



NORTH EASTERN EDUCATION AND LIBRARY BOARD

Ballymoney Model Controlled Integrated Primary School,

North Road, Ballymoney, Co. Antrim, BT53 6BW

Principal: Mrs J Jamison B Ed(Hons) PQH(NI)



Special Educational Needs & Inclusion POLICY

**Ballymoney Model
Controlled Integrated Primary School**

2014 / 2015

The Special Educational Needs (SEN) Team

Principal: Mrs J Jamison

SENCO: Miss H McCambridge (Vice Principal)

Speech & Language Leader: Mrs J Mack

Learning Support Teacher: Mrs K Hamill

Chairman of the Board of Governors: Mr W Witherow

Designated Governor for Special Educational Needs: Mr B Knight

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1. VISION FOR INCLUSION OF SPECIAL EDUCATIONAL NEEDS WITHIN OUR SCHOOL

At Ballymoney Model Controlled Integrated Primary School (CIPS) our vision is to promote excellence in teaching and enjoyment in learning for all our pupils through providing equal access to a rich, broad and balanced curriculum including the Northern Ireland Curriculum (NIC). We strive for every child to be actively engaged in their learning and to reach their full potential in all aspects of school life. We believe that children's well-being is key to raising academic achievement. In recognising that some pupils may have an additional need and/or disability, we are committed to early identification and intervention (endeavouring to make reasonable adjustments) to minimise these barriers to learning. We place a strong emphasis on trust, honesty, respect and tolerance through a close partnership between pupils, staff, governors and parents.

As a Rights Respecting School, our SEN policy is in keeping with the Convention on the Rights of the Child. A number of these articles are particularly relevant within this policy. (See Appendix 2, page 17)

2. POLICY AIMS

- 2.1 To identify all pupils with SEN/Disability in Ballymoney Model CIPS as early and thoroughly as possible using a variety of means and in consultation with appropriate personnel.
- 2.2 To continually target areas for development within SEN so as to ensure full entitlement and access for pupils with SEN/Disability to high quality education with a broad, balanced, relevant and differentiated curriculum.
- 2.3 To continually promote a positive self-image among all pupils and ensure that pupils experiencing difficulties through SEN/Disability feel valued by offering curricular, pastoral and extra-curricular opportunities that allow the children to feel happy and secure in their educational endeavours.
- 2.4 To provide appropriate support for pupils experiencing difficulty in SEN/Disability by establishing and maintaining a multi-disciplinary approach through effective partnerships between Governors, Principal, SENCO, teaching staff, support staff, parents, pupils and outside agencies in line with the general aims of the school.
- 2.5 To provide appropriate support for staff in assisting with their endeavours to meet the needs of pupils with Special Educational Needs.
- 2.6 To ensure whole school responsibility and engagement in the provision of SEN pupils to strive for inclusion under the School Improvement Model (*Every School A Good School, 2009*), where the focus is on improving the school in helping to meet the needs of the pupil.
- 2.7 To ensure that in the assessment of pupils with SEN/Disability, due regard is paid to the professional judgement of the teacher as well as the class performance and family background of the pupil.
- 2.8 To develop a recording system so that each pupil's performance and progress can be monitored and reviewed appropriately.
- 2.9 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.
- 2.10 To encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.
- 2.11 To promote collaboration amongst teachers in the implementation of the SEN policy.

3. RATIONALE, LEGISLATION & DEFINITIONS

The Code of Practice on the Identification and Assessment of Special Educational Needs (1995), Supplement to the Code of Practice (2005), Disability Discrimination Act (1995) and Special Educational Needs and Disability Order (SENDO; 2005) outlines the following definitions in relation to Special Educational Needs.

3.1 Learning Difficulty

“ ‘Learning difficulty’ means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. ‘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)

3.2 Disability

“ 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)

3.3 SEN provision of SENDO

Since the SENDO legislation (2005) all schools are required to make ‘reasonable adjustments’ to the school environment and alterations to the teaching styles to allow all children access to mainstream education.

‘The new law will strengthen the right to an ordinary school place for children with a Statement, 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

3.4 Key Principles of Inclusion

‘Inclusion is about the quality of children’s experience; how they are helped to learn, achieve and participate fully in the life of the school.’

(Removing Barriers to Achievement, 2004)

3.5 This policy is supported by:

- Links to other policies, namely Positive Behaviour, Safeguarding and Health and Safety
- The categories in which pupils are placed on the Special Needs Register (Appendix 1). The Special Needs Register is included in the figures for the DENI return each October.
- Breakdown of description and intervention of each of the Stages One to Five on the Code of Practice (see Section 6).

4. IDENTIFICATION AND ASSESSMENT OF SEN

“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*)

4.1. In Ballymoney Controlled Integrated Primary School the SENCO, in collaboration with the learning support teacher and class teachers, consider the following information to identify the needs of pupils and decide whether a pupil would be best placed on our SEN register and at what stage:

- Parental information
- Pre school information or information from a transferring school
- Summative assessment (PIE, PIM, Ability tests for Year 1-7, Basic Diagnostic Number Test, key words and phonic acquisition (Year 1 and 2)
- Cross Curricular Skills assessments
- Professional judgement
- Teacher observation
- Individual Education Plans
- Outside agency advice/ reports
- Statements of SEN
- Annual Reviews

4.2. Assessment of SEN pupils within school is sensitive to their needs, and is used to enhance the educational experience for each child experiencing difficulty in the following way:

- To track progress
- To measure pre and post intervention
- To gain further insight into individual needs

4.3. Parents are kept informed on a regular basis of their child’s progress through parent teacher meetings, IEP review meetings and Annual Reviews for Stage Five pupils. At anytime, parents can request a meeting with the class teacher, learning support teacher, SENCO and/or Principal.

The above identification and assessment procedures are in line with the overall identification and needs of pupils within the ethos of the school as a whole.

5. OVERALL PROVISION OF SEN

In Ballymoney Model CIPS, we follow the five stage approach as set out in The Code of Practice (1998). This approach recognises that there is a continuum of SEN and that the requirements of the majority of pupils at Stages One, Two or Three are met by the school with the help of outside agencies and/or specialists as required.

The provision for SEN pupils is the overall responsibility of the Board of Governors and Principal of the school. However, in order to facilitate the day-to-day running of the provision, the Board of Governors have delegated responsibility for pupils with SEN to the Principal and the school SENCO.

Details of provision at each stage of The Code of are provided in Section 6.

The following provision within school is made for pupils with SEN as deemed necessary:

- Learning support teacher employed on a part time basis.
- Learning support provided by Mrs Hamill is primarily for Y3-Y6 pupils and takes place in either small groups or at an individual level within a purpose built classroom.
- Stage Five assistant support for those pupils awarded this intervention by Special Education following the appropriate referral process.
- Additional assistant support in Foundation Stage classrooms.
- Additional assistant support for Newcomer pupils.
- Professional development training for teachers and assistants to help meet the needs of affected pupils by keeping up-to-date with developments in the SEN field.
- External support awarded following referral process with ongoing liaison between school and support.
- Close liaison between staff and the parents of SEN pupils.
- Two Speech and Language classrooms for pupils identified by Special Education as requiring this intervention. Pupils from other schools can be moved to this intervention as deemed necessary by Special Education. There are presently two Speech and Language classrooms teaching pupils from Year One to Year Four.

6. FIVE STAGE APPROACH

In Ballymoney Model Controlled Integrated Primary School, the Code of Practice five stage approach is set out in the following way:

6.1 STAGE ONE

Description of Stage One

- A Stage One pupil will typically be in touch with the body of the class, but will require more class teacher intervention and a more structured and differentiated approach in one or more areas of learning.
- Pupil may be slow to acquire new skills as compared to the majority of the class.
- Pupil is unable to make progress with some or all tasks unless they are broken down into more gradual steps.
- Pupil's language ability may be delayed.
- Pupil has difficulty working independently mainly in literacy and/or numeracy.
- Pupil is of low academic ability and so requires differentiation.
- A pupil with a physical difficulty, an emotional or behavioural difficulty or a sensory impairment which affects learning to the extent that the child will lose touch with the main body of the class if their work is not broken down into small steps.
- A pupil whose attendance due to a medical condition or family circumstance has impacted on their learning that they are beginning to lose touch with the main body of the class.
- Some or all of the above descriptions may apply.

Actions at Stage One

- Stage One begins with a concern that a child may have a Special Educational Need. Such a view may be expressed to or by the teacher.
- The class teacher will collect and record information about the child to make an initial assessment of SEN.
- The SENCO and class teacher in consultation with parents will place the child at Stage One on the SEN register and creates an Individual Education Plan.
- The class teacher maintains day-to-day responsibility for meeting the pupil's needs.
- The class teacher will arrange support within the normal curriculum framework, such as increased differentiation and alternative teaching and learning strategies. The nature and aims of this provision are recorded in the Individual Education Plan where targets are set, monitored and reviewed.
- The SENCO is available to both staff and parents in an advisory capacity.

Review at Stage One

- Parents are invited to meet with the class teacher three times per year to discuss the set targets and consequent evaluation within the Individual Education Plans.
- Following review outcomes the SENCO, in collaboration with the class teacher, will decide whether to remove the pupil's name from the register, keep the pupil at Stage One or move the pupil to Stage Two.

6.2 STAGE TWO

Description of Stage Two

- A Stage Two pupil will typically experience a varying degree of difficulty across the curriculum, resulting in a widening gap between his/her attainments in one or more areas in the relation to the attainments of peers.
- Pupil has difficulty in retaining instructions and requires continuous explanation, clarification and reassurance in order to cope with both written and practical activities, despite the differentiated level of the task set.
- Pupil is of low academic ability, needing considerable teacher and adult input through the use of adapted resources and/or concrete materials.
- A pupil with a physical difficulty, an emotional or behavioural difficulty or a sensory impairment which seriously affects learning to the extent that the child is experiencing a barrier to his/her learning and requires structured support. (This does not include children with a Statement of Special Educational Need or those receiving peripatetic support).
- A pupil's long term or recurrent absence due to a registered medical condition or exceptional family circumstance has greatly impacted learning.
- Some or all of the above descriptions may apply.

Actions at Stage Two

- A pupil experiencing difficulty can be placed at Stage Two following a Stage One review, but may also be placed at Stage Two without having been at Stage One if the Principal and SENCO deem it necessary.
- Parents are informed and an Individual Education Plan is created.
- The class teacher maintains day-to-day responsibility for meeting the pupil's needs, but the learning support teacher takes the lead in assessing the pupil's learning difficulty. This includes planning, monitoring and reviewing the child's progress in relation to their specific needs and in liaison with the class teacher.
- The class teacher will arrange support within the normal curriculum framework, such as increased differentiation and alternative teaching and learning strategies. The nature and aims of this provision are recorded in the Individual Education Plan where targets are set, monitored and reviewed.
- In addition to in class support, a Stage Two pupil receives timetabled withdrawal intervention (Year 3 to Year 7) either in a small group or on an individual basis, to address his/her needs as outlined in the Individual Education Plan.
- The SENCO is available to both staff and parents in an advisory capacity.

Review at Stage Two

- Parents are invited to meet with the class teacher three times per year to discuss the set targets and consequent evaluation within the Individual Education Plans.
- If progress has been satisfactory the SENCO may decide that the child should continue at Stage Two in order to consolidate gains. If the progress continues to be satisfactory, the SENCO may decide that the child no longer needs special educational provision at Stage Two and may decide to move the child to Stage One.
- The pupil's name is kept on the SEN register until there is no longer any significant concern about progress.
- If the relevant and purposeful measures at Stage One and Two do not result in adequate progress the SENCO should consult with NEELB Educational Psychology service to deem whether a referral to this service is necessary. At this stage the school can also avail of Multi Agency Support Team Services (MASTS).

6.3 STAGE THREE

Description of Stage Three

- A Stage Three pupil with difficulties (as at Stage Two) who has been assessed by the Educational Psychology Service and is receiving external support following this assessment.
- The above descriptions of a child placed at Stage Two also apply to a child at Stage Three on the Code of Practice.
- Pupils at Stage Three could be receiving outreach support from external support services such as:
 - Behaviour support Service - Thornberry Centre
 - ASD Advisory Support Service
 - LTSS – Literacy Teacher Support Service – Practical / Advisory support (Y4-Y7)
 - MASTS – Multi Agency Support Team Service (Y1-Y4)
 - Child Development Centre
 - Thornfield House Speech School - Speech and Language Therapy
 - Some or all of the above descriptions may apply.
 - Auditory Service
 - Visually Impairment Service
- Some or all of the above descriptions may apply.

Actions at Stage Three

- Stage Three begins with a decision at a Stage Two review or following discussions between the SENCO, Principal, teachers and parents that intervention with external support is necessary.
- The SENCO takes the lead role, working closely with the child's teacher to make relevant referrals and draw on the expertise of relevant external support services.
- In working with any of the above named external support agencies, direct contact is usually made between the service and the parents; school will be aware of this and should receive correspondence relevant correspondence.
- An Individual Education Plan is devised encompassing the nature and aims of the support being given to the child including in class, withdrawal support and external intervention if applicable.
- At Stage Three withdrawal provision is subject to the nature and intensity of the external intervention.
- The Individual Education Plan should be implemented as far as possible, in the everyday classroom setting, and like with the other stages is created and evaluated by the class teacher in consultation with the SENCO and any outside agencies.
- At all times, the SENCO ensures close liaison with staff and parents, and where possible pupils are involved in setting their own targets.
- The SENCO is available to both staff and parents in an advisory capacity.

Review at Stage Three

- At Stage Three the class teacher, in consultation with the SENCO and relevant external support will continue to monitor the pupil's progress on a regular basis and inform parents and outside agencies of any significant changes/ incidents. Additional review meetings with relevant parties may be necessary.
- Parents are invited to meet with the class teacher three times per year to discuss the set targets and consequent evaluation within the Individual Education Plan.
- Relevant external support services may also be present at a review or alternatively may hold their own review in addition to that of the scheduled school review.
- Consistent with all Stage reviews, the review will focus on the child's progress and whether this has been adequate.
- If progress has been satisfactory the SENCO in consultation with the class teacher may decide that the child should continue at Stage Three. If the progress continues to be satisfactory, the SENCO may decide that the child no longer needs external support at Stage Three and may decide to move the child back to Stage Two and appropriate action taken at that Stage.
- If the relevant and purposeful measures at Stage Three have not resulted in adequate progress and following consultation with the Principal, SENCO, teacher, external support service and parents a request may be made for a Statutory assessment to be conducted.

6.4 STAGE FOUR

'In some cases schools will conclude that the pupil's needs remain so substantial that they cannot be effectively met within the resources normally available to the school.' (*Supplement to the Code of Practice – 4.64*)

Description of Stage Four

- A Stage Four pupil is a child who has been put forward by the school, Educational Psychology service or in some cases a parent for the NEELB Special Education Board to consider the need for a Statutory Assessment which may result in a Statement of Special Educational Needs.
- A pupil who is experiencing significant learning difficulties that are seriously impacting on his or her ability to access the curriculum.
- A pupil with a physical disability and/or multiple difficulties who face barriers that prevent him/her from maximising his/her full educational potential.
- A pupil with severe emotional behavioural needs who requires extra support.
- A pupil with a registered medical condition that requires continuous monitoring and that is affecting the pupil's attendance and education on an ongoing basis to the point where he/she is seriously underachieving.
- A pupil with a long term or life threatening illness, whose medication and/or the effects of the condition are seriously affecting the pupil's ability to achieve his/her potential and is affecting other areas such as attendance, self-esteem and other aspects of their development.
- Some or all of the above descriptions may apply.

Actions at Stage Four

- A request for a Statutory Assessment will be made by the school, Educational Psychology Service or a parent. Following this, the NEELB Special Educational Needs panel will make a decision whether to proceed with the Statutory Assessment in which case the child will be placed at Stage Four on the SEN register.
- The SENCO takes the lead role, working closely with the child's teacher to make the relevant referral which also requires parental support.
- A Stage Four pupil continues to require a significant level of in class support and if appropriate will also avail of the school's timetabled withdrawal support intervention. However, depending on the nature of difficulties, it may not be of benefit for the child to receive withdrawal intervention.
- An Individual Education Plan is devised encompassing the nature and aims of the support being given to the child including in class, withdrawal support and external intervention if applicable.
- The Individual Education Plan should be implemented as far as possible, in the everyday classroom setting, and like with the other stages is created and evaluated by the class teacher in consultation with the SENCO and any relevant outside agencies.
- At all times, the SENCO ensures close liaison with staff and parents, and where possible pupils are involved in setting their own targets.
- Progress is closely monitored by the SENCO who is available to both staff and parents in an advisory capacity.

Review at Stage Four

- At Stage Four, when deciding to proceed with a Statutory Assessment, the Board will consider:
 - The degree of the child's difficulty
 - The nature of the provision required
 - Whether the child's needs can reasonably be met by the resources normally available to the school
 - The 5 Board Provisional Criteria for Statutory Assessment
- At Stage Four the class teacher, in consultation with the SENCO and relevant external support will continue to monitor the pupil's progress on a regular basis and inform parents and outside agencies of any significant changes/ incidents.
- As with all other Stage reviews, parents continue to meet with the class teacher three times per year to discuss the set targets and consequent evaluation within the Individual Education Plan.
- At Stage Four informal consultations between relevant personnel may take place more regularly as a result of the referral process.
- Following Statutory Assessment, the Board will either:
 - Make and maintain a Statement of Special Educational Needs and arrange,
 - Monitor and review provision; or
 - Provide a Note in Lieu of a Statement (See section 6.5)

6.5 STAGE FIVE

- A Stage Five pupil will be awarded a Statement of Special Educational Needs which sets out the child's educational and non-educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review.
- A Note in Lieu of a Statement sets out the reasons for the Board's decision not to make a Statement of Special Educational Needs and includes supporting evidence from the Statutory Assessment.

Description of Stage Five

- A pupil who is experiencing significant learning difficulties that are seriously impacting on his or her ability to access the curriculum.
- A pupil with a physical disability and/ or multiple difficulties who face barriers preventing him/ her from maximising his/ her full educational potential.
- A pupil with severe emotional behavioural needs who requires extra support.
- A pupil with a registered medical condition that requires continuous monitoring and that is affecting the pupil's attendance and education on an ongoing basis to the point where he/ she is seriously underachieving.
- A pupil with a long term or life threatening illness, whose medication and/ or the effects of the condition are seriously affecting the pupil's ability to achieve his/ her potential and is impacting on other areas such as attendance, self-esteem and other aspects of their development.
- Some or all of the above descriptions may apply.

Actions at Stage Five

- Once the statement has been made final:
 - Provision and/ or support will be arranged to the pupil's needs.
 - The SENCO ensures that a Stage Five Education Plan is drawn up and implemented, monitored and reviewed in the same way as that of the other stages.
 - The Annual Review and Transition Process will take place.
- It is normal that hours of additional adult assistance are allocated to the school by Special Education to help meet the needs of the Stage Five pupil (the number of hours are decided by Special Education and are dependent on the needs of the child).
- The additional hours awarded to the school help to minimise the barriers to learning experienced by the child in one or more of the following areas; learning, social and emotional, physical and/ or medical.
- A Stage Five pupil requires a significant level of class support and the teacher and assistant work together to ensure an appropriate programme of support is in place.
- A Stage Five pupil may also be receiving intervention from an external support service such as one or more of those named at Stage Three above.
- An Individual Education Plan is devised encompassing the nature and aims of the support being given to the child including in class and external intervention if applicable.
- The Individual Education Plan should be implemented as far as possible, in the everyday classroom setting, and similar to that of the other stages is created and evaluated by the class teacher in consultation with the SENCO and any relevant outside agencies.
- At all times, the SENCO ensures close liaison with staff and parents, and where possible pupils are involved in setting their own targets.
- Progress is closely monitored by the SENCO who is available to both staff and parents in an advisory capacity.

Review at Stage Five

- At Stage Five 'The Annual Review' takes place.
- 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 are part of the continuous monitoring of the child's progress.
- The Annual Review will;
 - 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.
- In attendance at this meeting will be the Principal, SENCO, class teacher, assistant if possible, parents and relevant external agencies. Special Education will be in attendance at a Transitional Review and/or as the need arises.
- Invites will be issued to the relevant attendees at least two weeks in advance.
- Written contributions where possible, will be sought from the class teacher, pupil, parents and relevant external support services.
- Year Seven Transitional Reviews are held in Term One and other Review meetings take place in Term Three of each academic year.
- The meeting is held in school and the necessary paper work is returned to Special Education by 30th June each year.

7. GIFTED AND TALENTED

At Ballymoney Model Controlled Integrated Primary School we view high achievement for all as a vital aspect of our ethos. We continually ensure that the more able and talented students have high expectations and are challenged educationally and creatively. Gifted and talented students range from the exceptionally academic to those with talents in, for example, the arts, sporting, leadership, and/or interpersonal skills. It is the responsibility of the class teacher to ensure that the needs of the more able pupils are met within their curriculum programme.

8. ROLES AND RESPONSIBILITIES

Board of Governors:

In 'Every School a Good School' (DE) – The Governor Role (2010) Chapter 12 of the document relates specifically to the Governor role for pupils with SEN.

This section provides an overview of Governor's responsibilities from this document as highlighted in the SEN Resource File, 2011:

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 SEN. The Board of Governors has a statutory duty to:

- Take account of the provisions in the DE Code of Practice on identifying and assessing SEN;
- Use their best endeavours to provide for pupils identified with SEN and that parents are notified of their child's SEN;
- Maintain and operate a policy on SEN
- Ensure that where a registered pupil has SEN, those needs are made known to all who are likely to teach them;
- Ensure that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching;
- Allocate funding for SEN and disability and take forward a written accessibility plan.

8.1 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 SMT are actively involved in the management of SEN within the school. Senior management should ensure consistency of practice and contribute to the realisation of the School Development Plan.
- Provide a secure facility for the storage of records relating to SEN.

8.2 The SENCO is responsible for:

- The day to day operation of the school's SEN policy
- Responding to requests for advice from other teachers
- Leading SEN provision, ensuring appropriate liaison with and between the relevant teachers and staff of any given child with SEN (this will result in pupils' needs being discussed on a professional level with the necessary staff).
- Maintain the school's SEN register and oversee all the records on pupils with SEN
- Liaison with parents of children with SEN
- Establishing the SEN in-service training requirements of the staff, and contributing as appropriate to their training
- Liaison with external agencies

8.3 Class teachers are responsible for:

- The raising of standards in teaching and learning for the benefit of all pupils within their class.
- Identifying concerns and potential needs of pupils causing a barrier to their learning and communicating these to the SENCO, as outlined in each stage of The Code of Practice (see appendix).
- Collaborating with other staff to plan in meeting the needs of individual pupils.
- Recognising their own need for professional development within SEN and seeking training from the SENCO and/or relevant subject leaders.
- Carefully differentiating learning to ensure that the curriculum is accessible for all.
- Establishing, monitoring and reviewing IEP targets in collaboration with SENCO and other relevant staff.
- The effective and efficient deployment of classroom assistants as part of the learning team.
- Be aware of current legislation and keep up-to-date with information on the SEN register. Assist the SENCO in promoting the ethos of inclusion throughout the school.

8.4 The Learning Support Teacher is responsible for:

- Working under the direction of the SENCO.
- Leading the administering of relevant tests for SEN pupils.
- Recording of data to monitor progress for pupils on the SEN register.
- Raising achievement of those pupils with SEN (in collaboration with class teacher).
- Being aware of current legislation.
- Assisting with the administrative process of SEN within the school.

8.5 Assistants are responsible for:

- Working under the direction of the class teacher.
- Being involved in planning.
- Providing practical support.
- Explaining boundaries and operating these consistently and fairly.
- Keeping records and attending meetings as deemed necessary.
- Sharing good practice.
- Keeping up to date with current legislation in relation to the needs of the pupil/s they are working with.

“Assistants are a valuable resource within school and should be seen as part of the whole school team supporting the needs of all identified pupils.”

(Guidance for the Effective Use of Assistants in School – NEELB, November 2011).

8.6 Pupil involvement:

‘The child should, where possible, according to the age maturity and capability, participate in all decision making processes which occur in education.’ *(Supplement to the Code of Practice – para 1.19)*

Key decisions for a particular pupil might include:

- Contributing to the assessment
- Contributing to education plans through setting targets
- Working towards achieving agreed targets and
- Contributing to the review of IEPs, Annual Reviews and the Transition Process in year Seven.

8.7 Partnerships with Parents/ Carers

'The relationship between the parents of a child with Special Educational Needs and their child's school has a crucial bearing on the child's educational progress and the effectiveness of any school based action.'

(Code of Practice – pars 2.21)

- At Ballymoney Model Controlled Integrated Primary School we strive to create, develop and maintain a strong parent and school partnership to support the learning and development of those pupils with Special Educational Needs.
- Parents/Carers can help by informing the relevant school staff of any significant needs their child may have as early as possible.
- It is the school's responsibility to inform parents when considering placing the pupil's name on the SEN register or moving the child to a higher or lesser stage of need.

9. MONITORING THE PROGRESS OF PUPILS WITH SEN

It is the responsibility of the SENCO, Learning Support Teacher (where appropriate) and each class teacher to ensure that the progress of pupils on the SEN register is monitored in the following ways:

Targets of Individual Education Plans are monitored for quality, progression and appropriateness through meeting with teachers on a regular basis.

Quality reviews of Individual Education Plans that focus on educational outcomes, informing future planning and movement either up or down through The Code of Practice Stages.

Pupils, class work and social skills are monitored through observation, liaison with teaching colleagues and classroom visits.

10. RECORD KEEPING

The following SEN records are kept at Ballymoney Model Controlled Integrated Primary School:

- SEN register
- Records of Concern
- Individual Education Plans & Reviews
- Statements and Annual Reviews
- Assessment results and data
- Individual Pupil Files
- External Service Support
- Staff Training
- Correspondance regarding individual pupils

11. ACCESSIBILITY

Ballymoney Model Controlled Integrated Primary School has in place the following arrangements for pupils with SEN/Disabilities:

- Pupils have equal access to all areas of the school building.
- The school has a toilet adapted for use by persons with disabilities.
- There is a well-equipped SEN teaching and resource base for pupils with SEN including a Learning Support Centre for pupils placed by Special Education in need of Speech and Language specialised intervention.
- Pupils attending the Speech and Language Centre receive funding for travelling costs or provide a taxi to transport the child to and from school.

12. PROFESSIONAL DEVELOPMENT

The Principal oversees the professional development of all staff in Ballymoney Model Controlled Integrated Primary School including training within SEN. In consultation with the SENCO, training needs will be identified in line with school priorities as outlined within the School Development Plan. Due to the diverse nature of SEN pupils, there may be on occasion a need to provide training that has not previously been identified as necessary.

The SENCO is responsible for keeping a record of all training relating to SEN. It is essential that all staff keep up-to-date with developments in the SEN field in order to provide for affected pupils. Staff attending INSET are given the opportunity to disseminate to colleagues back in school.

13. COMPLAINTS

Ballymoney Model Controlled Integrated Primary School are committed to working in collaboration with all relevant parties, including parents and outside agencies, for the benefit of the child. The nature of SEN difficulties are most appropriately discussed in person. If a parent feels concerns are not being addressed appropriately in what is deemed reasonable within the existing resource base of the school, the school's complaints procedure can be followed with the intent of getting the issue resolved.

Additional advice can be sought from the following departments;

- NEELB SEN Advice and Information Service
- Dispute Avoidance and Resolution Service
- Special Educational Needs and Disability Tribunal (SENDIST)

MONITORING AND EVALUATING THE POLICY

- The SEN policy is reviewed annually by staff and is ratified by the board of Governors taking into account changes in legislation and/ or practice.
- The SEN policy is accessible on the school's website or a copy can be obtained on request from the school office.

J.Jamison (Principal) and H.McCambridge (SENCO), November 2014

Appendix 1

The following areas encompass all aspects of SEN/ Disability:

1. Cognitive and Learning

- a) Dyslexia/ Specific Learning Difficulty (DYL)
- b) Dyscalculia (DYC)
- c) Dyspraxia/ Developmental Coordination Difficulties (DCD)
- d) Mild Learning Difficulties (MILD)
- e) Moderate learning Difficulties (MLD)
- f) Severe Learning Difficulties (SLD)
- g) Profound and Multiple Learning Difficulties (PMLD)
- h) Unspecified (U)

2. Social, Emotional and Behavioural

- a. Social, Emotional and Behavioural Difficulties (SEBD)
- b. Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder (ADD)

3. Communication and Interaction

- a) Speech and Language Difficulties (SL)
- b) Autism (AUT)
- c) Asperger's Syndrome (ASP)

4. Sensory Difficulties

- a) Severe/ profound hearing loss (SPHL)
- b) Mild / Moderate hearing loss (MMHL)
- c) Blind (BL)
- d) Partially sighted (PS)
- e) Multi-sensory impairment (MSI)

5. Physical

- a) Cerebral Palsy (CP)
- b) Spina Bifida and / or Hydrocephalus (SBH)
- c) Muscular Dystrophy (MS)
- d) Significant Accidental Injury (SAI)
- e) Other (OPN)

6. Medical Conditions/ Syndromes

- a. Epilepsy (EPIL)
- b. Asthma (ASTH)
- c. Diabetes (DIAB)
- d. Anaphylaxis (ANXS)
- e. Down's Syndrome (DOWN)
- f. Other medical conditions / syndromes (OMCS)
- g. Interaction of Complex Medical Needs (ICMN)
- h. Mental Health Issues (MHI)

Appendix 2

The following articles are from the Convention on the Rights of the Child are of particular importance within SEN:

Article 28 (Right to Education)

Every child has the right to an education. Primary Education must be free. Secondary Education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 2 (without discrimination)

The Convention applies to everyone: whatever their ethnicity, gender, religion, abilities, whatever they think or say, whatever type of family they are from.

Article 23 (children with disability)

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 29 (Goals of Education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and environment.