



Stranmillis P. S.

Special Educational Needs and Inclusion Policy

Mission Statement

At Stranmillis we welcome and value all children and strive to provide a happy, inspiring and secure environment in which all our pupils, with guidance and example, will develop intellectually, emotionally, socially, physically and morally.

We rejoice in the richness and diversity of our school community. It is the right of every child to have access to a broad and balanced Northern Ireland Curriculum at a level appropriate to his/her age, aptitude, ability and attainment in order to develop his/her full potential. To achieve this we continue to adapt our systems and structures, curriculum, building, attitude and values in order to make our school an inclusive and welcoming environment.



The SEN team includes:

Mrs Elaine Cromie (SENCO)

Mrs Linda Wilson (VP/ Underachievement)

Mrs Jenny McKay (Designated Teacher for Child Protection)

Contact Information

Stranmillis Primary School

Knightsbridge Park

Belfast

BT9 5EH

Tel: (028) 90381164

Fax: (028) 90664137

Website: <http://www.stranmillisprimary.org/>

Email: info@stranmillis.belfast.ni.sch.uk

Type: Controlled Primary School,

Culture: Multi Ethnic, Interdenominational

Ethos: Inclusive

Policy Rationale

At Stranmillis, we believe in inclusion. Children come to school with a variety of needs. Each child has a right to have those needs identified and met as far as possible within our school. By recognising those needs and differentiating our resources and practices, we aim to provide a broad and balanced curriculum and ensure our extra-curricular activities are accessible to all.

The purpose of this policy is to explain the provision we make for the inclusion of all children in our school, for those who experience difficulties learning or adapting to the physical or behavioural demands of our school environments and for those who exhibit high levels of academic achievement, requiring extra support and provision to extend and challenge their endeavour. We believe that educational inclusion is about equal opportunities for all learners, however, we recognise there may be occasions where 1:1 and group withdrawal are the best strategies to address a child's particular need.

We are aware of the importance of parental involvement in support of our pupils and, whenever possible, seek fully to involve parents / guardians in the provision of a rich educational experience for all our children, including those with Special Educational Needs.

This policy is to inform parents, staff and governors so that all of us, working as a partnership, can provide the best for all our children.

Objectives

The objectives of our Special Educational Needs and Inclusion Policy are:

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school;
- To encourage all our children to develop the confidence, self-respect, understanding and awareness of cultures, religions and values that lead to respect for each other;

- To provide all our children full access to a broad and balanced education through differentiated planning by class teachers and SENCO as appropriate;
- To continually monitor the progress of all pupils, to identify needs as they arise and provide support as early as possible;
- To assist all our children to acquire the knowledge, competencies, experiences and skills in order to enhance their life-chances;
- To enable all our children to reach the highest levels of achievement of which they are capable;
- To raise the expectations and aspirations of children, to expand their horizons and foster an awareness of the range of opportunities available;
- To cultivate in all our children an understanding of rights and responsibilities such as would enable them to defend their own rights and have due regard to the rights of others;
- To involve parents/carers in every stage in plans to meet their children's additional needs;

Principles

- Identify barriers to learning and set SMART IEP targets;
- Listen to the voice of the child;
- Ensure the child reaches full potential;
- Foster partnership with parents;
- We regularly monitor, evaluate and review our targets and practices.

Early Intervention

We believe that the barriers to learning are removed more successfully if intervention is early.

Most of the assessment in Foundation Stage is based on pupil observation and the model 'Look, listen and note'. Its title encapsulates the approach that recognises what the child can do and identifies next steps in their development. Foundation teachers and classroom assistants make systematic observations and assessments of each child's achievements, interests and learning styles. They use these observations to identify learning priorities and plan relevant and motivating learning experiences for each child. It is considered an important part of daily practice, enabling teachers to identify children's needs.

At the end of term one, Primary 1 teachers identify children who would benefit from more individualised learning. The SENCO and class teacher plan individual targets for the child and the plans are discussed with parents. The SENCO plans group withdrawal sessions. The two thirty minute group sessions are fun yet structured, with the emphasis being on teaching phonics and high frequency words in a multisensory, meaningful way. Parents are encouraged to become involved and reinforce the sounds and words sent home.

Primary 2 teachers administer more formal tests in February. These tests include, the New Group Reading Test and the Verbal/Non-Verbal Reasoning GL test. Results are used for individual target setting and to inform teaching strategies. The results have clearly shown the success of early intervention and the significant reduction in reading standardised scores below 85.

Definitions

We recognise that the definition of SEN embraces a breadth of learning difficulties varying in type, duration and severity.

A pupil may be said to have **Special Educational Needs**:

- If he/she is not reaching hi/her full potential due to behavioural, intellectual, physical, emotional or social reasons.
- If he/she has a learning difficulty or ability, which is significantly greater than the majority of children of the same age.

We recognise that SEN can arise as a result of:

- Specific learning difficulties in literacy and numeracy;
- Physical impairment;
- Aspergers/ ASD;
- ADHD;
- General learning difficulties;
- Sensory impairment - hearing, visual;
- Speech and language impairment;
- Social Emotional and Behavioural Difficulties;
- Medical conditions e.g. allergies, asthma;
- Erratic attendance / long absences from school;
- Adverse social circumstances.

A pupil is regarded as having a **disability** if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

We recognise that a disability can arise as a result of:

- Physical Impairment which includes Muscular Dystrophy, Spina Bifida, Hydrocephalus, Arthritis, Diabetes, Epilepsy or Facial Disfigurement, etc.

- *Mental Impairment* which includes Depression, Post Traumatic Stress Disorder and Schizophrenia, etc. It may also overlap with some learning difficulties and / or behavioural disorders, e.g. ADHD, ADD, ASD and developmental disorders such as Dyspraxia.

Impairment is considered as a long-term effect, which has lasted at least twelve months and /or is likely to last for the rest of the person's life.

Organisation of SEN Support within Stranmillis Primary School

- All teachers have a collective responsibility for the Special needs of our pupils;
- Class teachers create a secure learning environment where the Special needs / disability of their pupils are known and catered for;
- We recognise the importance of early intervention, identifying individual needs and reducing barriers to learning.
- Teachers take into account the individual needs of each pupil in planning and preparing work;
- SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and trained Classroom Assistants throughout the school. The support timetable is reviewed termly;
- Class teachers and the SENCO/ CA/ external support teachers liaise to ensure each child follows an agreed programme of work, (IEP) this is reflected in weekly/ termly planners;
- Lessons are planned and delivered in such a way to ensure Special needs / disability pupils are able to make measurable progress;
- The SENCO will meet with each class teacher three times a year to discuss additional needs concerns and review IEPs;
- Where necessary reviews will be held more often for some children;

- SMART Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion e.g. differentiation, varied teaching styles;

Support provided by the SENCO/ Classroom Assistants and external support teachers is not viewed in isolation to class work; there needs to be continuity between class work and outside support.

Roles and Responsibilities towards Special Needs / Disability.

The Board of Governors

The Governing body of Stranmillis Primary School endeavours to ensure that the necessary provision is made for any child who has special needs / disability in accordance with the Education Order (N.I.) 1996.

Their duties are:

- To determine and keep under review the SEN Policy of the school;
- To see that all teachers in the school are aware of the importance of identifying and providing for all the children who have Special needs / disability;
- To ensure that all such children join in the activities of the school together with pupils who do not have Special needs / disability as far as that is reasonably practical;
- To report annually to parents on the steps it has taken to implement the school's Special Education and Inclusion Policy, including:
 - Special admission arrangements;
 - Equality of treatment;
 - Provision of facilities to assist access to the school;

- Provision of resources.

The Principal

The Principal is responsible for:

- Managing SEN provision;
- Keeping Governors informed;
- Working closely with the SEN Co-ordinator (SENCO)
- Contributing to Annual Reviews;
- Liaising with outside agencies, when necessary.

The Special Educational Needs Co-ordinator (SENCO)

The designated teacher is responsible for:

- Monitoring and evaluating the effectiveness of SEN provision;
- Liaising with the SEN Team (L Wilson and R Chambers);
- Day-to-day administration of the school's SEN Policy;
- Liaising with and advising colleagues;
- Co-ordinating the SEN provision throughout the school;
- Assisting the class teachers with the formulation, development, implementation, monitoring and review of individual programmes, including IEPs and Care plans;
- Maintaining the SEN Register;
- Supporting individual children in class and in withdrawal sessions;
- Liaising with parents of children with SEN;
- Informing the general parent body of SEN provision within the school;
- Establishing and maintaining a bank of alternative resources for class use;
- Liaising with external agencies, which may include:-
 - School Psychology Service
 - Peripatetic Services for specific literacy difficulties

- Peripatetic Service hearing / visual impairments
 - Learning and Behavioural Outreach Support at Harberton and Clarawood
 - Speech and Language
 - Medical Professions
 - Support for physical impairments
 - Oakwood School for ASD / Aspergers advice and support
 - Children's Interdisciplinary Schools Team - Belfast Health And Social Care Trust (CIDS)
- Attending courses and conferences to keep up to date with new developments in managing SEN;
 - Disseminating new information and contributing to the in-service training of staff;
 - Attending / co-ordinating annual reviews.

The Class Teacher

The class teacher has overall responsibility towards the children with special needs / disability in the classroom.

"Class Teachers are in a key position to observe responses in the classroom, to recognise the child who is having difficulties in learning and to try out different approaches."

DES Circular 22/89

S/he is responsible for:

- Planning and delivering a broad and balanced curriculum, differentiated for individual needs;
- Collecting relevant information on each child;
- Working in conjunction with the SENCO to identify learning difficulties;

- Planning, monitoring and evaluating appropriate action plans (Stage 1) and education plans (Stages 2-5); in consultation with SENCO.
- Monitoring and evaluating progress;
- Maintaining close contact with parents to ensure maximum provision;
- Participating in, and contributing to, reviews regarding a pupil's progress;
- Liaising with and advising classroom assistants and other support assistants, in order to plan for, and meet the needs of, their special needs / disability pupils;
- Attending in-service training sessions on SEN

The Classroom Assistant

- Classroom Assistants are in situ to support individual children, with Statements of Educational Needs, within the classroom.
- The key role of those General Assistants/ Special Educational Needs Assistants is to meet the needs and objectives of the child's Statement as directed by the class teacher and SENCO.
- Classroom Assistants help to implement and monitor the IEP targets and they keep a record of daily observations, which will be shared with the class teacher.

Reading Partnership

As part of our school commitment to participate in projects and approaches that benefit the children, a Reading Partnership Programme has been organised in school since 2004. This programme targets Primary 2 to Primary 7 children who are already on the way to becoming successful readers and aims to help build their confidence and enjoyment in reading. The work is parallel to and supplements the work done in class. Specially trained Assistants

work with individual children for fifteen minutes, three times each week.

Mrs R Chambers is the co-ordinator and facilitates the BELB training of class / general assistants and parent volunteers.

Records and Data Protection

- Once a child has been identified as having a Special Educational Need, formal records begin to be kept following an initial meeting to discuss the needs with the child's parents.
- Clear, factual and up-to-date records follow the child through their primary school career and are passed on to their secondary school when necessary.
- Each class has a record of the children in their class who currently have SEN.
- Copies are up-dated as and when a child moves from one stage to another or a new child is identified.
- Complete copies of these information sheets are kept on Sims.
- An up-to-date copy of the current statement and any Educational Psychology Reports etc. are retained by the Principal and SENCO.

Admission Arrangements

The admission arrangements with respect to pupils with special needs / disability are consistent with the school's general arrangements for all other pupils.

The school's admission arrangements are published separately and are in line with DENI Criteria.

Facilities

As an all inclusive school, Stranmillis Primary has been provided with these facilities:

- Easy access to the school is facilitated by ramps;
- Access between playgrounds is facilitated by ramps;
- Lift access between the ground and first floor;
- Unisex toilet with changing facilities for children with medical needs;
- Differentiated PE equipment;
- Provision of 2 Evacuchairs for easy and safe evacuation of children from upper floors;
- Specialist Teachers, Assistants and other professionals have the use of the Learning Space Room, Nurture Room And Tutorial Room for withdrawing individuals or small groups;
- Staff are kept up to date with training related to medical needs;
- Policies and procedures related to the safe storage and administering of medicines;
 - Nut Allergies
 - Epipens, Piriton and each child's action plan are kept in the relevant classroom, clearly labelled, and accessible. A spare is kept, labelled and readily accessible, in Reception.
 - Asthma
 - Children with severe asthma are permitted to carry their own reliever when they reach P4. The class teacher has relievers readily accessible for younger children.
 - All children have a spare reliever kept in the Reception.
 - Relevant permission slips are available from the Secretary or SENCO.
- We do not encourage other medicines to be brought to school. However, in exceptional circumstances the Principal or first-aider is willing, with parental consent, to supervise a child self administer the dose stated on the medication. A record to this effect is kept in the Reception.

- Records regarding other medicines, e.g. asthma relievers and permission slips, are filed and kept by the SENCO. A medical information board is displayed in the staffroom and each class teacher has a record of the children in their handbook.

PROCEDURES FOR IDENTIFYING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

"The Code of Practice, acknowledging that there is a continuum of special educational needs sets out a five stage approach within which responsibility for pupils within stages 1 - 3 lies at school level (with close involvement by the Board at Stage 3) and with both the Board and school at Stages 4 and 5."

Code of Practice 2 - 16

It is our objective that children with Special Educational needs are identified as early as possible and that their needs are catered for, in line with the 5-Stage approach outlined in the Code of Practice.

Stage 1 is the responsibility of the class teacher

He/she

- Identifies the child and the area of concern;
- Informs the SENCO of this concern;
- Informs the child's parent/s about concerns.
- Collects together any relevant information in a log book;
- Assesses the child's special education needs using observation and appropriate tests;
- Seeks advice from the SENCO, who assists with writing an action plan;
- *Makes reasonable and adjustable measures* within the classroom and works closely with the child;
- Monitors the child's responses and achievements (termly) to ensure *adequate progress* (Revised Code of Practice 1-7) has been made;
- Reviews the child's progress (termly) and plans any future provision.

After the review, the child may be removed from the register, continue at Stage 1 with a new, amended action plan, or be moved to Stage 2.

Stage 2 is the responsibility of the class teacher and the SENCO

This stage is an extension of the previous one and involves the same process but with additional support strategies, such as:

- Writing an Individual Education Plan (IEP) for the child. (Each Term) A copy is sent to parents for their approval and/ or comments;
- Using a team-teaching approach within the classroom;
- Withdrawing the child within the classroom to work individually with either the class teacher, the SENCO or a classroom assistant;
- Withdrawing the child from the classroom to work in a small group situation with the SENCO;
- Withdrawing the child from the classroom to work individually with the SENCO;
- Review of the child's progress and planning any future provision.

After the review, the child may be returned to Stage 1 on the register and monitored, or continue at Stage 2 with a new, amended Education Plan.

If the review indicates the current provision is not addressing the child's need the school with parental consent will ask for advice and assessment from services outside the school.

Stage 3 is the responsibility of the class teacher, the SENCO and external support services or specialists

- Additional support is usually accessed through the BELB Educational Psychology Service but for some needs, for example Harberton Learning Outreach Support and C.I.D.S. (Children's Interdisciplinary Service) access is direct to the specified support service.

- Our school psychologist, Mrs Deirdre Moore is contacted through the Principal or SENCO.
- Before the psychologist meets with a child the parents will be informed and their permission sought.
- After discussion with the teacher, the SENCO and the Principal and the psychologist will meet with the child to assess his / her educational needs and report on a course of action.
- Such action may be school-based and may involve support from outside agencies, for example Oakwood and Harberton Behavioural Unit.
- The child's progress will be reviewed termly.

The school is supported by a Peripatetic Teacher for Sensory Impairments (Visual and Hearing Impairments.) The teacher works with specific pupils on Stage 3. This teacher does not usually come into school on a weekly basis, but will support pupils according to their individual needs. All sensory impaired pupils are fully integrated with their age appropriate peers.

Children with specific learning difficulties, for example dyslexia, may meet criteria for twice weekly peripatetic support. The Peripatetic Support teacher completes a base-line assessment. She liaises with the class teacher and SENCO to discuss the targets. Support is monitored each term and children are tested towards the end of the school year to determine pupil progress. A decision is made by the peripatetic teacher and educational psychologist as to whether the child should remain at Stage 3 or receive internal school support at Stage 2.

Good Practice Guidelines provide details of *the reasonable adjustments and relevant and purposeful measures* that Stranmillis Primary School provides for a pupil with Special Educational Needs during the school based stages (Stage 1-3)

Where such action fails to meet the child's needs then Stage 4 is reached.

Stage 4 is the responsibility of the BELB.

The child is referred for Statutory Assessment.

A Stage 3 meeting usually takes place prior to a child being referred for Statutory Assessment. The Educational Psychologist, Principal, parent, class teacher, external support teacher and SENCO meet to discuss the needs of the child.

When submitting a request for Statutory Assessment a Proforma SAR1 form is be completed. This includes details of the actions that have been taken at school level to meet the pupil's Special Educational Needs. Personnel involved in the assessment include BELB officers, Principal, Class teacher, Parents, Educational Psychologist, GP, Social Services and others as required.

Stage 5 is the responsibility of the BELB.

If, having considered the advice received from a statutory assessment the Board is satisfied that the child's needs cannot be reasonably met within the resources normally available to mainstream schools, it 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 the outcomes of the review. Parents are consulted at each stage and encouraged to support their child's learning where appropriate.

[Review Procedures](#)

Stages 1-3

The Class teacher, SENCO and involved external agencies, normally carries out reviews of provision at Stages 1, 2 &3.

It is the responsibility of the SENCO and class teacher to take into consideration each pupil's individual need when writing and evaluating IEPs. Advice and support is obtained from the Peripatetic teacher. Targets are reviewed and extended or updated as necessary. Informal monitoring of targets is ongoing throughout the year.

Stage 5

Each child with a Statement has an Annual Review to determine the appropriateness of the provision and to recommend to the BELB any changes that may need to be made to the Statement. This is organised by the SENCO. The child's parents, Principal, Class teacher, Educational Psychologist, SENCO, Board Officer, Support teacher or Care Assistant and Medical Personnel are all invited to contribute and attend.

If a peripatetic teacher has a formal involvement, and it is judged that there is a need to change the level and nature of the input given, this recommendation will be included with the peripatetic teacher's educational advice submitted for the Annual Review of the pupils' Statement.

Integration and Access to the Curriculum

We believe that inclusion is successful when there is appropriate support for the child, the parents and the school. To this end we work hard to maintain links with home, health and education professionals.

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. Most children are at Stage 1 in the classroom.

Some provision may take the form of additional teacher support in the mainstream classroom or through withdrawal of pupils from mainstream classes for special tuition (Stage 2) decided by the class teacher in

consultation with the SENCO. When this happens the SENCO and other support staffs work closely with the class teacher following agreed programmes of work allowing for differentiated learning where appropriate.

The SENCO and class teacher implement the *reasonable adjustments and relevant and purposeful measures* as recommended in the Good Practice Guidelines. These measures provide differentiated learning experiences for a pupil during Stages 1-5 of the Code of Practice. Every effort is made to ensure integration and access during all educational trips and extra curricular activities.

Individual Education plans (IEPs)

Writing SMARTER Targets.

IEPs are written for pupils on Stage 2-5 of the Code of Practice. The SENCO and class teacher compile these termly, in consultation with classroom assistants, outside agencies and parents. The IEP is a working document, a planning, teaching and reviewing tool. Targets are Specific, Measurable, Attainable, Realistic and Time bound and Evidence of progress is recorded.

Implementing and Monitoring IEPs

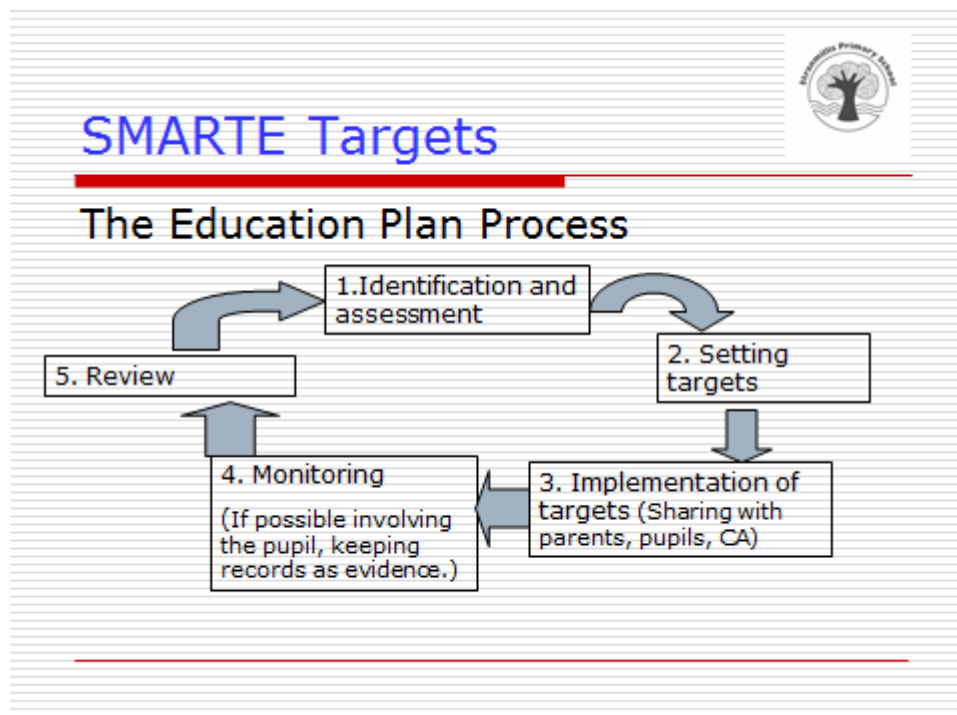
After the targets are written, the implementation process begins with the sharing of targets with the pupils in an appropriate way, depending on age. We recognise that the process works best when the pupil is involved with recording his/her own progress.

Monitoring involves the ongoing checking and recording of the progress of the targets by the teacher, classroom assistant and pupil. This provides the evidence of the progress of the targets. Monitoring includes observation and consistent data collection using both formal and informal

assessment methods. It provides the feedback necessary to identify possible adjustments to the goals, strategies and interventions being implemented.

Key principles of implementing and monitoring targets.

- It is important that pupils help to monitor their own progress. (Use of Template where appropriate)
- Teachers keep a copy of the Education Plan on their desk or in their planning folder. It is a working document and often is annotated.
- Children may have their targets displayed in child friendly terms in a book or on their table.
- Younger children may use a more visual way of recording progress, for example, pom poms in a jar.
- Classroom Assistants are aware of the targets and strategies and have access to them. Their role in monitoring the targets is clarified.
- Teacher/ CA/ pupils record progress on the monitoring sheet.



Strategies for Differentiation

By Planning

Having planned activities, tasks and skills suitable to all abilities so that there is a challenge and pace at all levels. In writing there is a minimum expectation that is expected in terms of syntax, punctuation and presentation

By Assessment

Knowing where children are at varying levels of learning and to use a standard of achievement to inform the teaching.

By Organisation

Having a wide range of resources materials and equipment all at different levels within reach of the classroom, allowing access and entitlement for all children.

By Task

Breaking down tasks into small achievable steps, so that children can achieve success along the continuum of learning, albeit at their own ability.

By Outcome

By appreciating that the amount of effort is not always commensurate to the output and reserving judgement.

By allowing as many means of presentation of work as possible, to show each child's strengths and abilities.

'Minimum Acceptable Standards'

In order to maintain high expectations for each child, teachers may determine, in consultation with the pupil, his/her parents and the SENCO, A Minimum Acceptable Standard (MAS) that would be appropriate for specific pupils who might need to be encouraged to keep standards high.

Teachers may choose to use a different term when speaking to the pupil about this. The concept of the MAS is:

- Teacher to agree the MAS for appropriate pupils as part of the IEP process
 - The MAS describe the standard that the pupil should be currently able to meet, with effort; the targets in the IEP will direct future progress
 - Pupil and parents to be made aware of this
 - When work falls below this standard the pupil will be reminded of the MAS agreed, why this work does not meet the standard and what they need to do to rectify this
 - The MAS will be reviewed and developed (to allow for progression) with the SENCO at each subsequent review.
-
- It is about keeping our expectations (and the pupils) high; about ensuring that work does not slip back, but progresses.
 - It is not about setting an unrealistic, global minimum acceptable standard.

Partnership with Parents

"The relationship between the parents of a child with special educational needs and their child's school has a crucial bearing on the child's educational progress and the effectiveness of any school-based action. Children's progress will be diminished if their parents are not seen as partners in the educational process with unique knowledge and information to impart." (C.O.P.2-21)

Stranmillis Primary operates an "open door" policy with parents. We value their knowledge, experience and views and seek to establish a partnership with them in making appropriate provision for all pupils.

Arrangements for passing information to parents: -

- Informal daily meetings (morning and afternoon) between parents and teachers.
- Curriculum meetings in September.
- School reports issued in June by Class teacher and SENCO
- Reports issued by Support teachers.
- Parent consultations with Class teacher, SENCO and Support teachers October and February.
- Letters notifying parents of proposed S.E.N. provision.
- Copies of Individual Education Plans inviting parents to contribute to the IEP or meet to discuss any aspect of the targets.
- Use of a 'Home School Journal'.

Arrangements for involving parents in provision for their children: -

- Parents input into carrying out education plans (follow up work at home.)
- Interviews with Psychologist, Support teachers, SENCO and Class teacher.
- Parental input to and attendance at review meetings.

Role of Pupils

Pupils are encouraged to be involved with decisions concerning them and they are also asked to contribute to their annual review. IEPs are shared with pupils in a child friendly way. They are involved in the monitoring of their IEPs.

Children are asked to contribute to the transfer process by stating preferences of next schools and making a written submission.

Resources

We are fortunate to have a well resourced Learning Support Room. This room is welcoming and provides a stimulating learning environment for withdrawal sessions. Areas are zoned so as children can move from one activity to another. There are a variety of Literacy and Numeracy resources available to borrow for differentiated learning practices. Additional materials may also be borrowed from the: -Peripatetic Service at Fortwilliam.



Outside Agencies

These include;

- The Educational Psychologist (BELB) Mrs D. Moore
- Specific Learning Difficulties - Peripatetic Service- Mrs J. Patterson
- Harberton Reading Unit Mrs M. Flanagan
- Harberton (SEBD) Mrs. D. Hanna
- Clarawood (SEBD) Mrs C. Coburn
- Autistic Spectrum Disorders - Oakwood ASD Advisory service
- Physical Impairments / Medical Conditions - Mitchell House School
- Community Paediatric Nurse
- School Doctor / Dental Service - Malone Place Clinic
- C.I.D.S. - Belfast Health and Social Care Trust
- Hearing Impairments - Peripatetic Service - Mary Gordon
- Visual Impairments - Peripatetic Service at -Rosemary Campbell (rosemary.campbell1@belb.co.uk)
Regional Vision Resources Base, Fortwilliam Centre: Stephen Porter (stephen.porter@belb.co.uk or 07792365930
RNIB
- Speech and Language advice or referral to a Speech therapist
- The Bradbury Centre
- Advice from the Educational Welfare Officer
- Advice from Social Services

Policy Review

As a school we are aware that new developments at local and national level will ultimately have an impact on our policy.

It will therefore be regularly reviewed to take account of: -

Special Educational Needs Disability Order (S.E.N.D.O. 2005)

Code of Practice: 1.6 (Principles of the code) & 1.7 (Essential practices and procedures)

The Revised Curriculum for Northern Ireland (from 2007.)

Under SENDO and the Revised Curriculum the right for children with statements to attend a mainstream school is strengthened and it is the schools intention to facilitate this where possible.

The success of the schools SEN and Inclusion Policy and provision is evaluated through

1. Monitoring of classroom practice
2. Analysis of Data results for
 - individual pupils on the SEN Register
 - year groups (tracking)
3. Analysis and comparison of end of Key Stage results for pupils on SEN register
 - with peers
 - with predictions indicated at NFER testing
 - with previous KS assessment at KS1
4. Foundation and Key Stage 1 progress with phonics and high frequency words milestones.
5. Diagnostic Analysis Testing from age 6:6, Young Test from 6:4.
6. Individual targets for children with additional needs reviewed through IEP targets
7. The percentage of children who come off the SEN Register or move to Stage 1

Staff Development

- The Co-ordinator for Special needs / disability has responsibility to ensure that teachers receive the necessary support to help pupils achieve their full potential.
- It is important that the Special needs / disability Co-ordinator is aware of the need for continued staff development. When the need arises Inset will be planned to ensure staff are successful in working with pupils with Special needs / disability.
- In the event of new legislation / research it may be appropriate that the Special needs / disability Co-ordinator will organise Inset to make staff aware of the implications this new legislation will have on pupils with Special Educational Needs.
- Support and advice is available to any teacher and parents who have a child with a specific learning difficulty from the Peripatetic Service. Appointments can be made with the senior teachers.
- Teachers and Parents can request advice from C.I.D.S.
- Peripatetic Teachers for Sensory Impairments may offer staff awareness of effective ways of developing the ICT capability of pupils who have a visual/ hearing impairment and staff awareness of available software.
- Staff will have access to reading material, giving specific information about the impairment, learning difficulty or disability.
- Training will be given to develop staff awareness of effective ways of modifying teaching materials. (See recommendations in reports from peripatetic teachers.)

Concerns Procedure

We aim to have a close working relationship with parents and, if parents are anxious about any aspect of their child's education, they can approach the school.

Informal complaints can be discussed with the class teacher by appointment.

Complaints regarding SEN provision should initially be discussed with

the SENCO and / or class teacher.

Formal complaints can be discussed with the SENCO and / or Principal in the hope that a satisfactory resolution can be found.

The Board of Governors may be consulted and / or convened to hear the complaint.

The BELB reconciliation service is also available.

DARS - Dispute Avoidance and Resolution Service; this service has been set up by the five boards and parents can request their assistance in matters relating to SEN.

Glossary.

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

ASD - Autistic Spectrum Disorder

BELB - Belfast Education and Library Board

CIDS - Children's Interdisciplinary Service

COP - Code of Practice

DARS - Dispute and Reconciliation Service

IAP - Individual Action Plan

IEP - Individual Education Plan

SEN - Special Educational Needs

SENCO - Special Educational Needs Co Ordinator

SEND O - Special Educational Needs and Disability Order

GIFTED AND TALENTED

There is a group of children within Stranmillis Primary School who do not fall into the "special" category but they do never the less have "particular" needs. These are the most able children in our school.

If we are to raise children's aspirations as well as levels of achievement it is obvious that we consciously provide for the most able because in doing so we also raise the sights of the children around them.

Gifted and Talented may be defined as any of six broad categories of ability: -

- Artistic Talent
- Creativity
- High Intelligence
- Leadership
- Mechanical Ingenuity
- Physical Talent

Differentiated learning is provided when appropriate.

An Enrichment programme devised to develop each child's interests, talents and skills operates at KS2.

Each child is encouraged to research a chosen theme in its own time and at varying degrees of detail, which is then independently assessed at Stranmillis University College.

Current themes include: -

Buildings in Belfast	Space and Practical Rocketry
Ferrari / Formula 1	Pirates
Endangered Animals	Musical Composition
The Blues	Harry Potter
The Irish Famine	Off the Beaten Track

KS 1 children are catered for with an extension programme linked to themes occurring in the Oxford Reading Tree core scheme.

Themes are: - P1 Pets P2 Gran P3 Robots P4 Giants

Resources are sourced and provided to facilitate extended learning challenges.

Children are encouraged to and provided with the opportunity to seek advice from outside agencies / experts.

SEN Timetable

September	<p>Meet with External Support Teachers arrange timetabled support/ room. Contact Education Psychologist to discuss prioritised children for assessment and/or Transfer Assessments. Arrange Annual Review Meetings request medical advice Arrange support timetable for Term 1 send letters to parents Timetable Reading partnership and other in school support with CA P5 Cognitive Ability Testing Write SMART IEP targets Update the SEN Register SEN Monitoring Plan</p>
October	<p>Parental interviews with class teacher and SENCO if requested P3 Cognitive Ability Testing</p>
November	<p>Transfer Annual Reviews</p>
January	<p>Write Term 2 IEPs (Review Term 1) Letters about annual reviews to parents Meet with teachers reassess withdrawal support Educational advice/ pupil advice/ medical / parent advice collated Administer DRA for Harberton Support Meet with support teacher Standardised Tests P2</p>
February	<p>Parental Meetings with class Teacher and SENCO Annual Review Meeting for Statemented children</p>
March	<p>Class Teacher and SENCO Meet evaluate IEPs and write new IEPs</p>
May/ June	<p>Standardised Tests P3-P7 SENCO analysis of test scores Meet with Literacy and numeracy coordinator Administer DRA for Harberton Outreach Discuss with Harberton Outreach for SEN Monitoring and Evaluation report September School SEN Reports</p>

Evaluating the success of the schools SEN and inclusion policy

The Success of the school's SEN and Inclusion Policy and provision is evaluated through:

- Monitoring of classroom practice, pupil/ parent feedback
- Analysis of standardised pupil results for
 - Individual pupils
 - Year groups (tracking)
 - Pupils receiving group/ individual withdrawal support
- Analysis and comparison of end of key stage results for pupils on SEN register
- Individual targets for children with additional needs will be reviewed through the monitoring and evaluation of IEP targets
- Percentage targets are set for children to achieve Level 2 at the end of KS1 and level 4 at the end of KS2 in Numeracy and Literacy

The 4 Stage Cycle process for development is followed

1. Review and Assessment
2. Target Setting Stage
3. Action Planning Stage
4. Implementation and Evaluation Stage

C.O.P School based Stages 1-3 Concerns and Measures Take

Concerns/ Criteria	Measures taken	Stage
<p>Child's additional needs identified through teacher as:</p> <ul style="list-style-type: none"> • Learning difficulties • Behaviour (inappropriate or social and emotional) • Speech and Language difficulties • Medical issues 	<ul style="list-style-type: none"> • Class teacher meets with SENCO to discuss this need • SENCO will review child's reading attainment levels (if appropriate using DRA) • SENCO and class teacher write an IEP and identify targets to remove any barriers to learning. • Child placed on SEN register • Parent informed and invited to arrange appointment with class teacher 	<p>1</p>

<ul style="list-style-type: none"> • Annual testing identifies NFER scores less than 90 • Significant discrepancies between child's cognitive ability and their attainments in literacy, numeracy or both • Teacher feels support at Stage 1 is no longer sufficient to meets child's needs • Child is not making '<i>adequate progress</i>' • Behaviour is not significantly improving • Teacher observations and class testing identify P1 pupils who would benefit from early intervention 	<ul style="list-style-type: none"> • Class teacher meets with SENCO to discuss this need • SENCO will review child's attainment levels (where possible) • SENCO and class teacher write SMART IEP targets. These are shared with parents and pupils and implemented and monitored. • <i>Reasonable adjustments</i> made in class. • Class teacher continues to follow plan and meet needs within class. • Child moves to Stage 2 on the SEN register • Parent informed of this change and invited to arrange appointment • If literacy/ numeracy based difficulty identified by NFER testing SEN support will be put in place 1:1 or group withdrawal on SEN 	<p>2</p>
---	--	----------

<ul style="list-style-type: none"> • Teacher feels support at Stage 2 is no longer sufficient to meet child's needs • Child is not making '<i>adequate progress</i>' in IEP Targets or classwork 	<ul style="list-style-type: none"> • Class teacher meets with SENCO to discuss this need • SENCO will review child's attainment levels (where possible) • SENCO and class teacher will complete referral form for Educational Psychologist. Psychologist recommendation will then be put in place and may include Outreach Behaviour support, Peripatetic Support, Advice from Oakwood or further referral • Depending on need child may be directly placed with Outreach Learning teacher if criteria is met, for example, Harberton. • A referral may be made by the Class teacher and SENCO to CIDS team. • Class teacher continues to follow IEP and meet needs within the class • Child moves to Stage 3 on SEN register if they are receiving support from external agencies in school. • Parent is informed and invited to arrange appointment. • SEN support in form of withdrawal will continue, if literacy/ numeracy based. 	<p style="text-align: center;">3</p>
--	---	--------------------------------------

Please note a child may move, throughout the stages, for example, from Stage 1 to Stage 3 or Stage 3 back to Stage 1