dispute Avoidance & Resolution Service

is an independent service which works towards avoiding and resolving disagreements between parents and the Authority, or parents and a school, in regard to children with SEN. The service provides a forum for exploring differences, identifying points of agreement and finding a way forward which is acceptable to all involved.

More details of both of these services can be found on the Authority's website www.eani.org.uk

Special Educational Needs and Disability Tribunal is an independent body which hears parents' appeals against the Authority's decisions on Statutory Assessments and Statements of Special Educational Needs.

SENDIST Tel: 028 9072 4887

VERSION 1

OUR CONTACT DETAILS

SPECIAL EDUCATION

Armagh Office Tel: 028 37512200

Ballymena Office Tel: 028 25661313

Belfast Office Tel: 028 90564000

Dundonald Office Tel: 028 90566200

Omagh Office Tel: 028 82411411

SEN ADVICE AND INFORMATION SERVICE

Armagh Office Tel: 028 37415355

Ballymena Office Tel: 028 25661319

Belfast Office Tel: 028 90564273

Dundonald Office Tel: 028 90566200

Omagh Office Tel: 028 8241 1286

DISPUTE AVOIDANCE & RESOLUTION SERVICE (DARS)

Tel: 028 37512383

USEFUL DOCUMENTS

DE, The Code of Practice on the Identification & Assessment of Special Educational Needs (1998) and the Supplement to the Code (2005)



Special Educational Needs

The Statutory Assessment Process

Guidance for Parents and Guardians



2017 - 2018
www.eani.org.uk

ST MARY'S PRIMARY, BANBRIDGE



SEN Planning for Transition





TRANSITION PLANNING IN ST MARY'S PRIMARY

Following detailed staff collaboration, and in line with the principles of our Transition Policy, a Transition Plan is drawn up and amended on an annual basis in light of the changing needs of the school population.

Planning is considered under 4 key headings:

- 1- Transition for new Primary One intake;
 - 2- Transition for Primary Seven SEN pupils.
 - 3- Transition for SEN pupils year-on-year;
 - 4- Transition for newly-enrolled SEN pupils.
- Each of these transitions is a unique phase which has its own challenges and expectations that are fulfilled by the content of the plan.
 - Children with special educational needs and disabilities often find transition more challenging and stressful than their peers and will require additional support.

Full plan available on request



Name: _____

Moving to Big School

How I feel about going to a new school...



Things I am excited about at big school:

Things I am worried about at big school:

When I go to big school it will be important for the teachers there to know: _____

Signed: _____ Date: _____

(I was helped by _____)



Thank you for taking the time to complete this questionnaire!



**Special
Educational
Needs**

SEN School Interventions List — dependant upon staff resourcing and funding. Can be changed at any time.

Whole School Intervention	Targeted Intervention for Specific Pupils	
Wordshark Online	Nessy Learning Online	LSC/ASC
Numicon Online	Lexia UK	P2-P7/LSC
SEN OT Sensory Motor Group		Whole school & Nursery
Numicon Apparatus		Whole school
	Chatterboxes SLC Club	P1-P2
	SEND/Engage Numeracy Recovery	P3/P4
	SEND/Engage ICT Read and Write Workshop	P6-P7
	SEN Literacy Support	P3 & P4
	SEND Circle of Friends Programme	P4-P7
	CallTech Google Docs Workshop	P7
	Read & Write Texthelp Ltd	P6-P7
	SEN Bookstore	Whole school
	ICT SEN Apps/Wheel	Whole School

