



## **Whitehouse Primary School**

### **Special Educational Needs Policy**

Accepted:	Review Date:
June 2016	June 2017

## **Special Educational Needs Policy**

We believe that our Special Educational Policy (SEN) is consistent with our school mission statement which is summarised below:

**C**are & Wellbeing Central  
**H**ealth & Sport Promoted  
**I**nvolving Parents & Community  
**L**earning & Teaching Focused  
**D**eveloping Technology & Creativity  
**R**aising Expectations & Standards  
**E**xcellence & Innovation Pursued  
**N**etworking Locally & Globally

### **Rationale**

At Whitehouse Primary School we wish to provide a safe and caring environment where all children will have the opportunity to develop as individuals to their full potential. We wish to foster in every child positive self-image, self-confidence, self-respect and respect for others in partnership with home.

The Board of Governors and staff at Whitehouse Primary School recognise 'that inclusion in education is one aspect of inclusion in society'. Therefore, we aim to create an inclusive culture where all pupils including those with e.g. Special Educational Needs (SEN) or a Disability can be educated together. As a school we strive towards making school life more accessible to disabled pupils.

We recognise the importance of parental involvement in education and we aim to utilise close home-school links to the full. We work in partnership together as a staff, with the Board of Governors, external educational support agencies and local community groups.

We aim to provide a broad, balanced, relevant and differentiated education for all children. In this respect, all teachers have a professional, ethical and statutory obligation to provide children with appropriate educational opportunities.

For those children who have been identified with Special Needs, Whitehouse Primary School and Nursery Unit will provide support in an integrated way with other pupils in the school.

## **SPECIAL EDUCATION NEEDS & INCLUSION**

### **- A DEFINITION**

‘A child has Special Education Needs if he has a learning difficulty which calls for special educational provision to be made for him.’

### **LEARNING DIFFICULTIES - A DEFINITION**

‘A child has learning difficulties if’ –

- a) He has a significantly greater difficulty in learning than the majority of children his own age.
- b) He has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in the ordinary schools.”

Education (N.I.) Order 1996

### **DISABILITY - A DEFINITION**

‘Someone who has a physical or mental impairment which has a substantial and long-term effect on his/her ability to carry out normal day to day activities’

Disability Discrimination Act 1995

**SENDO** (Special Educational Needs and Disability Order N.I. 2005)  
strengthens the right of pupils with SEN to be educated in mainstream schools.  
(Art.3)

‘A child with a Statement of Educational Needs can be educated in a mainstream school as long as it is compatible with schools facilities and resources.’

‘Children who have SEN but do not have a statement, must, except in specific circumstances, be educated in ordinary school.’ Article 3 (1) SENDO 2005

## **Key Principle 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

In order to make sure that we meet our pupils needs and include them in all aspects of school life, this SEN policy links closely with other policies in supporting pupils such as; Positive Behaviour and Discipline Policy, Child Protection Policy and Health and Safety Policy. It also links with our policies for pupils with additional needs who may also have SEN.

The following areas encompass all aspects of SEN/Disability:

1. Cognitive and Learning Difficulties;
2. Social, Emotional and Behavioural;
3. Communication and Interaction;
3. Sensory Difficulties;
4. Physical;
5. Medical Conditions/Syndromes;
6. Other.

See Appendix 1 for expansion of these categories.

## **Key Individuals Responsible for SEN Provision in Whitehouse Primary School & Nursery Unit in 2016/17**

Principal - F. Bailie

SENCo - K. Kennedy

Governor (SEN) - S. McClean

## **Policy Aims:**

- To enhance the pupils' self-confidence, self-esteem and self-worth as an integral part of their learning;
- To ensure that all SEN children, including those with a disability (physical/impairment), should have maximum possible access to a broad, relevant, balanced and differentiated curriculum;
- To ensure that all pupils have an opportunity to learn, develop and make progress at their own pace and ability level;
- To keep parents informed, reassured and encouraged to support their child;
- To ensure that pupils with a disability are able to move around the school safely;
- To ensure that teaching staff are familiar with this policy and with pupils on the Code of Practice in their care;
- For the SENCo to provide effective leadership, advice and support to the rest of the staff;
- To have effective screening procedures in place;
- To help early identification of pupils' Special educational needs;
- To ensure that the SEN Register is accurately and regularly updated;
- To maximise a consistent management of the school based stages of the Code of Practice;
- To ensure high quality short-term planning, setting of realistic targets (IEPs) in partnership with the pupil, parent and school staff as well as other relevant professionals to provide optimum learning;
- To make assessment and review an important part of provision;
- To work in partnership with parents and outside agencies;
- To inform parents of complaints procedures e.g. DARS, SENDIST if and when the need arises.

## **Arrangements for Leading SEN Provision**

### **Roles and Responsibilities**

SEN provision will be 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 special educational needs to Ms Kate Kennedy (SENCo.)

### **Board of Governors**

In 'Every School a Good School'- The Governor Role (2010) Chapter 12 of the document relates specifically to the Governor role for pupils with special educational needs.

The following section provides an overview of Governor's responsibilities from this document as highlighted in 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 special educational needs;
- 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 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 prepare and take forward a written accessibility plan.

## **Principal (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 SLT are actively involved in the management of SEN within the school. SLT 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**

In all mainstream schools, a designated teacher should be responsible for:

- The day-to-day operation of the school's SEN Policy;
- Responding to requests for advice from other teachers;
- Coordinating provision for pupils with SEN;
- Maintenance of 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 (DENI 1998, P7).

## **The 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;
- Create, manage and review IEPs in consultation with the pupils (where appropriate), parents and the SENCo.;
- Involve classroom assistants as part of the learning team.

## **The Special Needs/Learning Support Teacher**

The Learning Support Teacher(s) will work under the direction of the SENCo. He/She/They should -

- Be aware of current legislation;
- Be familiar with the administrative process within the school;
- Be involved in testing and recording data for the SEN register;
- Work closely with all members of staff to identify pupils' needs;
- Implement the delivery of suitable programmes for all identified pupils with SEN/Disability which promote progression within an inclusive setting;
- Contribute to IEPs which inform learning and teaching;
- Monitor and review progress;
- Be involved in the Annual Review process.



## **SEN Learning/Behaviour Support Assistants**

Support staff should -

- Work under the direction of the class teacher;
- Be involved in planning and monitoring of pupils' progress;
- Look for positives by talking to the child about his/her strengths;
- Provide practical support;
- Listen to the child/speak to staff on child's behalf;
- Explain boundaries and operate these consistently and fairly;
- Keep records and attend meetings;
- Share good practice.

## **Parent/Carer**

'The relationship between the parents of a child with SEN and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school based action' (Code of Practice 2.21.)

It is essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, important information may need to be made available by a parent upon a child's entry to the school.

It is the school's responsibility to inform parents when the school is considering placing the pupil's name on the SEN register or moving a child to a higher or lesser stage of need. 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;
- Support targets on IEPs.

## **Role of the Pupil**

Depending on the child's maturity and understanding, all reasonable efforts will be made to ascertain the views of the pupil about his/her own learning. On doing so, the pupil's role will be:

- To be involved in setting learning goals;
- To agree a strategy of learning;
- To monitor and review their own progress.

## **Admissions**

The admission arrangements with respect to the majority of pupils with SEN are consistent with the school's general arrangement for all other pupils.

Children with statements of SEN may be placed in the school at the request of the Education Authority.

When seeking to place a pupil with a statement, the Education Authority will take into account the wishes of the pupil'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**

At present pupils with SEN/Disabilities have equal access to all areas of the school building.

There are facilities for personal care, including toilets adapted for use by persons with disabilities.

## **Resources (special facilities, resources and accommodation.)**

We believe our school is well resourced. The Board of Governors uses finances intelligently for all children, especially those with SEN.

## **Annual Report**

Each year the Board of Governors reports on SEN provision in the school. Information for this report is collated by the SENCo and Principal.

## **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

In Whitehouse Primary School, the following will be used to identify pupil’s needs:

- Parental information;
- Information from nursery school or other transferring school;
- Normative and formative screening and diagnostic assessment;
- Key Stage Assessments;
- Teacher observations;
- Professional reports/information from outside agencies;
- Statements of Special Educational Needs;
- Care Plans;
- Personal Education Plans for looked after children;
- IEP Reviews;
- Annual Reviews.
- A register of pupils from Nursery - P7 presenting with special needs will be established which will be regularly updated.

## **The Management of SEN**

In Whitehouse Primary School, 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 with SEN lie at Stages 1, 2 or 3. This means that their needs are met by the school with the help of outside agencies and/or specialists as required.

The 5 Stages of the CODE OF PRACTICE:

The Education (N.I.) Order 1996 provides for the publication, by the Department of Education for N. Ireland, of a Code of Practice giving practical guidance to all those involved in making Special Educational provision.

The model is based on 5 stages:-

**STAGE 1:** Class Teacher and SENCo (Individual Education Plan)

**STAGE 2:** SENCo and Class Teacher (Individual Education Plan)

**STAGE 3:** School and outside Specialist(s) Consultation (Individual Education Plan)

**STAGE 4:** Education Authority and School (Statutory Assessment)

**STAGE 5:** Education Authority and School (Statement of SEN)

## **RECORD KEEPING**

Whitehouse Primary School and Nursery Unit will keep a record of all children with SEN. Records will be kept of steps taken to meet these needs and the progress made.

A centralised individual pupil file will be kept by the SENCo.

This will include (as appropriate):

IEPs;

Communications with outside agencies;

Reviews;

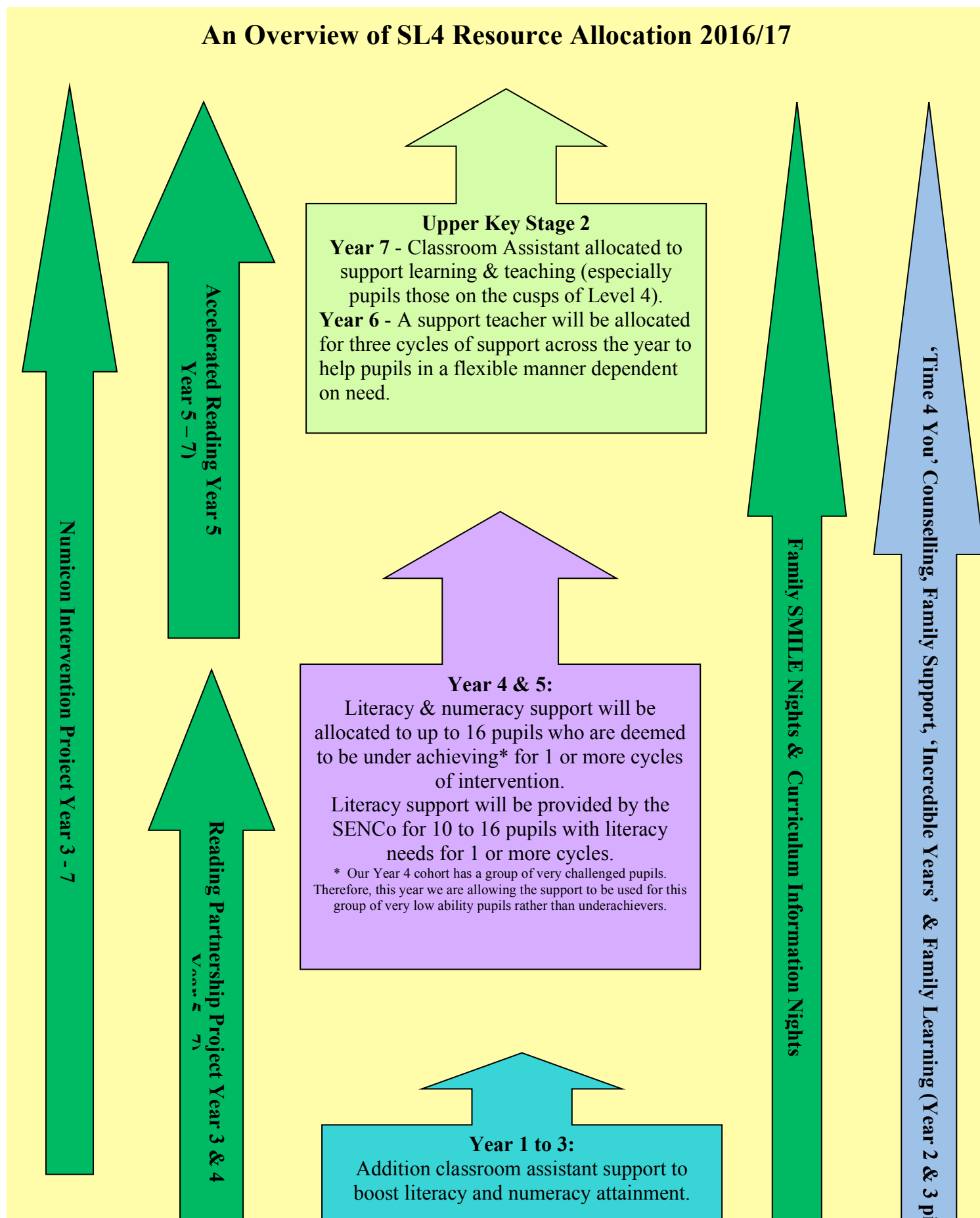
Record of parental communications (SIMS.);

Test results (SIMS.);

Relevant medical condition information.

## PROVISION a) In School Support

### An Overview of SL4 Resource Allocation 2016/17



## **Reasonable Adjustment Duty**

It is the responsibility of the school to take reasonable steps to avoid putting disabled pupils and prospective disabled pupils at a substantial disadvantage compared to other pupils, without justification. (SENDO part III chapter I article 16.)

The nature of the reasonable adjustment duty is that our efforts are continuous, anticipatory, reactive and evolving.

### **b) IN-CLASS SUPPORT**

Where needs are identified, work will be tailored to suit the needs of the individual child.

Attainable goals and targets will be set by the teacher in liaison with the Special Education Needs Co-ordinator, as required.

The SENCo will advise and suggest specific teaching resources but it must be clearly stated that overall responsibility for the child's progress lies with the class teacher.

Pupils with a Statement may have the support of a Classroom Assistant who will provide effective support under the guidance of the class teacher.

### **c) SL4 Interventions (See above)**

Some pupils will be withdrawn from class for extra help from the Learning Support Teacher(s) and assistants, either in a small group or individually.

This will be time limited and appropriate to the needs of a pupil and the availability of resources.

### **d) Peripatetic Support**

Outreach Additional Teaching Support  
Literacy Teaching and Support Service (LTSS)  
Lea Green Behaviour Support Service  
Thornfield Outreach (Speech and Language)

## **Partnership with Parents**

Whitehouse Primary School recognises the importance of parental involvement in the education of children with special educational needs. The knowledge, views, experience and support of parents are valued as part of a collaborative process with key professionals.

Parents will be consulted and informed of any decision taken with regard to their child's placement on the register and movement from one stage to another. Parental consent will be sought before a child is placed on the Special Needs Register.

Parents will always be consulted and consent sought for any onward referral.

Parents will be advised by the psychologist of the outcome of a Stage 3 Consultation.

Parents will always be consulted where there is consideration of referral for statutory assessment. The Principal, in consultation with the SENCo, will advise the Board that a statutory assessment may be necessary.

## **Evaluation of Policy and Practice**

Effective provision for pupils with Special Needs will involve regular monitoring and evaluation as part of a whole school system of assessment, record-keeping, reporting and evaluation.

The policy will be kept under review by close liaison between the Principal, Assessment Coordinator, SENCo and Class Teachers to ensure:-

- Early identification
- Review of progress
- Review of provision through IEPs
- Effective learning
- Parental involvement

This policy is a working document and as such will be subject to review to ensure that it fulfils all statutory, pastoral and spiritual requirements laid down by the various bodies that have responsibility for the provision of special educational help in our school.

Since the 1996 N.I. Education Reform Act, and more recently the Special Educational Needs and Disability Order (NI) 2005, mainstream education has become the aim for more and more Special Needs children. The result should be greater participation in the whole curriculum and attainment of their full potential.

The self-esteem and motivation of all children increases when their targets are seen to be attainable, enjoyable and worthwhile.

### **Complaints**

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

### **Advice and Information Service**

An Advice and Information Service has been set up by the EA North Eastern Region to support parents of children with Special Educational Needs. This can be accessed by telephoning 028 25662562/560

### **Dispute Avoidance and Reconciliation Service (DARS)**

This service was established and came into effect on 1<sup>st</sup> September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO).

DARS aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or the Education Authority for pupils who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS. Members of the DARS team will facilitate the possible resolution of disagreements (in a neutral venue) but do not have the authority to resolve a dispute.

□ Agreement can only be reached with the approval of interested parties.

□ From referral to conclusion is approximately 40 working days.

□ DARS is separate and independent from Special Education Branch.

Involvement with the DARS will not affect the right of appeal to the Special Educational Needs Tribunal.

Parents/Guardians may contact this service directly.

### **Dars EA North Eastern Region**

County Hall

182 Galgorm Road

Ballymena

BT42 1HN

028 2566 2391/028 2566 2387

Email: [Dars.enquiry@neelb.org.uk](mailto:Dars.enquiry@neelb.org.uk)



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

Where agreement cannot be reached between a parent and the Education Authority with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal or SENDIST.

SENDIST considers parents' appeals against decisions of the Education Authority and also deals with claims of disability discrimination in schools.

There is a two month time limit from the notified date of 'disputed decision' to appeal to the tribunal.

Various time limits apply for

☐ Board Compliance with Orders of the Tribunal

☐ Boards to comply with Unopposed Appeals ([www.education-support.org.uk](http://www.education-support.org.uk))

Further information regarding the appeals procedure can be obtained from:

### **Special Educational Needs and Disability Tribunal**

3<sup>rd</sup> Floor

Bedford House

16-22 Bedford Street

Belfast

BT2 7DS

Telephone: 028 9072 8757

Fax: 028 9031 3510

Email: [SENDTribunal@courtsni.gov.uk](mailto:SENDTribunal@courtsni.gov.uk)

### **Monitoring and Evaluating the Policy**

This policy will be reviewed in light of changes in legislation or practice following consultation with all staff members, parents and external agencies.

In addition feedback will be sought on an annual basis.

Information will be discussed and reviewed by the Assessment Team. Any amendments considered necessary will be forwarded to the Board of Governors for approval.

## **Appendix 1**

The following areas encompass all aspects of SEN/Disability:

### **7. Cognitive and Learning Difficulties**

- 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 Learning Difficulties (U)

### **8. 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)

### **9. 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)

### **10. Physical**

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

### **11. Medical Conditions/Syndromes**

- a) Epilepsy (EPIL)
- b) Asthma (ASTH)
- c) Diabetes (DIAB)
- d) Anaphalaxis (ANXS)

- e) Down's syndrome (DOWN)
- f) other Medical conditions/Syndromes (OMCS)
- g) interaction of Complex medical Needs (ICMN)
- h) Mental health Issues (MHI)

## 12.Other

Guidance for Schools: recording Children with Special Educational Needs – SEN Categories (Department of Education)