

Greenisland Primary School.



Special Needs Policy.

Ratified by Board of Governors: 8th December 2022

Next update due September 2024

Rationale

"Greenisland 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 we will make every possible arrangement to provide for their individual needs."












Definition

"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)



Aims of the Policy

-  To provide a broad, balanced, relevant and differentiated curriculum as a right for all children;
-  Enable each child to reach their true potential.
-  To identify children with SEN as early as possible through a variety of means and in consultation with appropriate personnel;
-  To ensure that all children with SEN feel valued and have confidence in their own abilities;
-  To encourage parental involvement and co-operation between various external agencies in the diagnosis and provision for pupils with SEN;
-  To offer experiences and opportunities which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence;
-  To develop a system for recording continued assessment so that each pupil's performance can be monitored, evaluated and targets established and shared;
-  To promote the inclusion of all pupils with SEN into the mainstream classroom;
-  Providing for children's individual needs by supporting them in various ways class, small groups and individually.
-  To encourage the use of a range of teaching strategies, including ICT, which incorporates different learning styles and ensure effective learning for all;
-  To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs;







To develop and utilise all resources in support of pupils with SEN.

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)

The following strategies are used to identify children with special educational needs





-  Assessment (screening and diagnostic);
-  Observation by class teacher/classroom assistant in some classes, of the child's academic, social and personal development;
-  Communication with parents.
-  On some occasions it may be appropriate to include information from social workers, health visitors, doctors and therapists.

Arrangements for Co-ordinating SEN.

The Board of Governors have delegated responsibility for pupils with special educational needs to Mrs Millar, with Mrs C Bell holding the post of Special Educational Needs Withdrawal Teacher.





Role of the Board of Governors.

The Board of Governors should:

-  Ensure that all pupils' special educational needs are addressed;
-  Have regard for the Code of Practice;
-  Have regard for the school's Special Educational Needs Policy ;
-  Ensure the policy is kept under review.




Role of the Principal.

The Principal should:

-  Keep the Board of Governors informed about SEN issues;
-  Work in close partnership with the SENCO;
-  Where necessary liaise with parents and external agencies;
-  Delegate and monitor the SEN budget.

Role of the SENCO.

The SENCO should:

-  Co-ordinate the day to day provision of the school's SEN policy;
-  Liaise with and advise colleagues;
-  Co-ordinate provision for children with special educational needs;

- ✚ 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;
- ✚ Contribute to the in-service training of staff;
- ✚ Liaise with external agencies.

Role of the Special Needs Teacher.






The special needs teacher should:

- ✚ Be aware of the staged approach to special needs as outlined in the Code of Practice;
- ✚ Work with individual and small groups of children who have been identified by the class teacher/SENCO as having special educational needs or at risk of having special needs;
- ✚ Gather information through formal and in-formal assessment/observation;
- ✚ Contribute to the writing and review of education plans in consultation with the SENCO and Class Teacher;
- ✚ Liaise with the class teacher and the SENCO at set and agreed times.

Role of the Class Teacher.





The class teacher should:

- ✚ Be aware of the staged approach to special needs as outlined in the Code of Practice;
- ✚ Gather information through formal and in-formal assessment /observation;

-  Differentiate classroom teaching when necessary;
-  Write and review education plans in consultation with the SENCO;
-  Liaise with the Special Needs teacher at set and agreed times;
-  Manage stage 1 and stage 2 of the Code of Practice;
-  Use resources available to support pupil's needs.

Role of the Pupil.






The pupils should where appropriate:

-  Set appropriate individual targets with the assistance of their teacher;
-  Be prepared for lessons bringing any necessary equipment;
-  Review and evaluate the targets they have set with the assistance of their teacher.
-  Participate in writing their IEPs (Individual Education Plan, moving towards the new PLP plans) and monitoring their success in attaining their targets.

Role of the Parent.

Greenisland Primary School feels that parents play an instrumental role in the education of all children and in particular with those who have Special Educational Needs. Parents will be informed of any concerns or difficulties their child may be having prior to placement on the register. Parents will be invited to review the individual targets set for their child at the Parent Consultation meetings. More frequent reviews will be held if necessary.

Parents should:

-  + Attend regular review meetings with their child's teacher and/or the SENCO, Special Needs Teacher.
-  + Contribute to the establishment and review of targets on their child's educational plan.
-  + Provide relevant information to SENCO/class teacher which may relate to the child's special educational needs.
-  + Support their child in completing homework appropriately.
-  + Other support, as set out in their child's education plan should they have one in place.

Structure of Support in Greenisland Primary School.

The Code of Practice sets out a three-stage approach which Education and Library Boards, schools and all others should have regard to when identifying, assessing and making provision for pupils with SEN. They help to streamline the SEN process and they focus specifically on the different levels of provision that can be made to help children with SEN.

It must be remembered that a child can avail of special educational provision if their needs are,

"...in addition to, or otherwise different from, the educational provision made generally for other children of his age in an ordinary school." SEND

Implementation Team (2019)

The Special Needs Register.

A SEN register is put together and maintained by the SENCO. Children identified as having special needs (outlined above) will have their names placed on the Special Needs Register. Most children will enter the register at Stage 1 of the Code of Practice.

Stage 1

Pupils who are recorded as new Stage One will be receiving school delivered special educational provision.

Stage 2

Pupils who are recorded as new Stage Two will be receiving school delivered special educational provision plus external provision, e.g. from one of the Education Authority EA Pupil Support Services or from a service within the Health and Social Care Trust. Pupils who are going through the statutory assessment process will be recorded as Stage Two also.

Stage 3

Pupils who are recorded as new Stage Three will have a statement of Special Educational Needs and will be receiving school and EA delivered special educational provision as detailed in their statement.

Individual Education Plans.

It is the practice in Greenisland Primary School for two Individual Education Plans to be written each year (October and January/February in line with Parent Consultations). These plans consist of the individual child's strengths,

areas of concern and 3 to 5 targets addressing educational needs. The targets should be agreed with the child, specific, measurable, achievable, realistic and time bound. Plans can be written more frequently when the child's needs are more profound.

IEPs can be removed if it is deemed that a child is working within their ability and in-line with their peers. If a child has made progress towards meeting their targets and/or does not present with having educational needs above those of their peers, an IEP is not necessary. In-class differentiation is NOT special educational provision.

Pupils with medical needs including ASD, ADHD, asthma, allergies etc will now be placed on a separate Medical Register within the SIMs online system (as outlined in EA SEN guidance, 2019). Some of these pupils may not have additional educational needs and therefore will be placed solely on the school's Medical Register.

Should a medical need cause the child to be unable to access the NI Curriculum (taking into account their ability levels, progress and needs above and beyond their peers) then the child may remain on both the Medical and the SEN Registers. This should only happen if the child has a learning difficulty defined as the child having,

"...a disability with either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in an ordinary school." SEND Implementation team 2019.



Review Procedures.

The SENCO sets the review date, normally in-line with Parent Consultation Meetings to discuss how the Individual Education Plan has been written. During the review process the child's targets will be discussed and additional support identified if needed. Normally the teacher will conduct the review with the parent after consultation with the SENCO. Once the plan has been reviewed the new plan should be established. Education Plans and reviews should be signed by the parents.

Annual Reviews.

Children at Stage 3 have their Statements of Special Educational Needs reviewed annually. It is the SENCO's responsibility to arrange and coordinate these meetings.

Transition to Post-Primary.

During their final review meeting parents of children on the Special Needs Register will be informed of the documents sent to their child's next school.

These usually include the final education plan and review, relevant reports from external agencies and standardized test scores.

All reports will be forwarded to the post-primary school prior to the end of June. This is the responsibility of the Primary Seven teacher. In addition, the Primary Seven teacher liaises with the Post-Primary School's representatives in order to keep them fully informed about all children with Special Educational Needs.

Access to the Curriculum.

Greenisland Primary School acknowledges the needs of all children to have access to a broad and balanced curriculum. For children on the Special Needs Register this will be done through differentiation of materials, appropriate learning and teaching in accordance with an understanding of learning styles. Visual timetables. From Foundation Stage children may also participate in small withdrawal groups for literacy.

This policy will be reviewed regularly in light of changes in legislation or practice. This will happen in consultation with all staff members.



