

Special Educational Needs Policy

(Pastoral Care)

2016

Ashgrove Primary School



Learning, Caring, Growing Stronger Together



Article 28

Every Child has the right to an education

Article 3

The best interests of the child must be a top priority

Agree Date	Review Date	Person Responsible
2016	2017	SENCO

SENCO: Mrs Lesley Doherty **Learning Support Teachers:** Mrs Doherty & Mrs Hawkins

Section 1 Introduction:

- Rational
- Rights Respecting Schools
- Terms and Definitions
- The Five Stage Approach
- Policy Aims

Section 2 Roles and Responsibilities:

- Children
- Parents
- School Personnel
- Board of Governors

Section 3 Identification and Assessment of Children with SEN:

- Pre-school Assessment
- Teacher Observation
- Termly SEN Registers
- School designed tests
- MIST testing
- Ability testing
- Standardised Testing
- Diagnostic Testing
- Parental Interviews
- External Agencies

Section 4 Implementation:

- Monitoring, Review and Evaluation of our SEN Policy
- Staff Training
- Planning
- SEN Teaching and Learning
- Recording and Reviewing Pupil Progress
- Liaison with External Agencies
- Inclusion
- Resources

Policy Aims

In identifying and addressing special educational needs, Ashgrove Primary School aims to:

- identify children with SEN/Disability as early as possible through a variety of means and in consultations with appropriate personnel;
- provide access to high quality education within a broad, balanced, relevant and differentiated curriculum as a right for all;
- ensure that all children with SEN/Disability feel valued and have a positive self-image;
- offer experiences and opportunities that allow pupils to gain the knowledge, understanding, skills and attitudes that ensure progress, promote success and develop self-confidence;
- encourage parental involvement in all aspects of SEN provision;
- strive for close co-operation between all professionals/agencies in the diagnosis and provision of SEN pupils;
- maintain records of assessment that enable each pupil's performance to be monitored and reviewed appropriately;
- promote the integration of all pupils with SEN/Disabilities, as far as is reasonably practical, into the life and work of the school;
- encourage the use of teaching strategies that are responsive to different learning styles and which ensure effective learning;
- create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their learning needs; and
- develop and utilise all available resources in support of pupils with SEN/Disabilities.
- The Board of Governors and staff of Ashgrove Primary School take a thorough and professional approach to their responsibilities in relation to Special Educational Needs.

We acknowledge that there will be children with Special Educational Needs within the school population. We also acknowledge that the Special Educational Needs of these pupils must be addressed and that their ability to access to the school curriculum must be accommodated. This accommodation will be made within the Statutory Code of Practice for Special Needs.

Section 1: Introduction

Rational

The purpose of this policy is to reflect and build on existing good practice relation to Special Educational Needs within Ashgrove Primary School. It is also to clarify thinking; to ensure a consistency of approach; and to provide a positive direction and a framework for action. It will provide a standard for evaluation of performance.

Central to the ethos of Ashgrove Primary School is the determination to provide an environment and experience in which learning and the growth of expertise can take place, all within a supportive, pleasant and co-operative community.

Respecting each child's unique personality, experiences, interests, strengths and weaknesses, we aim to maximise the development of our children and to work towards realising their individual potential. To this end teachers will monitor children's progress and provide appropriate experiences and tasks to challenge and reinforce learning. In doing so teachers will identify

children who display significantly greater difficulties in learning than their peers. The provision for the special educational needs of these children will be in line with the requirements of the Code of Practice on the Identification and Assessment of Special Educational Needs (Education (Northern Ireland) Order 1996) and the application of these requirements to Ashgrove Primary School and its aims as outlined in this policy.

It is anticipated that about 20% of children will be considered to have special educational needs. On occasions children will be enrolled with information in existence about their needs. More often these needs will become apparent as a child progresses through the school. Whenever possible, provision for these children will be made by class teachers to ensure that those with special educational needs have access to a broad and balanced curriculum including the Northern Ireland Curriculum (NIC).

At Ashgrove Primary School, we strive to ensure that there is an equality of entitlement for pupils with special educational needs. Taking into account the needs of the other children in the school these children are fully integrated, as far as is practicable, with all activities. We will endeavour to make every reasonable arrangement to provide for their individual needs.

Rights Respecting Schools

The central ethos of The Children (Northern Ireland) Order 1995 is that *the welfare of the child must be the paramount consideration* in all decision concerning the child. This is also reflected in Article 3 of the UN Convention on the Rights of the Child - *the best interests of the child shall be of primary consideration*. The 'paramountcy' of the child principle underpins our SEN Policy and Procedures.

Terms and Definitions

Special Educational Needs

'Special Educational Needs is defined as "a learning difficulty with calls for special educational provision to be made." *Code of Practice 1998*

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*

Special Educational Provision

"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*

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)*

SEN Provisions of SENDO

"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*

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*

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 all our other policies in supporting pupils.

The following areas encompass all aspects of SEN/Disability:

1. **Cognitive and Learning**

- (a) Dyslexia/Specific Learning Difficulty
- (b) Dyscalculia
- (c) Dyspraxia/Developmental Coordination Difficulties
- (d) Mild Learning Difficulties
- (e) Moderate Learning Difficulties
- (f) Severe Learning Difficulties
- (g) Profound and Multiple Learning Difficulties
- (h) Unspecified Learning Difficulties

2. **Social, Emotional and Behavioural**

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

3. **Communication and Interaction**

- (a) Speech and Language Difficulties
- (b) Autism

(c) Asperger's Syndrome

4. Sensory Difficulties

- (a) Severe/profound hearing loss
- (b) Mild/moderate hearing loss
- (c) Blind
- (d) Partially sighted

(e) Multi-sensory impairment

5. Physical

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

6. Medical Conditions/Syndromes

- (a) Epilepsy
- (b) Asthma
- (c) Diabetes
- (d) Anaphylaxis
- (e) Down's Syndrome
- (f) Other medical conditions/syndromes
- (g) Interaction of Complex Medical Needs
- (h) Mental Health Issues

7. Other

Guidance for Schools: Recording children with Special Educational Needs - SEN Categories (Department of Education)

When a child has more than one type of special educational need or difficulty, the child will be recorded under their greatest or primary need.

A medical diagnosis or disability is not necessarily a Special Educational Need, unless special educational provision is required to access the curriculum.

The Five Stage Approach

"In recognising that there is a continuum of needs, the Code sets out a **five stage** approach to the identification of children having learning difficulties, the assessment of their special educational needs and making of whatever special educational provision is necessary to meet those needs. The first 3 stages are based in school, calling as necessary on external specialists; at Stages 4 and 5 the Board shares responsibility with schools.

- Stage 1: teachers identify and register a child's special educational needs and, consulting the school's SEN co-ordinator (SENCO) take initial action.
- Stage 2: the SENCO takes lead responsibility for collecting and recording information and for co-ordinating the child's special educational provision, working with the child's teachers.
- Stage 3: teachers and the SENCO are supported by specialists from outside the school.
- Stage 4: the Board considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.
- Stage 5: the Board considers the need for a statement of special educational needs; if appropriate, it makes a statement and arranges, monitors and reviews provision."
(Code of Practice paragraph 1.8, page 3)

Section 2: Roles and Responsibilities

SEN provision will be the overall responsibility of the Board of Governors and Principal of the school. However, to facilitate the day-to-day running of the provision, the Board of Governors have delegated responsibility for pupils with special educational needs to Mrs Doherty (SENCo).

Children play an active role in our approach to SEN. All children are provided with a planned programme of learning opportunities to enable them to acquire the knowledge, understanding and skills necessary to develop their full potential. As far as the child's levels of maturity and understanding will allow, all reasonable efforts should be made to ascertain the views of the child about his/her own learning difficulties and education, offering encouragement where necessary. We will endeavour to involve the children in their individualised education plans in an age-appropriate manner.

Parents play a vital role and share real responsibilities in ensuring the effectiveness of our SEN Programme. The school recognises the unique contribution that parents can make towards their child's progress in school. Ashgrove Primary School seeks to promote a close partnership with all parents. The knowledge, views and experiences of parents are vital and a number of approaches are employed to ensure parents are consulted, informed and involved in our SEN provision.

- *Parents are invited to share with school any SEN concerns they have about their child before he/she enrolls in Year 1.*
- *Parents will receive information about specific SEN programmes via letters, telephone calls or face to face meetings.*
- *Parental consent will always be sought before children participate in any of our SEN/Underachievers' Programmes.*
- *Parents will receive written SEN Reports in line with whole school arrangements.*
- *On occasions, parent will be invited to attend meetings re SEN issues.*
- *Parents will receive copies of the Individual Education Plan and review for their child either at Parental Interviews or on request.*

School Personnel namely *Teaching Staff, Principal, SENCO, Learning Support Teachers and SEN Classroom Assistants* have important roles and responsibilities in relation to the effective implementation of our SEN Programme.

All teaching staff will

- *Be given copies of the full SEN Policy Document.*
- *Be made aware of who the SENCO is.*
- *Address SEN related issues as part of whole school and key stage meetings.*
- *Have additional INSET opportunities available for specific and key staff within school.*
- *Discuss the SEN provision on an annual basis.*
- *Be consulted as part of a planned review of our SEN provision within our School Development Plan.*
- *Be involved in the identification, assessment and planning of our SEN provision.*

The Principal's role is:

- To manage SEN budgetary provision in the school.
- To keep the Board of Governors fully informed.
- To work closely with the SENCO.
- To liaise with outside agencies.

The SENCO's role is:

- To develop a whole-school policy and responsibility for operating the SEN policy.
- To develop a SEN Action Plan outlining our priorities for development.
- To work with the Principal to outline our SEN provision and areas for development in our School Development plan.
- To keep the Board of Governors fully informed.
- The day-to-day operation of the school's SEN policy
- To provide in-service training, support and advice for the teaching staff with respect to special needs education.

- To maintain a register of pupils with SEN and liaise with those with parental responsibility of such pupils.
- To establish and maintain contact with other professionals involved with children requiring additional attention.
- To report regularly to the principal regarding the special needs programme within the school.
- The formulation, development, implementation and reviewing of IEPs in conjunction with the class teachers.
- The compilation of appropriate resources.
- Keeping abreast of current trends in SEN.

The Learning Support Teachers' role is:

- The delivery of the SEN provision through a range of programmes of individual and group withdrawal and through direct class contact.
- Meeting with class teachers to collaboratively write, maintain and review IEPs of the children they teach.
- Reporting to parents in accordance with school procedures.
- Responding to requests for advice from other teachers.

The Class Teacher's role is:

- To retain the overall responsibility for pupils in his/her class with special needs.
- To work in conjunction with the SENCO to identify learning difficulties.
- To write, maintain, implement and review appropriate individual education plans in conjunction with the SENCO.
- To ensure that work within the curriculum is appropriately differentiated.
- To participate and contribute in the writing and review of pupils' IEPs at stage 1, 2, 3, 4 and 5.
- To maintain close contact with parents to ensure maximum provision.

The SEN Classroom Assistants' role is:

- Under the guidance of the class teacher and following the child's IEP, to support the SEN child's academic and social development.
- To record, according to school policy, observations
- To report these observations to the class teacher.

The Board of Governors' role is:

- To determine and keep under review the SEN policy of the school.
- To publish information about the school's SEN policy, including admission and funding arrangements e.g. in the school prospectus.
- To report annually to parents on SEN provision available within the school and the steps taken to implement the SEN policy.
- To have regard to the school's SEN policy in carrying out its functions.

Section 3 Identification and Assessment of Children with SEN

Respecting each child's unique personality, experiences, interests, strengths and weaknesses, at Ashgrove Primary School we aim to maximise the development of our children and to work toward realising their individual potential. We will make reasonable adjustments and take relevant and

purposeful measures to meet our pupils' special education needs in line with Best Practice Guidelines. This is in keeping with current guidance, as detailed in the Code of Practice (1998) and the Supplement to the Code (2005).

A range of methods is employed to ensure the effective identification and assessment of children who have special educational needs. These include:

- Pre-school contact
- Teacher observation
- Form of initial concern
- Termly SEN Registers
- School designed tests
- MIST testing (Year2)
- Ability testing (Years 1, 3, 5, 7) (GL Reasoning 5, NRIT)
- Standardised testing in English and Mathematics for all children Years 3 - 7
- Diagnostic testing
- Parental interviews
- External agencies

Pre-School Assessment

At Ashgrove Primary School, we maintain close links with Ashgrove Nursery School. During the summer term, the Year 1 teachers visit Ashgrove Nursery School and meet the children who will be in their classes the following September. They also have the opportunity to discuss any children with special educational needs with the Principal of Ashgrove Nursery School.

For all Year 1 children, we request the following:

- Pre-school reports, e.g. nursery school or playgroup
- Reports from any outside agencies already involved with the child e.g. speech and language therapists or health visitors
- Information supplies by the parents

Teacher Observation

The role of the class teacher is crucial to the early identification of children with special educational needs. It becomes apparent through normal classroom work and activity that a child is performing at a level below that of his/her peers that is sufficient to cause concerns, the class

teacher will begin to gather information to establish whether a child has a special education need. Information collected may include:

- Notes based on the teacher's observations of the child working in the normal classroom context;
- Information relating to the child's level of concentration and communication;
- Information relating to emotional, social and physical development;

- Information regarding and recording the child's progress in class;
- Analysis of the child's written and oral work;
- Form of initial concern;
- Relevant records from all teachers who have taught the child, including any from previous schools
- Information from the parents - views on the child's health and development; perceptions of the child's performance, progress and behaviour at school and at home; and factors contributing to any difficulty; and
- Information from the child (where appropriate)

We recognise that positive aspects of a child's performance should always be included. This is essential if reliable starting points are to be identified and used as the firm foundation on which future learning targets may be based.

Termly SEN Registers

Class teachers complete this register and forward it to the SENCO each term. It allows the class teacher to position each child on the Five Stage Scale or as 0 as appropriate. This ensures that the needs and attainments of each child are regularly monitored and that teacher contribution and assessment is an integral part of the identification of need.

School Designed Tests

Teachers will often be informed, challenged or confirmed by results from both school designed formative and summative assessments e.g. half-termly assessments, weekly or monthly tests, etc. Performance and attainment are monitored by the class teacher, Head of Key Stage and Principal.

MIST Testing

During the second term of Year 2, all children undergo the Middle Infant Screening Test. This non-standardised test gives an overall picture of pupils' performance and their learning strategies in:

The ability to listen and respond to short descriptions and stories;

A knowledge of letter sounds and writing letters from memory;

The ability to write some words from memory;

The ability to segment letter sounds in three-phoneme words and to write at least some of the letters in correct sequence;

The ability to use these skills in writing sentences, combining remembered words and approximate spelling.

Following testing (carried out in small groups of 5 by Mrs Doherty), the class teacher analyses the results and indicates to Mrs Doherty the children to be offered the Forward Together Programme.

Standardised Testing

Standardised testing in Literacy and Numeracy is completed annually for all children (with the exception of Statemented children who are unable to complete the tests) in Years 3 - 7. These tests contribute to the identification of a cohort of children for further diagnostic testing and/or SEN provision. Standardised testing is monitored by the class teacher, SEN staff and the Principal. The following tests are used:

Ability test	<i>NRIT</i>
<i>PIE</i>	<i>Literacy</i>
<i>PIM</i>	<i>Numeracy</i>

Children achieving a standardised score of 85 or below in NRIT and are working within 10 of that score in Literacy and/or Numeracy (*low achievers*), are withdrawn for SEN support in Years 3 and 4. Low achievers in Years 5, 6 and 7 are catered for in the classroom through differentiated teaching and work. Children achieving a standardised score of above 85 in NRIT, but who achieved a standardised score of more than 10 below their NRIT score in Literacy and/or Numeracy are identified as *underachievers*. Underachievers take part in an 8 week intensive boost programme. After further testing and in consultation with the class teacher, it is decided whether or not the child should be placed at Stage 2 of the SEN Register and withdrawn for SEN support.

Diagnostic Testing

On an annual basis, the combination of the above screening approaches identifies a group of children that will access our withdrawal Underachievers' programme. Further diagnostic testing may be employed to assist in identifying specific areas of need in individual children.

These include:

- Neale Analysis
- Macmillan Graded Word Test
- GL Dyslexia Portfolio
- Basic Number Screening Test
- Phonological Assessment Battery
- Vernon Spelling Test
- Wide Ranging Intelligence Test

When a learning difficulty has been confirmed, the child will be placed on the SEN Register. The register is maintained by the SENCO in the filing cabinet in Group Room 2 and on SIMS. The Register is live and updated termly and as needed, by recording the stage each child is currently on and any relevant notes.

The above approaches ensure that there is early, effective and consistent identification and assessment of children with special educational needs.

Parental Interviews

Parental interviews give opportunity for the two-way exchange of information. Parents are informed of their child's progress and given strategies which they could use to support their child at home. Parents also have the opportunity to provide school with information, to express concerns or make requests relating to the special education needs of their child. Two sets of parental interview take place each year for all children in October/November and February/March. In addition to these, teachers may arrange additional consultations and parents also have opportunity to request a meeting with the class or Learning Support teacher at any stage throughout the year.

External Agencies

On occasions, external agencies e.g. Educational Psychology Services, Social Services etc. will make school aware of concerns regarding individual children. This is normally in relation to new Year 1 intake children or to a child transferring from another school.

Section 4: Implementation

Monitoring, Review and Evaluation of the SEN Policy

The Board of Governors will determine and keep under review its policy in relation to the provision of education for children with special educational needs.

The responsibility to ensure the day to day operation, monitoring, review and evaluation of the SEN policy rests with the Principal and SENCO. The SENCO will review the SEN Policy annually in January.

In keeping with our inclusive ethos, it is the responsibility of all teachers to meet the needs of all children, including those with SEN and/or disability.

The SENCO has a lead and co-ordinating role rather than total responsibility for the identification, assessment and provision of SEN and inclusion.

Monitoring will include reviewing year group short term planning, IEPs, reviews and teacher consultation. Monitoring will take place on an on-going basis.

Review and Evaluation of the SEN policy will seek to include the views of teaching staff, children, parents and governors. Review and Evaluation will take place as part of Ashgrove Primary School's development plan, in response to future initiatives and current SEN legislation.

Staff Training and Capacity Building

This includes the opportunity for all staff to attend training and courses linked with SEN, and the dissemination of such training to whole staff/SEN staff/Year groups/SEN assistants as is suitable.

Planning

Best practice in SEN indicates that IEPs (Individual Education Plans) should be written and maintained for every child at Stages 2 - 5 on the SEN register. The purpose of these IEPs is to guide and direct the teaching and learning provision for all pupils and to ensure that the planned programme meets the identified needs as closely as possible.

Development of IEPs will be a collaborative process primarily involving the class and Learning Support teachers. IEPs will normally be written in October and February. Children will be made aware of the targets set and informally involved in the actual setting and reviewing of these as appropriate. Parents will receive copies of IEPs for their child. Action Plans will also be written for child at Stage 1 of CoP.

IEPs will specifically focus on the strengths and needs of the child. IEPs will aim to reflect the diagnostic information gained from tests and teacher observations. Work will generally be contextualised i.e. relevant to the specific year group curriculum. In addition, subsequent IEPs will aim to show progression.

Consequential to the collaborative development of IEPs will be their reflection in the day to day teaching of both the SEN and class teacher. The development of a shared responsibility to match work, consistently to the specific needs and abilities of individual children is crucial to the effective implementation of this policy.

SEN Teaching and Learning

Learning and teaching strategies should allow access to the whole curriculum for every child. This should involve teachers utilising a range of teaching strategies and classroom management styles designed to take account of the differing abilities, learning styles, interest and experiences of pupils. Work should be stimulating, allowing pupils to experience some measure of success. All reasonable efforts should be made to involve the child in decisions affecting their own learning so that they have greater personal responsibility for their own progress. Pupils should be provided with positive feedback and the achievements of low achievers celebrated. Teachers should be sensitive to the Literacy and Numeracy difficulties of SEN children in terms of how they communicate both verbally and in writing, and in how they give specific instructions. Teachers should seek to ensure that learning takes place in a classroom environment that is stimulating and attractive, involving, as appropriate, the display of pupils' work.

A number of approaches will be used including:

Stage 1

- **In class support** through the provision of *differentiated* learning activities and provision of specific classroom management strategies.

- **In class support** through the inclusion of *reasonable adjustments* and *relevant and purposeful measures* to provide for a child with special educational needs.
- **In class support** through Learning Support teachers *disseminating good practice*.

Stage 2

- **As Stage 1**
- **Out of class support**, where appropriate and within school's resources, through withdrawal to individual or group SEN teaching sessions e.g. Literacy, CatchUp Numeracy. Numeracy etc.

Stages 3 - 5

- **In and Out of class support** through *behavioural support teachers*.
- **Out of class support** through withdrawal for individual *LTSS Support/Thornfield Outreach Support*.
- **In class support** through advice given to the class teacher from *Autism Support Service*.
- **In class support** through deployment of *SEN classroom assistants* for designated children as defined at Stage 5 Statement of Special Educational Needs.
- **Out of class support** through withdrawal for individual *SEN teaching support* as defined at Stage 5 Statement of Special Educational Needs.

Recording and Reviewing Pupil Progress

The SEN Class Register is used to monitor, record and review the progress of each individual child.

Children identified on the above are included on the school's SEN Register. This records the appropriate stage and category of SEN, the nature of SEN provision, review date and the relevant SEN category, in line with DENI guidance. The SENCO ensures that these records are updated and available as needed.

IEPs, as noted above, will be written and kept under review. Ashgove Primary School seeks to foster the active participation and involvement of parents, offering encouragement to recognise their own responsibilities towards their child, emphasising the benefits of working in partnership with the school and others involved.

On-going review of IEPs involved the Class and Learning Support teachers and, if appropriate, SEN classroom assistants. Copies of the updated IEPs are given to parents and stored in school in each child's individual pupil folder, in the SEN filing cabinet and on the Staff Central Resource Library on the computer system.

A review will focus on the child's progress, the effectiveness of special help and possible future action.

The outcome may be that:

- Stage 1** The child continues at Stage 1. If progress remains satisfactory after 2 reviews, the child may no longer need differentiated help and the child is removed from the SEN Register. If, following one or two review periods at Stage 1, progress has not been satisfactory, the class teacher and the SENCO may decide to move the child to Stage 2 of the SEN Register.
- Stage 2** The SENCO/Learning Support teacher will liaise with the class teacher in reviewing the IEPs in order to ensure that appropriate meaningful targets are set for the children by the staff who teach them and understand how best to meet their needs. The review will normally also include, where possible, the parents. It will focus on the child's progress, taking account of his/her views and the need for any further advice and future action. If, following one or two review periods at Stage 2, progress has not been satisfactory, the class teacher and SENCO may decide to move the child to Stage 3 of the SEN Register.
- Stage 3** The SENCO/Learning Support teacher will liaise with the class teacher in reviewing the IEPs for children withdrawn for extra support; class teachers will review IEPs for children not withdrawn for extra support. This ensures that the appropriate meaningful targets are set for the children by the staff who teach them and understand how best to meet their needs. The review will normally also include, where possible, the parents. It will focus on the child's progress, taking account of the child's views and the needs for any further advice and future action. If, following one or two review periods at Stage 3, progress has not been satisfactory, the class teacher and SENCO may decide to move the child to Stage 4 of the SEN Register. Alternatively, following a Stage 3 assessment by the school Educational Psychologist, a recommendation may be made to refer the child to Stage 4.
- Stage 4** Following advice from the Educational Psychologist, a recommendation may be made to proceed with a referral for Statutory Assessment. This process will seek advice from a range of sources to outline the needs of the child. Following assessment the Education Authority (North Eastern region) will determine if a Statement of Special Educational Needs should be issued and if so the child will move to Stage 5 on the Code of Practice and the SEN Register.
- Stage 5** The SENCO/Principal will convene an Annual Review for all statemented children. These will normally take place in Term 1 or Term 3, depending on when the Statement was issued. Annual Reviews for Year 7 children will normally take place in Term 1.

Liaison with External Agencies

The co-operation between the school and all external services involved in meeting the needs of children with Special Educational Needs is of paramount importance. The close so-operation of the Principal and SENCO in the process is vital.

The Principal, together with the SENCO, will advise the Special Education Department of the EA (NER) whenever a child moves to Stage 3 of the process. The SENCO will continue to take a leading role, working closely with the child's teachers, and sharing responsibilities for the child with the appropriate external specialist services.

Where it is suspected that a child's difficulty may be related to a medical condition, disability or development delay, the school will advise the parent to contact the child's GP. Medical information about a child will not be disclosed without the consent of the parents and/or the child.

The Principal, Vice-Principal and SENCO will seek to ensure the confidentiality of arrangements for keeping medical or welfare information on children with Special Educational Needs. They will draw together further information from those involved in the case, health and welfare of the child (e.g. GP, health visitor, nursing services, paediatricians, speech and language therapy services etc.).

The Principal and SENCO initiate, develop and maintain contact with all external agencies with regard to SEN.

These external agencies may include:

EA (NER) Support Services

Education Officers

Education Welfare Service

Educational Psychologist (Dr Joanna Robinson)

LTSS

ASD Support Services

Thornfield Outreach Support Services

MASTs

Other Schools

Feeder Nursery Schools

Post Primary Schools

Any school to which a SEN pupil may change during their primary education

Hospital Schools

Other Agencies

Paediatricians

Social Services

Speech and Language Therapy

Occupational Therapy

Physiotherapy

CAHMS

Health Visitors

Inclusion

Inclusion is much more than being in the same place at the same time and Ashgrove Primary School is committed to the practical and pastoral elements of inclusion that focus on the child as a learner and continually seeks to take action to remove barriers to both participation and learning.

It is our objective that our pupils with special educational needs will, as far as possible, be educated alongside their peers. The school will ensure that these children take part in the activities of the school together with pupils who do not have special educational needs.

Children with special educational needs are very welcome to participate, along with their peers, in the many and varied after-school clubs, provided by our staff. We believe that enriched curricular and extra-curricular experiences for all our children create a climate of inclusion.

Resources

1. Human Resources Learning Support teachers (Mrs P Hawkins, Mrs L Doherty)
 SEN classroom assistants
 General classroom assistants

2. Access Facilities Single level building
 Medical room
 Disabled toilet
 Showering facilities
 Disabled access into building
 Group Room 1
 Group Room 2
 Library
 Staff Room

Materials

A wide variety of photocopiable workbooks, Phonic reading books, reading books for reluctant readers, games, magnetic letters and boards, whiteboards and markers, Jolly Phonics materials, Forward Together materials, numeracy workbooks and games, CatchUp Numeracy materials, etc.

Links with other Policies:

Intimate Care Policy:

Pastoral Care Policy

Positive Behaviour Policy

Anti Bullying policy

This policy has been written to comply with the following documentation:

Code of Practice 1998 (DENI) - www.deni.gov.uk/the_code_of_practice.pdf

Supplement to the Code of Practice 2005 (DENI) - www.deni.gov.uk/supplement.pdf

Disability Discrimination Code of Practice (2005) - www.e3ni.gov.uk/disability_discrimination.pdf

Every School A Good School 2009 (DENI) - www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/03-every-school-a-good-school-a-policy-for-school-improvement.htm

Good Practice Guidelines 2009 (Inter-Board) - www.neelb.org.uk/parents/special-education/publications