****

**Euston Street P.S.**

**& Nursery Unit**

**Special Educational Needs Policy**

**Commitment to keeping policies live!**

|  |  |
| --- | --- |
| **Date the policy came into effect** | **May 2022** |
| **Reviewed** | **June 2023 / Sept 23** |
| **Name of person responsible for this policy** | **Principal/SENCO/SLT/BOG** |
| **Other related policies** | **Curricular Policies, Behaviour and Citizenship, SEN, Pastoral Care** |
| **Issued to** | **Staff, governors, parents** |

**Euston Street Primary School & Nursery Unit**

**Special Educational Needs Policy**

**Mission**

*‘Achieving Excellence Together’*

 *‘To work together for excellence in: our learning; our school; our community; and our future’.*

Our purpose therefore is to be an excellent school. We continually strive for excellence in every area of school life. To achieve this aim we must always have the right school **vision and values** and these must be at the heart of all that we do, including our School Development Plan.

**Vision**

In order to achieve excellence in each aspect of school life, our vision is:

 *'To create a safe, happy learning community. A community where together, we inspire and equip our pupils so that they fulfil their potential, use their talents and follow their dreams now and always.’*

**Values**

We believe that our school is a place where the child is at the centre.

*‘We value kindness, integrity, hard work and mutual respect.'*

Good attendance at school is essential for a pupil’s education and establishes a positive working ethos early in life.

**Introduction**

The purpose of this policy, as with all of our policies, is to support us as we strive for excellence in every area of school life. To achieve this, we must always have the right school **vision and values** and these must be at the heart of all that we do, including our engagement with parents and guardians.

This policy outlines the procedures that are followed to help ensure that highly effective teaching & learning has the opportunity to impact on standards and attainment as well as pupil wellbeing. This policy complements the Positive Behaviour and Citizenship Policy, Pastoral Care Policy, Transition Policy and Child Protection/Safeguarding Policy.

The Board of Governors, Senior Leadership Team and teaching staff of Euston Street Primary School recognise that improving the quality of learning and teaching is a central aim of education. The relationship between learning and teaching is complex but the quality of teaching bears directly on the effectiveness of learning. All teachers must be concerned with what high quality learning means and the most effective approaches for promoting learning.

Meeting the needs of each ***individual learner*** and helping each to realise her/his potential is central to highly effective learning and teaching. Learning and teaching is at the heart of the educational process and the quality of the interaction is of fundamental importance in raising standards and attainment.

One of our prime objectives in Euston Street Primary School is to develop autonomous learners and critical thinkers. We wish to develop confidence in children to learn because it is our belief that there is a strong link between a child’s interest and confidence in learning with their academic success; children who feel good about themselves learn more effectively.

Another important aim is for leadership to foster and embed a culture of high quality teaching. The school leadership will construct a school development plan for: leading training to develop high quality teaching; sharing and observing quality teaching practice; and supporting quality practice. By strengthening the teaching competence and confidence of staff it is believed that it will directly support the raising of pupil standards and attainment.

This policy has been developed following training by the Education Authority and in consultation with pupils, staff, parents and Governors. In line with the [**Freedom of Information Act**](https://ico.org.uk/media/for-organisations/documents/1157/usingthedefinitiondocuments.pdf), copies of our school’s policy information is available to all relevant stakeholders on our school website and from the school office.

**Covid-19 procedures (Please see other related Policies)**

* Please follow isolation procedures if you, a staff member or pupil displays symptoms of Covid-19. The isolation room is located in the school library/ICT suite in the back corridor. Procedures available from the office, Principal or senior leadership.
* All other First Aid and Fire procedures still apply.
* **Masks & PPE.** We are a **mask friendly** school and masks can be worn if required. PPE is available upon request form the school office.
* **Emergency:** Contact the school secretary (ext 201) or Principal (ext 202). Each classroom, ICT suite, hall and playroom have a phone if you require help immediately.

**Rationale/Vision**

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

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

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

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

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

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

**Aims**

**This policy aims to:**

1. To identify pupils with SEN/disability as early as possible using a variety of measures and in consultation with appropriate personnel.
2. To ensure full entitlement and access for pupils with SEN/disability to high quality education within a broad, balanced, relevant, and differentiated curriculum.
3. To ensure that all pupils with SEN/disability feel valued.
4. 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.
5. 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.
6. To encourage parental partnerships in all aspects of SEN provision.
7. To consider the views of the child when planning and implementing SEN provision taking into account their age and capacity.
8. To support children in participating in making decisions in all aspects of their learning.
9. To strive for close co-operation between all services and agencies concerned to achieve an effective multi-disciplinary approach to meeting SEN.
10. To educate pupils with SEN, wherever possible, alongside their peers.
11. To develop a recording system so that each pupil’s performance can be monitored and reviewed appropriately.
12. To encourage and/or maintain the interest of pupils with SEN in their education.
13. To encourage a range of teaching strategies that accommodate different learning styles and promote effective and high quality teaching and learning.
14. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
15. To meet the needs of all pupils who have SEN by offering appropriate forms of educational provision and the most efficient use of available resources.
16. To promote collaboration amongst teachers in the implementation of the SEN policy.
17. To work closely with EA services and other outside agencies as appropriate to support each pupil with SEN.
18. Identify the school procedures to share, support and strengthening learning and teaching
19. Identify school procedures for monitoring and evaluating the quality of teaching and learning;
20. Define support for SEN and Newcomer pupils with available resources
21. Define the SEN Code of Practice and relevant stages and categories
22. Define the use of Adult Assistant support.
23. Outline the various arrangements for in-school and outside agency support.

This Special Educational Need policy also operates in conjunction with the following school policies:

* Inclusion Policy
* Disability Policy
* Pastoral Care Policy
* Safeguarding and Child Protection Policy
* Positive Behaviour Policy
* Newcomer Policy
* Teaching and Learning Policy
* Citizenship Policy
* Transition Policy
* Pupils in Flight Policy
* Pupils Voice Policy
* Inclusion, Equity and Diversity Policy
* Accessibility Plan Policy

The school follows all of the above legislation and takes into account all of the above policies to achieve the following goal:

“…to identify those children who are experiencing difficulty in any are of their educative life i.e. Physical, Academic, Behavioural, Psychological and Emotional which may affect their learning potential and to take steps towards rectifying this.”

**Code of Practice (NI) 1998**



**UNCRC and Euston Street PS & NU**

Euston Street PS is a Rights Respecting School and promotes the rights of children as defined in the articles of the convention.

Article 3 – My best interests must be a top priority in all things that affect me

Article 6 – I have the right to life and to succeed to the best of my ability

Article 12 – I have the right to voice my opinion and be listened to

Article 28 – I have the right to learn and go to school

Article 29 – Education must develop me as a person

**Overall aims of the school**

* Value every child in our school family;
* To strive for excellence in learning for every pupil;
* To strive for excellence in teaching;
* Make our learning environment as safe and as stimulating as possible;
* Ensure we have a clear vision;
* Promote and celebrate excellence in learning at every opportunity;
* Develop and celebrate excellence in teaching at every opportunity;
* Ensure there is strong strategic leadership throughout the school;
* Equip our pupils with the skills, knowledge and character to enjoy a successful, peaceful and content life;
* Promote a sense of stewardship in pupils for the community and environment in which they live;
* Continually consult, inform and partner with all of our school community partners;
* Monitor and evaluate information to identify and address the strengths and weaknesses in teaching and pupil learning;
* Strategically plan to meet the needs of all our pupils using all re-sources available;
* Manage a strategic and rigorous self-evaluation process;
* Lead the school with a strong and dynamic vision for improvement.

**This Special Educational Needs Policy operates in line with the following current legislation:**

* [The Code of Practice 1998 (NI)](http://scotens.org/../?cat=51)
* [Promoting and Sustaining Good Behaviour in Schools(NI)](http://scotens.org/../?cat=52)
* [The Education (NI) Order 1996](https://www.legislation.gov.uk/nisi/1996/274/contents)
* [Special Educational Needs and Disability (NI) Order 2005](https://www.legislation.gov.uk/nisi/2005/1117)
* [The Special Educational Needs and Disability Act (NI) 2016](http://www.legislation.gov.uk/nia/2016/8/contents)
* Human Rights Act (1998)
* Data Protection Act (1998)

**Documentation:**

* [Department of Education Northern Ireland (1998) Code of Practice on the Identification and Assessment of Special Educational Needs. Bangor: DENI](https://www.education-ni.gov.uk/sites/default/files/publications/de/the-code-of-practice.pdf) (PDF, 644KB)
* [Department of Education Northern Ireland (2005) Supplement to the Code of Practice. Bangor: DENI (PDF, 801KB)](https://www.education-ni.gov.uk/sites/default/files/publications/de/supplement.pdf)
* [Equality Commission, Northern Ireland (2006) Disability Discrimination Code of Practice for Schools (SENDO)](https://www.equalityni.org/ECNI/media/ECNI/Publications/Employers%20and%20Service%20Providers/SENDOCoPforSchools2006.pdf). (PDF, 761 KB)
* [Department of Education Northern Ireland (2009) *Every School a Good School – a policy for school improvement*, Bangor: DENI.](https://www.education-ni.gov.uk/sites/default/files/publications/de/ESAGS%20Policy%20for%20School%20Improvement%20-%20Final%20Version%2005-05-2009.pdf) (PDF, 706KB)

**Definitions**

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

**Special Educational Needs**

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

**Learning Difficulty**

A child has a learning difficulty if:

(a) they have a significantly greater difficulty in learning than **the majority of** children of the same age;

(b) they have a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools; or

(c) they have not attained the lower limit of compulsory school age and is or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory school age.

**Special Educational Provision**

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

**Disability**

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

A disability is when someone has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

(Paragraph 2.3)

**Key Principles of Inclusion**

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

All schools should have an inclusive ethos and actively seek to promote the inclusion of all children. Schools should approach inclusion as an integral part of all school policies including the school’s SEN policy, school development plan, the school’s accessibility plan and policies relating to e.g., discipline, bullying and pastoral care.

**SEN and Medical Categories**

The following is the list of the five overarching SEN categories and sub-categories taken from: [Department of Education Northern Ireland (2019) *Recording SEN and Medical Categories – Guidance for Schools,* Bangor: DENI](https://www.education-ni.gov.uk/sites/default/files/publications/education/SEN%20and%20Medical%20Categories%20Guidance%20-%20January%202019_4.pdf)).

**1. Cognition and Learning (CL) – language, literacy, mathematics, numeracy**

a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy

b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy

c) Moderate Learning Difficulties (MLD)

d) Severe Learning Difficulties (SLD)

e) Profound and Multiple Learning Difficulties (PMLD)

**2.** **Social, Behavioural, Emotional and Well-being (SBEW)**

a) Social and Behavioural Difficulties (SBD)

b) Emotional and Well-being Difficulties (EWD)

b) Severe Challenging Behaviour associated with SLD or PMLD (SCB)

**3. Speech, Language and Communication Needs (SLCN)**

a) Developmental Language Disorder (DLD)

b) Language Disorder associated with a differentiating/ biomedical condition (LD)

c) Communication and Social Interaction Difficulties (CSID)

**4. Sensory (SE)**

a) Blind (BD)

b) Partially Sighted (PS)

c) Severe/Profound Hearing Impairment (SPHI)

d) Mild or Moderate Hearing Impairment (MMHI)

e) Multi-sensory Impairment (MSI)

**5. Physical Need (PN)**

a) Physical (P)

**Children with a medical condition**

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

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

A pupil can be recorded on both the SEN register and medical register if they have both a medical need and require special educational provision to be made for them.

The Medical Register is the responsibility of ***Mrs Rhiannon McKeown*** (named person).

The following is the list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population taken from [Department of Education Northern Ireland (2019) *Recording SEN and Medical Categories – Guidance for Schools,* Bangor: DENI](https://www.education-ni.gov.uk/sites/default/files/publications/education/SEN%20and%20Medical%20Categories%20Guidance%20-%20January%202019_4.pdf)).

* 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

**Autistic Spectrum Disorder / ADHD / ADD**

It is the school’s policy that all classrooms are ‘ASD friendly’ in which all teachers will use a class visual timetable and other appropriate visual cues and resources to help support the needs and learning of children with ASD. Each classroom is equipped with a ‘Calm Box’ with various visuals, strategies and tools that may be utilised when necessary to help with self-regulation, calming and over all effective learning of each pupil.

It is important to highlight that ASD, ADHD and ADD are all medical diagnosis and therefore, a child with such needs will be recorded on the school medical register. It must be noted that it is not always the case that a child with such diagnosis is included on the SEN register if the child is not experiencing difficulties to make progress or function in the school environment without additional support or reasonable adjustments being made. Therefore, it is at the discretion of the Principal, SENCO and teaching staff as to whether it is deemed necessary for the pupil to be included on the SEN register alongside the medical register.

**Arrangements for Co-ordinating SEN Provision**

Although meeting the needs of pupils with SEN is a whole school issue the overall responsibility for managing SEN provision resides with the Board of Governors and the principal of the school. However, to facilitate the day-to-day running of the provision the board of governors has delegated responsibility to co-ordinate the provision for pupils with special educational needs to ***Mrs Rhiannon McKeown (SENCo / Learning Support Co-ordinator).***

**Roles and Responsibilities**

The following section highlights the key roles and responsibilities of all those involved in SEN provision:

**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. The Education and Libraries Order (NI) 2003 (A17) requires the Board of Governors to, ‘safeguard and promote the welfare of registered pupils’. Euston Street Primary Board of Governor SEN representative is ***Mr John Shivers***.

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;
* 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.
* Consult with pupils and parents about teaching and learning as and when required;
* Regularly review and update the Special Educational Needs Policy and other related policies;
* Ensure that policies are easily accessible and communicated to parents;
* Incidents of poor quality learning and teaching addressed and resolved;
* Support staff through evaluation, development, resourcing and wellbeing.

**Principal**

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** (soon to be Learning Support Co-ordinator)

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 external agencies.
* Maintaining and reviewing the SEN Policy

**Class Teacher**

The class teacher should:

* be aware of current legislation;
* keep up to date with information on the SEN Register;
* gather information through observation and assessment;
* develop an inclusive classroom;
* work closely with other staff to plan for learning and teaching;
* contribute to, manage, and review IEPs in consultation with the SENCo; and
* involve classroom assistants as part of the learning team.

**SEN Support Staff/ Additional Adult Assistants**

Support Staff/ Additional Adult Assistants should:

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

**Pupil views**

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

Key decisions for a particular pupil might include:

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

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

**Parent/person with parental responsibility**

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

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

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

Parents should be invited as necessary to:

* meet with staff to discuss their child’s needs;
* attend review meetings;
* inform staff of changes in circumstances and provide relevant documentation where necessary
* support targets on PLP’s (IEPs).
* Home link books (For children who have a Statement of special needs- stage 3 COP or deemed necessary by SENCO / Principal)
* Annual reports, including parental comments
* Phone calls
* Letters
* Parent Drop In sessions led by the school SENCo (Mrs R McKeown)
* Parent Drop in sessions led by the Parent Worker (Mrs Killops)

**Admissions**

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.

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).

Children with Statements of SEN are placed in the school 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**

Every grant-aided school and independent school is required to have a written accessibility plan which should be publicly available and accessible via the school’s website. The focus in the school’s accessibility plan is to:

* increase the extent to which disabled pupils can participate in the school’s curriculum. By way of example, this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure, and cultural activities;
* improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services provided or offered by the school; and
* improve the delivery to disabled pupils of the information which is provided in writing to pupils who are not disabled. This should be completed within a reasonable time and take into account their disability and any preferences expressed by them or their parents.

***At present:***

* pupils with disabilities have equal access to all necessary areas of the school building or reasonable adjustments made to provide adequate provision;
* the school is fully accessible to wheelchair users through both Redcar Street entrances (Nursery unit door and main school access door).
* Wheelchair user car parking spaces are available in school car parking area;
* there are well-equipped facilities for personal care at the main entrance foyer;
* access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude, and attainments; and
* written information can be provided in a variety of formats upon request.

The school will regularly review access arrangements and make reasonable adjustments, if possible, allowing for the constraints of the school’s budget.

This will be in accordance with [SENDO Legislation (2005) (Special Educational Needs Disability Bill)](http://www.deni.gov.uk/index/7-special_educational_needs_pg/special_needs-legislation_pg/special_educational_needs_-_legislation_sendo_pg.htm).

**Special Facilities, Resources and Accommodation**

Euston Street Primary possess the following special facilities, resources, or accommodation to aid and enhance the learning experience for our pupils with SEN such as:

* Learning Support and Newcomer Support Classrooms;
* Every classroom is an ‘ASD friendly’ classroom, equipped with Calm / sensory boxes / areas and strategies;
* Every classroom has a list of possible reasonable adjustments to support the needs of the pupils in the class.
* Sensory room located beside new learning support room at the end of Year 1 corridor.
* Sensory Circuit to support movement breaks located in KS1 corridors (outside rooms 2-5).
* Climbing and balance equipment in both school garden areas.
* Outdoor classrooms with surrounding trees to create our very own ‘Forest School’ experience;
* Additional monies in school budget for SEN.

**Annual Report**

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

This report is made available from ***Mrs R McKeown to BOG representative John Shivers***

**Identification and Assessment of Special Educational Needs**

It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.

*(Code of Practice 1998, paragraph 2.14)*

Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness.

*(Supplementary Guide of the Code of Practice paragraph 5.12 - page 44)*

In Euston Street Primary School, the following may be used to identify pupils’ needs:

* information from transferring school;
* teacher & SENCO observations;
* standardised tests;
* diagnostic assessments;
* whole school assessment (e.g.: CAT/PTE/PTM);
* key stage assessments;
* class tests / Year group baseline assessments
* Pupil Learning Plans (PLP’s or used to be IEP’s);
* care plans;
* personal education plans for children who are looked after;
* statements of special educational needs;
* Risk and behaviour management plans
* annual reviews;
* professional reports;
* parental contributions;
* pupil contributions;

**Other areas of consideration when identifying SEN:**

1. **Physical Development**
* Gross motor skills
* Fine motor skills
* Sensory development – auditory and visual
* Other physical factors e.g. health, physique, stamina, hygiene
1. **Social and Emotional Development**
* Relationships with other adults and peers
* Attitudes within various situations
* Motivation and interest
* Home background – including ethnicity
1. **Intellectual Development/ Cognitive Functioning**
* Language skills
* Short and long term memory
* Concentration span
* Sequencing ability
* Mathematical understanding

**Action following possible indication of a special educational need**

This is the action to be taken when a concern has been noted and evidence of this action will be documented in a school Concern Form.

* Teachers should consult and liaise formally and informally with previous teachers and/or schools and other appropriate professionals e.g. SENCo, Principal, Support staff during this process.
* Teachers should consult and work closely with parents.
* Teachers should refer to the SEN Resource file situated in Learning Support room (RMcK) and make use of the advice and strategies included.
* Teachers should have implemented any reasonable adjustments according to the checklist provided as and where necessary to support the needs of the pupils.
* Following observations in a variety of different settings, teachers will evaluate the school environment, teaching strategies and the pupil’s level of work according to the School Improvement Model of Special Educational Needs (Skidmore, 2004), and adapt as necessary. Teachers should ensure that a clear record is kept of different strategies employed and the outcome of these.
* Teachers should use the strengths of the child to adopt a positive approach to any difficulties.
* Teachers should identify any staff training requirements to meet the needs of the child.
* Where deemed necessary by the principal or SENCo, a pupil may require a risk management plan or behaviour plan implemented which may entail a reduced timetable to support the safety, needs and well-being of the child.

Any evidence gathered will then be used by the SENCo, teacher, parent and child collaboratively to assess whether the child should be placed on the SEN (Special Educational Needs) register or whether it is appropriate to employ alternative strategies prior to this action.

Children can be removed from the register at any stage if it is deemed appropriate following review.

\* Note that changes to the Code of Practice are underway and the new stages of the New Code of Practise are outlined below.

 N.B. Parents can request a Parental Statutory Assessment for their child.

**The Management of Special Educational Needs**

**The Three Stages of Special Education Provision**

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

**Stage 1 includes:**

* School delivered special educational provision;
* A PLP is required (currently IEP);
* The majority of special educational needs will be met at this stage;
* The responsibility lies with the school;
* Operates in mainstream schools and classes; and
* Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child’s SEN.

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

**Stage 2 includes:**

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

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

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

**Stage 3 includes:**

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

At Stage 3, the child has a statement and is receiving special educational provision (as set out in the Statement).

The pupil‘s PLP (IEP) should be revised, to reflect the content of the statement (as it relates to the PLP (IEP) including the SEN category (or categories); setting intended outcomes based on the objectives of the special educational provision and the nature and extent of the EA’s provision including any relevant service and treatment the HSC Trust are to provide; and any additional school provision or modifications to the curriculum, as itemised in the statement; the pupil's PLP (IEP) will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the annual review of the statement.

**Exceptional Cases**

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

**The Annual Review**

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a statement of special educational needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual Reviews should be seen as part of the process of continuous monitoring of the child's progress. The Annual Review procedure is designed to:

* gauge the child’s progress towards meeting the objectives specified in the Statement;
* review the special provision made for the child, including placement; and
* consider the appropriateness of maintaining the statement of special educational needs.

The annual review is carried out by the school on behalf of the EA.

The Review will take place in school and is chaired by the principal (or another person as delegated by the principal).

Relevant forms and the EA’s guidance for this process are available by contacting Statutory Assessment and Review Service (SARS) of the school’s local EA office or they can be downloaded from the [EA website](https://www.eani.org.uk/publications/annual-review-notes-of-guidance).

**Record Keeping**

The SENCo keeps the following records in school:

* SEN Register;
* records of concern;
* individual education plans/(PLP)reviews;
* statements/annual reviews/transition plans;
* assessment results/data;
* individual pupil files;
* record of liaison/meetings with staff from the Education Authority’s SEN Support Services/Health and Social Care Trust
* minutes of meetings with parents; and
* support, advice, and training provided to staff.

**Monitoring the Progress of Pupils with Special Educational Needs**

It is the responsibility of the 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 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.

**Professional Development**

The principal in consultation with the SENCo oversees the professional development of all staff in his/her school. It is essential that all staff are kept up to date with SEN developments to provide effective teaching and support for pupils.

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

**Partnership working**

In school we work with a range of EA Pupil Support Services, where appropriate, to receive training and guidance to support the school and parents in meeting the needs of children with special educational and medical needs. Examples of EA [Pupil Support Services](https://www.eani.org.uk/services) may include:

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

Other services may include:

* [Behaviour Support and Provisions](https://www.eani.org.uk/services/post-primary-behaviour-support-provisions) (Harberton SBEW / Clarawood)
* [Education Psychology Service](https://www.eani.org.uk/services/educational-psychology-service)
* EA Primary Behaviour Support & Provision team
* Harberton Learning Support outreach

**Other Support Services** (for example)

* RISE NI
* Barnardo's
* Child and Adolescent Mental Health Services (CAMHS)
* Child Development Clinic (CDC)
* Independent Counselling Service for Schools (ICSS)

**Resources**

**Central Resources**

The SEN resource file is a valuable staff resource. This file is accessible to all staff in R McKeown’s Learning Support room.

There is a bank of SEN resources available in the Science Store or from Mrs McKeown which is regularly replenished. These include items such as timers, fidget toys, pencil grips, wobble cushions, privacy boards, ear defenders and various materials for staff reference.

An updated list of these resources is accessible to all teachers within the staff folder on the school computer system.

There are also a variety of SEN resources within each classroom including a Calm Box with sensory / fidget resources and variety of visual aids.

A sensory room with various sensory activities is also available and timetables for individual use and also generic class slot to be used for pupils to access for ‘time out’ sessions. Pupils must be accompanied by a classroom assistant at all times.

**ICT**

ICT resources are used throughout the school to support all pupils, including pupils with SEN. There are currently PC’s and laptops used within the computer suite and some additional chromebooks which are also available. Chromebooks have also been allocated to support some pupils with their learning in the classroom where deemed necessary for children to access assistive technology tools.

iPads are also used extensively throughout the school to enhance and support the teaching and learning of all pupils, including pupils with SEN.

A continuously updated list of software and apps to support the teaching of learning of pupils with SEN can be found on the staff network.

Assistive technology programmes such as Wordshark and Read Write programmes have been purchased.

[**T:\Special Educational Needs\Resources\ICT**](file:///T%3A%5CSpecial%20Educational%20Needs%5CResources%5CICT)

**Literacy**

The Linguistic phonics scheme is the main spelling scheme. Where children do not respond to this scheme, other effective strategies and schemes for spelling are employed, e.g. Jolly Phonics, SNIP spelling programme.

There are writing support toolkits accessible in the classroom to pupils in Years 3-7. These include resources to encourage a dyslexia friendly classroom.

There are a range of supplementary reading schemes available to encourage and motivate all pupils in reading.

A number of staff are trained in ‘Reading Partnership’ and this is used throughout the school to raise pupil standards in reading.

**Numeracy**

A list of Numeracy resources available to support all pupils can be found in the Learning Support rooms.

The maths coordinator is trained in maths recovery and this is used to support the teaching and learning of numeracy for pupils with difficulties within this area of learning.

**Additional Assistants**

Additional Classroom Assistants support the learning and teaching of both Literacy and Numeracy for all pupils. They work under the direction of the teacher and will support individuals and small groups in various settings, e.g. in class and withdrawal.

A number of assistants are trained in ‘Reading Partnership’ and use this to maximise the reading ability for individual pupils.

Assistants are used effectively according to their qualifications, experience and expertise. **Additional Provision**

Some pupils with SEN, where it is in the requirements of their statement, will be provided with a classroom assistant funded by the Education Authority.

In-school learning support is provided to small groups of low and under achiever pupils throughout the school. This support varies between Literacy and Numeracy.

Newcomer in-class, small group or individual support provided for children whose first language is not English. The type of support is agreed with SENCO, Newcomer support teacher (Mrs Hayes), Newcomer co-ordinator (Mrs Gillespie) and class teachers as to which is deemed more beneficial and may vary in accordance.

SENCo diagnostic testing is delivered and feedback provided to both teachers and parents.

SENCo observations carried out on request of teachers to assist in identification of pupil needs and appropriate support.

Numeracy Recovery lessons are delivered by the Numeracy Coordinator as and where possible to raise pupil standards in Numeracy (mainly in Year 3).

Peripatetic and outreach teachers from EA, Harberton and Clarawood support children with academic difficulties and social, behavioural and emotional difficulties.

RISE Team (multi-disciplinary agency from HSC) provide extensive support for targeted and individual pupils up to Year 4, being delivered to a whole class, small group or 1:1 basis . They cover Speech & language, Occupational Therapy, Physiotherapy and Selective Mutism. They also offer in-school training to staff and parents on a range of areas to equip them to support the needs of the child.

ESPS have funded for Barnardos to deliver a counselling service to the school one day a week. This takes the form of drop in sessions, individual sessions for identified pupils, BOUNCE workshops with staff and KS1 and KS2 classes.

**Complaints**

All complaints regarding SEN in Euston Street Primary school will be dealt with in line with school’s existing complaints procedures as outlined in ESPS Complaints Policy.

If you have any queries in relation to special educational needs of a child with a Statement or who is currently being assessed for a statement of special educational needs, you can contact Mr Armstrong, Mrs McKeown or your local [EA Office](https://www.eani.org.uk/parents/special-educational-needs-sen/sen-contact-details) (Belfact office). Please contact your SEN Link Officer in the first instance. Contact details should be on the EA documentation issued to you alongside your child’s statement.

**Dispute Avoidance and Resolution Service (DARS)**

The [Dispute Avoidance and Resolution Service (DARS)](https://www.eani.org.uk/help-available/dispute-avoidance-and-resolution-service-dars) provides an independent, confidential forum to resolve or reduce the disagreement, in relation to special educational provision, between parents and school/Boards of Governors or the EA for pupils who are on the Code of Practice where previous attempts to do so have been unsuccessful.

Parents can contact the service which is provided by [Global Mediation](https://www.globalmediation.co.uk/service/dars/).

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

**Special Educational Needs and Disability Tribunal (SENDIST)**

The [Special Educational Needs and Disability Tribunal (SENDIST)](https://www.justice-ni.gov.uk/articles/special-educational-needs-and-disability-tribunal-0) considers parents’ right to appeal against the decisions made by the Education Authority about their child’s special educational needs whenever an agreement cannot be reached.

This service also addresses claims of disability discrimination in school.

**Monitoring and evaluating the SEN Policy**

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

Policy Date: 09/05/2022

Signature of Principal:……………………………………..

Signature of Chairperson of Board of Governors: …………………………………………

Review Date: 02 /10/2023