



CARNINY PRIMARY SCHOOL

SPECIAL NEEDS POLICY



Overview

Carniny Primary School is committed to the provision of a broad and balanced curriculum, which offers equal access for all children. As a school we recognise that some pupils during their school career may have Special Educational Needs and/or permanent disability and we will make every possible arrangement to provide for their individual needs.

Definitions

A child has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made.

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)

At Carniny Primary School, we recognise that a person with a disability is:

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)

Article 3(1) SENDO 2005 states:

"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."

Removing Barriers to Achievement 2004 states:

"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."

Aims and Aspirations

1. To provide a broad, balanced relevant and differentiated education as a right for all.
2. To identify children with Special Educational Needs/disability as early as possible through a variety of means and in consultation with appropriate personnel.
3. To ensure that all children with Special Needs/disability feel valued and have a positive self-image.
4. To encourage parental involvement and co-operation between various professionals/agencies in the diagnosis and treatment of special needs/disabled pupils.
5. To offer experiences and opportunities which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence.
6. To develop a system for recording continued assessment so that each pupil's performance can be monitored.
7. To promote the integration of all pupils with SEN/disability as far as is reasonably practical into the life and work of the school.
8. To encourage the use of teaching strategies which are responsive to different learning styles and which ensure effective learning.
9. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their learning/personal needs.
10. To ensure that very able pupils continue to be challenged academically, applying their knowledge and skill in wider contexts and at higher levels.
11. To develop and utilise all available resources in support of pupils with Special Needs/disability.
12. To ensure staff are kept up to date with SEN/SEND0 developments and made aware of their responsibility in implementing this policy.

Identification of Pupils with 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)

The decision to put a child on the Special Educational Needs register should be shared between the class teacher and the SENCo (Special Needs Co-ordinator). The criteria used varies from each individual case but the ultimate indicator for the class teacher must be comparing the achievement, progress and behaviour of the pupil causing concern with the rest of the class.

The following could be possible triggers for the school to take action.

The child:

- a. makes little to no progress even when teaching approaches are targeted, particularly in a child's identified area of weakness;
- b. shows signs of difficulty in developing Literacy and Numeracy skills which result in poor attainment in some curriculum areas;
- c. presents with persistent social, emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed by the school;
- d. has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- e. has communication and/or interaction difficulties and continues to make little or no progress
- f. A standardised test score of 85 or less
- g. Assessment Unit scores are significantly below average for the year group.

Key Elements in Identifying Special Educational Needs

1. Early identification is essential.
2. The class teacher has primary responsibility for the identification and the education of any child who may have special needs. Information is gathered on observations of the child working in normal classroom context as well as results from formative and summative assessments.
3. Names of those children are passed on to the SENCo and Principal who will assess the needs and advise on the necessary support. The child will be registered on the SEN register. Thereafter the SENCo and outside agencies will be involved with class teachers as appropriate, in accordance with the procedures for the school
4. Parent interviews are arranged to explain what the school will be doing to help the child and ask for their support.
5. SMART (Specific, Measurable, Attainable, Realistic & Time bound) objectives are recorded for each child and time set aside to monitor the pupil's progress on the target objective(s).
6. If these arrangements do not meet with success, other professionals, such as speech therapists, Educational Psychologist, etc., are called upon.
7. In some cases it may be necessary, having consulted the Educational Psychologist and with the parents' consent, to initiate formal assessment which may lead to the child receiving a Statement.

Arrangements For Co-ordinating SEN

Responsibilities:

SEN provision will be the overall responsibility of the Board of Governors and the 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 Mrs K Armstrong.

Board Of Governors (ESAGS 2009, SEN Resource File 2011)

The Board of Governors have 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 special needs;
- Maintain and operate a policy on SEN;
- Ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to teach them;
- 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 special educational needs and disability; and prepare and take forward a written accessibility plan.

Principal (Code of Practice 1998)

The principal should:

- keep the Board of Governors informed about SEN/Disability issues;
- work in close partnership with the SENCo;
- where necessary liaise with parents and external agencies;
- allocate, delegate and monitor the SEN budget.
- Ensure the SMT are actively involved in the management of SEN within the school. SMT members should ensure consistency of practice and contribute to the realisation of the SDP.
- Provide a secure facility for the storage of records relating to SEN

SENCo

The SENCo should:

- co-ordinate the day to day provision of the school's SEN/Disability policy;
- liaise with and advise colleagues;
- co-ordinate provision for children with Special Educational Needs;
- maintain the school's SEN/Disability register (Annex A) and oversee the records of all pupils with Special Educational Needs;
- liaise with parents of children with Special Educational Needs/Disability if required;
- contribute to the in-service training of staff;
- liaise with external agencies;

Class Teacher

The class teacher should:

- be aware of the staged approach to special needs as outlined in the Code of Practice and current legislation;
- Be up to date with information on the SEN register
- gather information through formal and in-formal assessment/observation;
- Develop an inclusive classroom;
- Work closely with other staff to plan for learning and teaching;
- Involve classroom assistants as part of the learning team;
- write and review education plans in consultation with the SENCo;
- keep Parents informed of their child's progress.
- co-operate with external agencies if required;
- attend annual reviews if required.
- inform child of targets to be met

Support staff

Support Staff 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
- Share good practice

Pupil

The pupil* should:

- be aware and try to achieve targets;
- be involved with the review process.

* This will depend on age and maturity of pupil.

Parent

The Parent should:

- attend review meetings;
- assist the school in providing 'home reinforcement' of targets where applicable;
- provide any pertinent information that may help in supporting the pupil.

The Management of SEN

The Code of Practice sets out a five stage approach which the Education Authority, schools and all others, should have regard to when identifying, assessing and making provision for pupils with SEN/Disability. Carniny Primary School follows this code and recognises there is a continuum of SEN, and that the requirements of the majority of pupils lie at stages 1, 2 or 3. This means their needs are met by the school with the help of outside agencies and/or specialists as required.

The outline of the steps taken for Special Educational Needs in Carniny can be seen at Annex B. A summary can be found at Annex C.

Staff Training & Development

Staff development will be reviewed on an annual basis and training/support will be arranged in accordance with the school development plan or as the need arises.

The SENCo will: -

- disseminate to colleagues recent research and knowledge;
- advise colleagues on sources of strategies to manage learning difficulties;
- inform colleagues on the range of materials and approaches available;
- assist teachers to match appropriate resources to pupils' special learning requirements.

Annual Report

The BOG will report each year on SEN/Disability provision in school.

Accessibility

Carniny Primary School is a one storey building consisting of three satellite areas encompassing a central dual purpose dinner hall/gym. There is wheelchair access to the front and rear of the building via ramps, while indoors, two wheelchair lifts have been installed. There is also a private disabled access toilet and changing room for personal needs. All internal classrooms have wide doors for ease of access. Outside, all mobiles are accessed by ramps and /or slopes.

External steps have high visibility paint on their edges.

There are two main playgrounds one to the front (P1-3) and another to the rear of the school (P4-7). Both playgrounds have tarmac surfaces and the P1-3 playground is enclosed by a fence and boundary wall. In addition, there are two grass areas for outdoor play in suitable weather.

Future developments:

To provide rest areas for children with disabilities in the outdoor environment.

To further develop the school to be a safe and secure environment for children with disabilities as the need arises.

Complaints

Complaints with regard to SEN/Disability will be addressed in accordance with the school's existing complaints procedure. Details of this are accessed in the school office. Further advice may be sought from the sources outlined below.

Advice and Information Service

NEELB operates an Advice and Information Service for parents of children with Special Educational Needs and or Disability. Further details are available from the school office, Principal and SENCO.

Dispute Avoidance and Reconciliation Service (DARS)

Dispute Avoidance and Reconciliation Service (DARS) is an intermediary service available to both parents and schools with specific regard to SENDO issues. This service aims to resolve disputes before legal tribunals.

Special Educational Needs Disability Tribunal (SENDIST)

This legislative panel will scrutinize individual complaints and rule upon them if no prior resolution has been agreed upon.

Annexes:

- A: S.E.N. Register template
- B: Outline of steps taken for Special Educational Needs
- C: Summary of Staged approach
- D: Record of Concern and Stage1-5 Individual Education Plan/Review blanks
- E: Stage 5 Annual Review pro forma

Policy Review

This policy will be kept under review and updated annually (where appropriate). All staff will be involved to ensure that this policy is implemented.

Ratified by Board of Governors: February 2015

Discussed with staff: December 2016