



## **Special Educational Needs & Inclusion Policy**

In Largymore Primary School we value all children, whatever their age, ability, gender, ethnicity, attainment or background.

We are committed to the provision of a broad and balanced curriculum which offers access for all children.

We recognise that there is a broad spectrum of Special Educational Needs, Disability and Additional needs and we will endeavour to provide for each individual child within an inclusive environment.

We believe that every pupil should, through appropriate forms of educational provision, reach their full potential. This can be best achieved through collaboration between parents, teachers and other agencies.

## **School Aims**

In Largymore Primary we aim to provide a curriculum and environment within the school which will enable each pupil to develop his/her full potential by increasing his/her knowledge, experience, understanding and awareness of moral values and capacity for enjoyment.

We aim to help pupils:

- Acquire knowledge, skills and practical abilities.
- Develop qualities of mind, body, spirit, feeling and imagination.
- Appreciate achievements in art, music, science, technology and literature.
- Acquire understanding of the world around us and society in general.
- Develop a reasoned set of values and beliefs.
- Develop a sense of self respect, to be able to live as confident, independent, self motivated and self disciplined adults making a valuable contribution to society.

## **Context**

This policy is the result of the changes of SENDO legislation brought to Special Educational Needs in 2005, which amended the education order of 1996. The revised policy is compatible with the Code of Practice 1998 and supplement to the Code of Practice issued in 2005.

## **Rationale**

Largymore Primary School is committed to providing an appropriate and high quality education to all the children attending our school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum which is fully accessible to them.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and develop an environment where all children can flourish and feel safe.

Largymore Primary School is committed to inclusion. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, capabilities, attainment and background.

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors related to their environment.

We recognise that pupils learn at different rates and that there are many factors affecting their achievement, including ability, emotional state, age and maturity. We believe that a number of pupils, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long term or short term. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

Largymore Primary sees the inclusion of children identified as having special educational needs as an equal opportunities issue and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

### **Definition of Special Educational Need**

*“‘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 educational 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)**

### **Categories of Special Educational Needs**

Special Educational Needs can be grouped into the following categories:

- Cognitive and Learning
- Social, Behavioural and Emotional
- Communication and Interaction
- Sensory
- Physical
- Medical Conditions / Syndromes
- Other e.g. prolonged absence from school.

The Special Educational Needs and Disability Order (SENDO, 2005) highlights children in schools who may have a disability. The term disability is defined as “a physical or mental impairment which has a substantial and long term (more than 12 months) adverse effect on his/her ability to carry out normal day to day activities.”

The definition may include children with cerebral palsy, asthma, diabetes, epilepsy, speech, visual or hearing impairment, autism and ADHD. The list is not definitive.

Children in school may be considered as having Special Educational Needs, a disability, additional needs or a combination of these.

### **Definition of Disability**

To obtain rights under the disability aspects of SENDO a pupil must meet the definition of being disabled. A person is regarded as being disabled for the purposes of SENDO if he/she 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.”*

Disability Discrimination Act (1995)

## **Aims of Special Educational Needs / Inclusion Policy:**

- To provide a broad, balanced, relevant and differentiated curriculum as a right for all children.
- To identify children with special educational needs, as early as possible through a variety of means and in consultation with appropriate personnel. To assess their needs as quickly as is consistent with thoroughness.
- To ensure that all children with SEN are provided with a caring and supportive environment in which they can feel happy, confident and valued and have a positive self-image.
- To endeavour to provide and utilise appropriate resources in support of pupils with SEN, disability or additional need.
- To identify appropriate provision to enable children with SEN. additional needs or disability to access the Northern Ireland Curriculum at a level appropriate to their age, ability, aptitude and attainment.
- To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning for all.
- To develop and maintain an effective system of assessment, record keeping and evaluation so that each pupil's performance and progress can be monitored.
- To promote effective communications between principal, teachers, governors, parents, pupils and external agencies to ensure adequate provision for children with special educational needs and / or a disability.
- To encourage parents and persons with parental responsibility to recognise the central role they play in the education of their children and to foster a positive partnership between parents and school.
- To promote inclusion of all pupils with SEN into mainstream classrooms.

## **Admission Arrangements**

The admissions arrangements for pupils with special educational needs, disability or additional needs are consistent with the school's general arrangements for all other pupils.

Children with Statements of Special Educational Needs are placed in schools at the request of the South Eastern Education and Library Board. If a parent wishes to have their child with a statement educated in mainstream school the board must provide a place unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent this incompatibility. When seeking to place a pupil with a statement, the board will take into account the ability of the school to meet the child's needs, the provision of efficient education for other children in the class or school and the efficient use of resources.

## **Structure of Special Educational Needs / Disability Provision**

The school follows a staged approach for identification, assessment and provision in accordance with the Code of Practice for SEN. This approach recognises that there is a continuum of SEN and there is not always a forward progression through the stages.

Responsibility for pupils within Stages 1 – 3 lies at school level (with close involvement of external agencies at Stage 3) and with the Board and school at Stages 4 and 5.

A 'Record of Concern' may be completed by the class teacher to identify initial concerns about a child's difficulties. This is discussed with the SENCO and reviewed after one term. If the pupil continues to have difficulties then the pupil will proceed to stage 1 of the Code of practice.

### **Stage 1**

- a) Discussion with parents takes place and the child's name is placed on the special need's register.
- b) The class teacher takes initial action and devises interventions as part of a differentiated curriculum.
- c) The class teacher reviews the child's progress at pre-determined times and discusses this with the Senco.

If the pupil makes progress they may stay at Stage 1 or the child's name may be removed from the register.

If the pupil continues to have difficulties then the provision moves on to stage 2.

### **Stage 2**

- a) The SENCO and class teacher draw up an education plan setting targets to be met and strategies to be used in order to address the pupils difficulties. (A pupil may have targets in Literacy, Numeracy and/or Behaviour.) IEP's will be implemented for a term. Parents are informed of the need for an Education Plan.
- b) Some pupils will be withdrawn from class for additional teaching in literacy and numeracy. Extra support will be provided by a part time special needs teacher, SENCO and classroom assistants.
- c) A review date is set when the class teacher and Senco review the child's progress against their targets and new ones are set. IEP's will be reviewed once a term. Parents are informed of progress.

If review of stage 2 Education Plan indicates progress the pupil may remain at this stage for another term or may be moved to stage 1.

However, if review of Stage 2 indicates that provision is not addressing the need, then the school by agreement with parents may ask for help and assessment from services outside the school. The pupil will proceed to Stage 3.

### **Stage 3**

- a) The Senco will meet with parents to discuss the child's needs and possible referral to external agencies.
- b) The Senco will meet for consultation with Educational Psychology or other support agency.
- c) A revised Education Plan will be drawn up with the co-operation of the external specialists and implemented.

After discussion with parents and parental permission is obtained, the teacher and Senco are supported by specialists from outside the school.

If specialist provision is not determined to be required the child returns to Stage 2.

### **Stage 4**

If strategies employed at Stage 3 have not been sufficient to meet the pupil's needs, the school, on advice from the Educational Psychologist and by agreement with parents, may ask the Board to make a statutory assessment.

### **Stage 5**

After having considered the advice received from a statutory assessment the Board may make a statement of special educational needs and arrange, monitor and review appropriate provision.

All stages of provision feature a structure of targets, strategies and programmes of work to address identified needs, together with records of the provision and outcomes of review. Parents are consulted at each stage and encouraged to support their child's learning, where appropriate.

### **Review Procedures**

Pupils who have an IEP will be reviewed termly in consultation with the class teacher and SENCO.

### **Outcomes of Reviews**

- a) To continue support as before, setting new targets to be attained.



- b) To return to normal classroom teaching with the teacher monitoring progress over a term
- c) Referral for further help from outside agencies.

Statements of special educational need are reviewed annually in consultation with parents, the board and other agencies.

**A register of children in school with SEN is kept by the Senco.**

The 5 stages can be summarized as follows:

<b>Stage 1</b>	Class teacher	Teacher led differentiated work / inform SENCO
<b>Stage 2</b>	SENCO/ Class teacher/ support teacher	Education Plan
<b>Stage 3</b>	SENCO/ Class teacher / External Support Services	Education Plan
<b>Stage 4</b>	Board and School	Statutory assessment
<b>Stage 5</b>	Board and School	Statement of S.E.N.

**Pupil Involvement**

All children should be involved in making decisions where possible right from the start of their education. The ways in which they are encouraged to participate will depend on their evolving maturity. Participation in education will necessitate all children being given the opportunity to make choices and understand their views are important.

We encourage pupils to contribute to their learning and personal development by involving them in target setting and discussing their targets with them.

## **Children with Social, Emotional and Behavioural Problems**

The school has a policy on behaviour. Those children who do not conform to the school policy will be helped by means of:

- Behaviour charts
- Behaviour improvement programmes.

The pupil's will move through the stages on the Code of Practice as necessary.

A positive behavioural approach is adopted throughout the school. Teachers have been trained in the Incredible Years Programme and Year 1 and Year 2 classes participate in the Incredible Years Behavioural Management Programme.

DINA school operates for a small group of pupils in year 1 and year 2 to provide support for pupils with social, emotional and behavioural problems.

A counselling service is provided by the school. Pupils are referred to the counsellor by staff or through self-referral. Parental consent is essential before a child attends any counselling session.

## **Arrangements for co-ordinating provision**

**The school's co-ordinator for Special Educational Needs is Mrs. Poots**

### **Role of Governors**

The school's Board of Governors has a responsibility to:

- Ensure that all pupils' special educational needs are addressed.
- Determine and review the school policy for special educational needs and disability
- Report annually to parents on provision for pupils with SEN.

## **Role of the Principal**

The principal should:

- Keep the governors fully informed about special educational provision
- Work in close partnership with the special needs co-ordinator (Senco)
- Where necessary liaise with parents and external agencies
- Delegate and manage the SEN budget.

## **Role of the SENCO**

The special educational needs co-ordinator has a responsibility to:

- Oversee and co-ordinate the day to day provision of the school's SEN policy and for ensuring that the policy continues to respond to the needs of the school and its pupils.
- Provide support and advice for colleagues
- Maintain the school's SEN register and oversee the records of all pupils with special educational needs
- Liaise with parents of children with special educational needs/disability. She ensures parents remained informed and involved at each stage of the assessment process, and secures permission for the involvement of external support agencies.
- Liaise with the pupils to discuss targets and progress.
- Liaise with other professionals who have responsibilities towards pupils with special educational needs and/or disability.
- Co-ordinate the provision of appropriate resources.
- Liaise with SEN support teachers and produce agreed timetables.
- Liaise with SEN support teachers and classroom teacher to develop and review Education Plans.
- Work in conjunction with the class teacher to identify, assess and monitor pupil's special educational needs.
- Help to identify and contribute to staff development.

- Liaise with Classroom assistants in relation to their role with specific pupils.
- Organise and chair Annual Review Meetings
- Report to the principal regarding provision for pupils with special educational needs and/or disability.

### **Role of Class Teacher**

The class teacher should:

- Be aware of the staged approach to special educational needs as outlined in the Code of Practice (1998).
- Retain overall responsibility for the pupils in his/her class who have special educational needs and/or a disability
- Work closely with the SENCO to identify, assess and monitor pupils' special educational needs
- Gather information through formal and informal assessment/observation
- Ensure that work is appropriately differentiated
- Write and review education plans in consultation with the SENCO
- Liaise with SEN support teachers
- Maintain close contact with the parents to ensure maximum provision.
- To seek information on specific learning difficulties/ disability in order to support pupils in their class.
- To work closely with classroom assistants ensuring they are informed about a pupil's special educational need and their role in helping that pupil.
- To discuss targets on education plans with pupils.

## **Role of S.E.N. support teachers**

SEN teachers should:

- Work closely with the SENCO to assess and monitor pupils' special educational needs.
- Gather information through informal and formal assessment.
- Liaise with class teachers to prepare, maintain and implement appropriate action.
- Write and review Education Plans in consultation with class teacher and SENCO.
- Participate in and contribute to reviews of pupils' progress and discuss targets with pupils.
- Meet regularly with parents to ensure maximum provision.

## **Role of SEN Classroom Assistants**

Where a classroom assistant is employed in a support role she has a responsibility to:

- Provide in-class pupil support under the direction of the class teacher.
- Undertake supervision of pupils, for example, in the playground.
- Assist with class preparation and classroom organisation for example photocopying, record keeping and wall displays.

Where a classroom assistant is employed to support an individual pupil who has a statement of special educational needs and/or disability, he/she has a responsibility to:

- Provide in-class support under the direction of the class teacher.
- Oversee the safety and well being of the pupil at allocated, designated times.
- Assist the pupil in organising his/her materials and equipment and moving about the school (as appropriate).
- Seek as much information as possible on the pupil's special educational need and/or disability.

## **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 professionals involved with their development”*

(Code of Practice 1998 paragraph 2.14)

Knowledge about the children’s aptitude and progress is obtained from a range of sources:

- Transition forms from nursery and playgroup provide information on year 1 pupils entering school. These are gathered by the year1 teacher. Early identification is important – we have strong links with the nursery school and use a Baseline Assessment at the start of the Foundation Stage.
- Information about pupils entering the school in years other than year 1 from previous primary schools is gathered by the class teacher/SENCO.
- Communication with parents provides information.
- Observation by class teacher of the child’s academic, social and personal development.
- Teachers’ assessments (screening and diagnostic)
- Pupils who are not making expected progress in the Foundation stage may be assessed using The Middle Infant Screening Test and Forward Together Programme.
- Standardised tests in English and Maths administered during the school year:  
GL Progress Test English – Year 3 to 7  
GL Progress Test Maths – Year 3 to 7.  
GL Single Word Spelling Test – Year 3 to 7
- Assessment tasks (ccea) on Communication, Understanding Mathematics and ICT – Year 4 to 7.
- Cognitive Ability Tests ( CAT4) are administered to year 4 and year 6
- Pupils with special educational needs may also be assessed using;  
Neale Analysis of Reading Ability  
Sentence Completion Test GRTII  
Phonics test WRAPS

Dyslexia Portfolio  
PhAB test for phonological processing

- Reports from Educational Psychologists at Stage 3 and/or Stage 5.
- Reports from Speech and Language Therapists, Physiotherapists and Occupational Therapists.
- Reports from Clinical Medical Officer
- Reports from Social Services.

To identify need more specifically and target extra help as effectively as possible some pupils may be given additional diagnostic and/or screening tests.

## **Accessibility**

### **Integration and Access to the Curriculum**

It is our aim in Largymore Primary School to provide an inclusive curriculum where all pupils are given access to a broad and balanced curriculum.

As far as possible, special educational provision is made in normal classroom settings where children will experience learning across the breadth of the curriculum in whole class groups, ability groups, mixed ability groups and through individual teaching.

Differentiated teaching methods will be employed so that tasks are matched to the learner, allowing the curriculum to be delivered whilst catering for individual differences. This applies to meeting the needs of gifted and talented students as well as to those with a learning difficulty.

Use of appropriate teaching strategies will be used to cater for different learning styles, in keeping with the NI Curriculum, encouraging all pupils to learn effectively.

Use of appropriate resources and materials will also be used to allow access to the curriculum. This may on occasions include use of specialist resources.

Use of ICT when applicable.

Some pupils with special educational needs will be withdrawn from mainstream classes for additional teaching either individually or in small groups. This will take place on a regular basis for short periods of time. When this happens the support teacher works closely with the class teacher, following agreed programmes of work.

Use of a classroom assistant if one is assigned to a particular pupil.

Reading Partnership takes place with a specified number of pupils who are withdrawn from class individually and receive reading support.

Talk Boost programme implemented in years 1-3 which involves small group withdrawal for 10 weeks.

### **Special Facilities and Resources**

Reasonable adjustments will be made to ensure pupils with a disability have access to all areas of the curriculum and are not placed at a substantial disadvantage compared to other pupils. Wheelchair access is available in the school.

There is currently one accessible toilet in the school.

The school will endeavour to take reasonable steps to meet the needs of staff and pupils as they arise, through provision of appropriate resources. Children requiring specialist equipment will be assessed in order to gain the support that they require.

### **Arrangement for providing access to the curriculum and learning.**

The school will ensure that all children will have access to a broad and balanced curriculum. No child will be excluded from any learning activity due to their disability or learning difficulty.

Learning opportunities will be effectively differentiated and teaching styles diverse.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility difficulties or a specific learning difficulty will access the curriculum through specialist resources such as ICT.



### **Incorporating disability issues into the curriculum.**

The PSHE curriculum includes issues of disability, difference and valuing diversity.

Library resources are reviewed to ensure that they include books that reflect the range of special educational needs' issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of disabled people.

We aim to make optimum use of Circle Time for raising issues in relation to special educational needs and/or disability.

### **Disability equality and trips or out of school activities**

We try to make all trips inclusive by planning in advance and using accessible places. Additional Classroom assistant support is provided as required. We aim to take Year 7 pupils on a residential trip each year and ensure through careful planning that the needs of all children are met.

## **Resources, Specialisms and special facilities**

Largymore Primary School is well stocked with reading books and materials which are suitable for SEN.

- A variety of reading schemes are used including *Rigby Star*, *Oxford Reading Tree* and *Wellington Square*. These are matched to the pupil's ability.
- Reading materials are located in the Reading Store and Teacher Resource Area.

Curriculum related teacher's notes and pupil photocopiable worksheets located in Teacher Resource Area.

Department of Education – A Resource File for schools to support children with special educational needs located in the Teacher Resource Area.

On-line resources on classroom computers.

### **Staff Training**

The SENCO has attained ATS and AMBDA qualifications and has completed four masters modules on literacy difficulties.

Two other members of staff have undertaken training in SEN CPD Literacy difficulties (Stranmillis).

Whole school completed online training in literacy difficulties.

Two teachers have been trained in Reading Recovery.

The SENCO has also undertaken a SENCO development programme organised by the SEELB and BELB.

The SENCO has completed ASD training – SEELB

Whole school training in ASD.

ASCET training for key stage 1 teachers in Speech and Language, Concentration, 'Pencil Control' and 'Following Instructions through Movement'.

This training has built the capacity of staff to support children with specific problems in these areas with increased effectiveness.

Two Classroom assistants and the principal are trained in Reading Partnership.

Foundation Teachers are trained in Incredible Years Classroom Management Programme.

Four staff members trained in Talk Boost programme for development of communication skills in years 1-3.

### **Staff Development**

In-service training relating to Special Educational Needs will be provided for teachers, classroom assistants and support staff as appropriate. Training may include:

- Attendance at courses run by SEELB or other agencies
- In school training provided by SENCO or other trained professional.
- Dissemination of good practice between staff.

'Beginning' teachers and 'Early Professional Development' Teachers will be given relevant training regarding classroom management strategies and curricular issues pertinent to their teaching roles.

### **Partnership with Parents / Carers**

The school values the knowledge, experience and views of parents and seeks to establish good links with them.

Parental involvement and support is sought at the earliest opportunity when concerns are identified. These concerns will be expressed to the parent by the child's teacher and good lines of communication will be established.

The SENCO will liaise closely with parents of any child with special educational needs. Parents will be kept informed of progress within Education Plans. They will often be asked to help at home where possible, reinforcing work done in school.

Parents will receive a copy of the child's IEP and be invited to review progress towards the targets at parental interviews (twice a year). An annual report will also keep them informed of progress. Parents may request an interview to discuss progress at any time.

Parents of 'statemented' pupils will have an annual review to discuss progress and future action.

Parents have access to records detailing their child's SEN held by the SENCO, and are re-assured that all information is confidential and available only to those who need to be informed.

Parents will be kept fully informed as pupils move through the stages of the 'Code of Practice'.

### **Links with Other Schools and Agencies**

We recognise the importance of good communication with other schools and agencies supporting SEN/disabled pupils.

Information about pupils with SEN/disability coming to school is collected by the Senco from feeder schools. In a similar way information is passed to other schools when pupils with SEN/disability leave.

When the time comes for SEN pupils to transfer to secondary education all relevant information is passed to the receiving school. If it is felt appropriate and parental consent received, the SENCO will contact her counterpart in the receiving school to relay information so that a smooth transfer can take place.

Communication with external agencies is co-ordinated by the SENCO and includes links with the following:

Health and Social Services

Educational Psychology Service

Outreach Support Service

S.E.E.L.B./ C.A.S.S.

### **Dealing with Concerns**

If a parent raises a concern about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

If the issue cannot be resolved the complaint can be made to the principal who will in turn deal with the problem.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Procedure.

## **Links with Other Policies**

This policy should be read in conjunction with all curriculum and pastoral care policies within Largymore Primary School.

This policy is cognisant of:

- Education (NI) Order 1996
- Code of Practice (1998)
- SENDO (2005)
- Supplement to the Code of Practice (2005)
- Recording Children with SEN (2005)
- Disability Discrimination Code of Practice (2006)

## **Monitoring and Evaluation**

Evidence of the effectiveness of the special educational needs provision on progress in learning or improvement in behaviour will be shown by:

- Teacher and/or classroom assistant – observations of the child in the classroom (eg improved behaviour, attitude and aptitude).
- Records and evidence of the child's work showing progress towards the targets of the IEP.
- Improved scores on standardized tests – predictions made for each year group; underachieving pupils identified and targets set.
- Pupils actively involved in evaluation of their IEP's to support AFL for SEN children in class.

This policy will be regularly evaluated and reviewed in light of changes in legislation or practice, and to ensure that Largymore Primary endeavours to provide an inclusive environment which meets the needs of all staff and pupils.

Reviewed May 2016

