

CREAVERY P.S.



Interim Policy Special Educational Needs & Inclusion 2024-2025

INTERIM

POLICY FOR SPECIAL EDUCATIONAL NEEDS

General Aims and Objectives of the School

Creavery Primary School staff are committed to providing equal access for all our pupils to a broad and balanced educational experience based on the Northern Ireland Curriculum. We recognise that some pupils during their school career may have special educational needs and/or a disability. In the interests of these children, we will endeavour to make every reasonable arrangement to provide for their individual needs. Throughout this policy and the day-to-day running of the school, the relevant legislation is taken into account (See appendix 1)

It is the policy of Creavery P.S. to actively encourage the involvement of staff, pupils and parents in the education of children with Special Educational Needs (SEN). The learning differences which children have are identified early, assessed and intervention provided for in a variety of ways, ensuring that provision is always child centred and accessible. Children have the opportunity to develop to their full potential with the guidance and support of their class teacher, the SEN Coordinator (Mrs Brown), Classroom Assistants and when appropriate, Advisory and Support services and/or health professionals. The school aims to provide for all the needs of a child whilst facilitating the process of inclusion and integration in class and school activities. This policy describes in detail the procedures and systems which have been established for meeting the objectives of providing an integrated education for all children with additional educational needs, whilst aiming to provide the entitlement of access to a full and balanced N.I. curriculum.

We are committed to the guiding set of principles identified by E.T.I.:

- all children matter
- barriers to learning are identified
- positive action is taken to remove them
- a sense of community prevails

Policy Aims

- To identify pupils with SEN/disability as early as possible using a variety of measures and in consultation with appropriate personnel.
- To ensure full entitlement and access for pupils with SEN/disability to high quality education within a broad, balanced, relevant, and differentiated curriculum.
- To ensure that all pupils with SEN/disability feel valued.
- To offer curricular, pastoral, and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.
- To offer a broad curriculum which will promote intellectual, emotional, social, and physical progress in order that pupils can develop as valuable members of society both now and in the future.
- To encourage parental partnerships in all aspects of SEN provision.
- To consider the views of the child when planning and implementing SEN provision taking into account their age and capacity.
- To support children in participating in making decisions in all aspects of their learning.

- To strive for close co-operation between all services and agencies concerned to achieve an effective multi-disciplinary approach to meeting SEN.
- To educate pupils with SEN, wherever possible, alongside their peers.
- To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.
- To encourage and/or maintain the interest of pupils with SEN in their education.
- To encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.
- To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
- To meet the needs of all pupils who have SEN by offering appropriate forms of educational provision and the most efficient use of available resources.
- To promote collaboration amongst teachers in the implementation of the SEN policy.
- To work closely with EA services and other outside agencies as appropriate to support each pupil with SEN.

General Philosophy

For all involved in a child's education it is important that there is a clear understanding of the terms 'special educational needs,' 'learning difficulty' and 'special educational provision, as defined in Article 3 of the 1996 Order.

Special Educational Needs

The 1981 Education Act states that 'A child has SEN if he/she has a learning difficulty which calls for special educational provision to be made for him/her.' A child has a learning difficulty if:

- He/she has a significantly greater difficulty in learning than the majority of children of his/her age
- He/she has a disability which prevents or hinders him/her from making use of educational facilities available for children of his/her age

The Northern Ireland Code of Practice for the Identification and Assessment of Special Educational Needs (1998) and the Supplement to the Code of Practice (2005) guide all our practices and policies in providing for children with Additional educational Needs and/or disabilities.

The term "Special Educational Needs" is defined in the Code as "a learning difficulty which calls for special educational provision to be made." "Learning Difficulty" means that the child has a significantly greater difficulty in learning than the majority of children of his or her age, and/or has a disability, which hinders his or her use of everyday educational facilities. "Special educational provision" means educational provision, which is different from, or additional to, the provision made generally for children of comparable age. (Code of Practice, 1.4)

All class teachers are responsible for the initial identification and assessment of SEN; they also have responsibility for its provision within the classroom and have the SENCo for support, guidance and advice.

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made.

Learning Difficulty

A child has a learning difficulty if:

(a) they have a significantly greater difficulty in learning than **the majority of** children of the same age;

(b) they have a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools; or

(c) they have not attained the lower limit of compulsory school age and is or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory school age.

Special Educational Provision

Special educational provision (SpEP) is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in ordinary schools.

Disability

The following definition of disability is taken from the Disability Discrimination Act (1995):

A disability is when someone has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

(Paragraph 2.3)

At some time in their school careers all children may have SEN, for example social and domestic problems, medical problems, undue pressure from home or school. All of these can lead to temporary or longer term learning difficulties, which need to be identified at an early stage.

'All pupils share the right to a broad and balanced curriculum, included within the N.I. Curriculum. The right extends to every registered pupil of compulsory school age whether or not he or she has a Statement of SEN.'

Amongst the general population of children in ordinary schools, about one in six children have SEN of one kind or another. In some circumstances, for example for some physical disabilities in PE, the N.I. Curriculum may need to be modified. In Creavery Primary School we have adapted and provided practices for pupils to include reasonable adjustments and relevant and purposeful measures comparable to the recommendations set out in the Good Practice Guidelines 2009 and in line with the consultation documents "Every School a Good School" DENI 2009.

We are committed to dissemination of good practice throughout our staff and have developed whole school planning to include specialist training which promotes best practice in the classroom and fosters collaborative working and improves quality of teaching and learning. Staff regularly take part in training within school by outside agencies and attend EA courses for Continued Professional Development. Online training such as the SEN CPD in Understanding Literacy Difficulties supports the teaching skills of teachers and SENcAs. The SENCo oversees the professional development of all staff in school. It is essential that all staff are kept up to date with SEN developments to provide effective teaching and support for pupils.

Following attendance at relevant internal or external education and training programmes, staff members will be encouraged to disseminate the information provided to build the capacity of their colleagues.

Key Principles of Inclusion

The Disability Discrimination Code of Practice for Schools (ECNI, 2006), states: “...all pupils have a right to the same opportunities in the whole of their educational life.” Creavery Primary School has an inclusive ethos and actively seeks to promote the inclusion of all children. We approach inclusion as an integral part of all school policies including the school’s SEN policy, school development plan, the school’s accessibility plan and policies relating to e.g., discipline, bullying and pastoral care.

SEN and Medical Categories

The following is the list of the five overarching SEN categories and sub-categories taken from: Department of Education Northern Ireland (2019) *Recording SEN and Medical Categories – Guidance for Schools*, Bangor: DENI).

- 1. Cognition and Learning (CL) – language, literacy, mathematics, numeracy**
 - a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy
 - b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy
 - c) Moderate Learning Difficulties (MLD)
 - d) Severe Learning Difficulties (SLD)
 - e) Profound and Multiple Learning Difficulties (PMLD)

- 2. Social, Behavioural, Emotional and Well-being (SBEW)**
 - a) Social and Behavioural Difficulties (SBD)
 - b) Emotional and Well-being Difficulties (EWD)
 - b) Severe Challenging Behaviour associated with SLD or PMLD (SCB)

- 3. Speech, Language and Communication Needs (SLCN)**
 - a) Developmental Language Disorder (DLD)
 - b) Language Disorder associated with a differentiating/ biomedical condition (LD)
 - c) Communication and Social Interaction Difficulties (CSID)

- 4. Sensory (SE)**
 - a) Blind (BD)
 - b) Partially Sighted (PS)
 - c) Severe/Profound Hearing Impairment (SPHI)
 - d) Mild or Moderate Hearing Impairment (MMHI)

e) Multi-sensory Impairment (MSI)

5. Physical Need (PN)

a) Physical (P)

Children with a medical condition

Children who have an identified medical condition will be recorded on the school's medical register. Those who do not require special educational provision will be recorded on the Medical register only and will not be placed on the SEN register.

A pupil with a medical diagnosis or disability may or may not have a SEN but what is key is "does the pupil have a requirement for special educational provision to access the curriculum."

A pupil can be recorded on both the SEN register and medical register if they have both a medical need and require special educational provision to be made for them.

The Medical Register is the responsibility of the principal.

The following is the list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population taken from Department of Education Northern Ireland (2019) *Recording SEN and Medical Categories – Guidance for Schools*, Bangor: DENI).

- Epilepsy
- Asthma
- Diabetes
- Anaphylaxis
- Autism Spectrum Disorder (ASD)
- Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- Dyspraxia/ Development Co-ordination Disorder (DCD)
- Developmental Language Disorder (Medical) (DLD)
- Global Developmental Delay
- Down Syndrome
- Complex Healthcare Needs
- Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
- Depression
- Eating Disorder
- Psychosis
- Other Medical Disorder
- Cerebral Palsy
- Spina Bifida – with Hydrocephalus
- Spina Bifida – without Hydrocephalus
- Muscular Dystrophy
- Acquired Brain Injury
- Visual Impairment
- Hearing Impairment
- Physical Disability
- Other Medical Condition/ Syndrome

Arrangements for Co-Ordinating SEN Provision

Although meeting the needs of pupils with SEN is a whole school issue the overall responsibility for managing SEN provision resides with the Board of Governors and the principal of the school. However, to facilitate the day-to-day running of the provision the board of governors has delegated responsibility to co-ordinate the provision for pupils with special educational needs to the principal.

Roles and Responsibilities

The following section highlights the key roles and responsibilities of all those involved in SEN provision:

Board of Governors

The role of the Board of Governors of a mainstream school is to exercise its functions in relation to the school with a view to ensuring that provision is made for registered pupils with special educational needs.

SEN Governor Name

Chapter 12 of the document *'Every School a Good School'* (DENI, 2010) relates specifically to the role of the governor in supporting pupils with special educational needs. Based on this information, The *SEN Resource File* (DENI, 2011) outlines that the Board of Governors has a statutory duty to:

- take account of the provisions in the DE Code of Practice on identifying and assessing special educational needs;
- use their best efforts to provide for pupils identified with SEN and that parents are notified of their child's special needs;
- maintain and operate a policy on SEN;
- ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to teach them;
- check that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching;
- allocate funding for special educational needs and disability; and
- prepare and take forward a written accessibility plan.

Principal/Associate Principal

According to the Code of Practice (1998) the principal should:

- keep the Board of Governors informed about SEN issues;
- liaise with parents and external agencies as required;
- delegate and monitor the SEN budget;
- middle management should ensure consistency of practice and contribute to the realization of the school development plan; and
- provide a secure facility for the storage of records relating to special educational needs.

SENCo (soon to be Learning Support Co-ordinator)

The SENCo (Mrs J Brown) will be responsible for:

- the day to day operation of the school's special educational needs policy;
- responding to requests for advice from other teachers;
- co-ordinating provision for pupils with special educational needs;
- maintaining the school's SEN register and overseeing all the records on pupils with special educational needs;
- working in partnership with parents of children with special educational needs;
- establishing the SEN in-service training requirements of the staff, and contributing as appropriate to their training; and
- liaising with external agencies.

Class Teacher

The class teacher should:

- be aware of current legislation;
- keep up to date with information on the SEN Register;
- gather information through observation and assessment;
- develop an inclusive classroom;
- work closely with other staff to plan for learning and teaching;
- contribute to, manage, and review IEPs in consultation with the SENCo; and
- involve classroom assistants as part of the learning team.

SEN Support Staff/ Additional Adult Assistants

Support Staff/ Additional Adult Assistants should:

- work under the direction of the class teacher;
- be involved in planning;
- look for positives by talking to the child about his/her strengths;
- provide practical support;
- listen to the child/speak to staff on the child's behalf;
- explain boundaries and operate these consistently and fairly;
- keep records and attend meetings; and
- share good practice.

Translating the principles of the N.I. Curriculum into daily provision for pupils with SEN begins with existing good practice.

In order that children do indeed have access to a broad and balanced curriculum, three basic elements need to be addressed:

- The teaching needs of pupils with SEN
- School strategies for meeting SEN
- The learning environment

The teaching needs of all pupils, particularly children with SEN require:

- Positive attitudes from staff
- Partnerships with teachers which encourage them to become active learners, helping to plan, build and evaluate their own learning programme wherever possible
- A climate of warmth and support in which self-confidence and self-esteem can grow and in which pupils with SEN can experiment without fear of criticism or failure
- Partnerships between home and school
- Extra support at times in order to access the N.I. Curriculum, whether through the SEN Coordinator, Board Support and Advisory Services and Health professionals.

The Guidance for Schools Recording Children with Special Educational Needs DE 2006, have identified categories into which pupils with SEN are assigned and recorded on the SEN register. The categories are:

- Cognitive and Learning
- Social Emotional and Behavioural
- Communication and Interaction
- Sensory
- Physical
- Medical Conditions/Syndromes
- Other

Some children may be assigned to more than one category of SEN. Some children's needs may be severe enough to warrant a "Statement." Some children will exhibit one or more such characteristics and yet not present learning difficulties. It is the teacher's professional judgement, in consultation with colleagues, and his/her understanding and awareness of the individual, which is central to the additional educational needs provision offered at Creavery.

Parent/person with parental responsibility

Parents need to be consulted as soon as identification is made so that the curriculum can be planned for their child. This should take place in consultation with other teachers, external support agencies and governors.

At Creavery Primary School, we acknowledge that successful partnerships between parents, pupils and school play a key role in promoting a culture of co-operation, openness and transparency and have a crucial impact on the effectiveness of special educational provision. Seeking the views of the child or young person also plays a key role in helping us understand individual needs.

Teachers and classroom assistants along with other school staff all have a significant role in developing positive and constructive relationships with parents and pupils. We encourage this participation and value its contribution.

It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN register or moving the child between stages. It is essential that

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

Parents should be invited as necessary to:

- meet with staff to discuss their child's needs;
- attend review meetings;
- inform staff of changes in circumstances; and
- support targets on IEPs.

Pupil views

In Creavery Primary school, as far as reasonably practicable, we seek and have regard to the child's views about their strengths, learning difficulties and education, taking into account their age and maturity. We seek and listen to their views about how they learn effectively and then focus on the strategies that work for them.

Key decisions for a particular pupil might include:

- contributing to their own assessment, provision, and progress;
- to the review of IEPs, Annual Reviews, and the Transition process; and
- involving and supporting the pupils to participate in making decisions about matters affecting them.

Seeking their views and supporting them to participate in making decisions about their contributing learning is good practice. The child's progress will be more effective when both they and, where appropriate, their parents are involved, and account is taken of their wishes, feelings, and perspectives

Facilities

Children with SEN are admitted into school in accordance with our whole-school admissions policy.

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

The Special Educational Needs and Disability Order (SENDO) (2005) legislation strengthened the right for children with a Statement to an ordinary school place 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).

Children with Statements of SEN are placed in the school at the request of the Education Authority (EA). When seeking to place a pupil with a Statement, the EA will take into account the wishes of the child's parents and the provision of efficient education for other children in the class or school and the efficient use of resources to determine the suitability of the placement. This arrangement is in line with SENDO legislation.

Accessibility

In keeping with legal requirements an accessibility plan has been considered and developed throughout the school in a number of different areas.

All children have access to a broad and balanced curriculum, facilitated appropriate to age, ability, aptitude, and attainments are encouraged to participate fully or to as full an extent

as possible in the curriculum, in terms of both time-tabled and extra-curricular activities. Pupils with disabilities have equal access to all areas of the school building as classrooms can be accessed by a ramp or are built flat to the ground. The doors of all classrooms are wide enough for wheelchairs to go through. A disabled toilet is available for use by any who need this facility. The playground is built on a flat surface so all areas can once again be reached by those with mobility issues. On request an audio version of any policies can be made for those who have difficulties reading .

Resources

Funding for SEN is received through the LMS budget. This funding is used to provide teaching support for children with SEN and the provision of appropriate learning and teaching materials. We use a variety of resources for assessment and identification purposes. Resources are generally available to all staff, non-teaching staff and support staff. A variety of standardised tests are also available. A range of differentiated work is prepared and structured by class teachers and support assistants. Children can avail of small group support, in class support and one to one tuition from SENcAs. Strategies and resources are used by teachers in class to remove barriers to learning and children's metacognition skills are developed so they can become effective independent learners despite a learning difference or difficulty. Increasingly we are using assistive technology and ICT to support and develop our children's potential. iPads are also instrumental in providing additional means of learning and recording for children within the classroom.

Collaborative Practices

In Creavery we strongly believe in collaborative practices to provide the highest level of intervention for children. The SENCo and SENcAs work alongside outside agencies to develop strategies and learning styles to remove learning barriers. Good practices is shared amongst staff and constantly staff self evaluate their teaching and inclusive methods, auditing practices and outcomes of learning to raise standards for all.

The Management of Special Educational Needs

The Three Stages of Special Education Provision

In Creavery Primary School, we adhere to the three stages of the Code of Practice. These stages focus on the level of intensity of the special educational provision required for a child to make adequate progress commensurate with their abilities and improve their outcomes. Responsibility for pupils with SEN at each stage lies with the school, given the day-to-day role of the school in a pupil's teaching and learning, with increasing EA involvement when required. A summary of the three stages of special education provision is set out below:

Stage 1 includes:

- School delivered special educational provision;
- A PLP is required (currently IEP);
- The majority of special educational needs will be met at this stage;
- The responsibility lies with the school;
- Operates in mainstream schools and classes; and
- Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN.

The PLP (currently IEP) should contain the core information/evidence of the school action to inform a request, if considered necessary, for access to EA SEN services at Stage 2. The child will only move to Stage 2 once any external special educational provision is being implemented.

Stage 2 includes:

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust;
- A PLP is required (currently IEP). A smaller number of children will need this provision;
- The responsibility lies with the school plus external provision from EA;
- Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN.

In the event of a child not making progress, despite the external support from the EA, the child may require consideration for a statutory assessment. A new online form designed to guide the user through the process is used to make a request for statutory assessment. The PLP (currently IEP) contains the core school information the EA will use to consider and if appropriate make, a statutory assessment.

The pupil will remain at Stage 2 when a request for a statutory assessment is being considered, is being made and, if appropriate until a Statement is made.

Stage 3 includes:

- Pupils with a statement of SEN;
- School and EA delivered special educational provision plus any relevant treatment or service identified by the HSC Trust;
- A PLP is required (currently IEP);
- A smaller number of children will need this provision;
- The responsibility lies with the school and the EA –with input from the HSC Trust where relevant;
- Reasonable adjustments, the school delivered special educational provision are implemented plus EA provision as set out in the Statement.
-

At Stage 3, the child has a statement and is receiving special educational provision (as set out in the Statement).

The pupil's PLP (IEP) should be revised, to reflect the content of the statement (as it relates to the PLP (IEP) including the SEN category (or categories); setting intended outcomes based on the objectives of the special educational provision and the nature and extent of the EA's provision including any relevant service and treatment the HSC Trust are to provide; and any additional school provision or modifications to the curriculum, as itemised in the statement; the pupil's PLP (IEP) will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the annual review of the statement.

Exceptional Cases

In most cases transition through the three-staged assessment process occurs in sequence. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a higher stage of need is necessary immediately.

Access to the Curriculum and Integration

It is recognised that support within the classroom has its place, as does withdrawal in certain circumstances. We aim for integration in all areas as far as is reasonably practicable, as regular withdrawal will affect access to the curriculum. Class teachers are responsible for their own organisation and teaching styles but it is recognised that differentiation of work will be a necessary tool for the accommodating of children with SEN in the classroom. To further integrate children with physical SEN in particular, support staff are employed at lunchtimes and break times for specific children where those concerned feel it to be appropriate. Staff work in collaboration with outside agencies and good practices are shared to upskill school staff.

Complaints Procedures

Complaints about the provision or organisation of SEN will be dealt with through the procedures outlined in the whole school complaints policy.

If you have any queries in relation to special educational needs of a child with a Statement or who is currently being assessed for a statement of special educational needs, you can contact your local EA Office. Please contact your SEN Link Officer in the first instance. Contact details should be on the EA documentation issued to you alongside your child's statement.

Dispute Avoidance and Resolution Service (DARS)

The Dispute Avoidance and Resolution Service (DARS) provides an independent, confidential forum to resolve or reduce the disagreement, in relation to special educational provision, between parents and school/Boards of Governors or the EA for pupils who are on the Code of Practice where previous attempts to do so have been unsuccessful. Parents can contact the service which is provided by Global Mediation. Involvement with DARS will not affect the right to appeal to the Special Education Needs and Disability Tribunal (SENDIST)

Special Educational Needs and Disability Tribunal (SENDIST)

The Special Educational Needs and Disability Tribunal (SENDIST) considers parents' right to appeal against the decisions made by the Education Authority about their child's special educational needs whenever an agreement cannot be reached. This service also addresses claims of disability discrimination in school.

Links with Other Schools and EA Support Services

Partnership working

In school we work with a range of EA Pupil Support Services, where appropriate, to receive training and guidance to support the school and parents in meeting the needs of children with special educational and medical needs. Examples of EA Pupil Support Services include:

- Autism Advisory and Intervention Service (AAIS)
- Special Educational Needs Inclusion Service (SENIS)
- Literacy Service
- Language and Communication Service

Other services may include:

- Behaviour Support and Provisions
- Education Psychology Service

Other Support Services (for example):

- RISE NI
- Barnardo's
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Independent Counselling Service for Schools (ICSS)
- Family Support Hub

We use a number of advisory services provided by the Education Authority including:

- Autism Advisory Service (AAiS)
- Hearing Impairment Service
- Visual Impairment Service
- Speech and Language Advisory Service

Links with Health Services, Social Services and Voluntary Organisations

We have fostered strong links with the health service which include our:

- School nurse
- RISE
- Speech and Language Therapists
- Community Paediatricians
- Child and Family Team
- Action for Children
- Diabetes Nurse
- Family Support Hub

Learning Environment

At Creavery the Learning Environment exhibits the following characteristics:

- A fair and whole school approach to discipline;
- A stimulating, sensitive and flexible approach to classroom layout and display;
- An atmosphere of acceptance, encouragement, respect and sensitivity;
- Communication and co-operation between all staff;
- A structured and needs based approach to in-service training;
- Effective management to support from the SEN Coordinator, staff, parents and volunteers through clear definitions of roles;
- Access to specialist advice through all available support services;
- Continuous and constructive communication with parents;
- The school has facilities for non-ambulant children, including disabled toilets.

Language & Literacy

Language & Literacy is perhaps the most cross-curricular of all subjects and as such, competence in this field is central to a pupil's accessing of the N.I. Curriculum. We recognise that many pupils with SEN have difficulties or strengths with writing, spelling and reading. It is our policy to address these areas to aid the pupil's progress across the whole curriculum. It is also recognised that some pupils with SEN will be better able to express themselves verbally and through word processing technology; opportunities to develop these areas will be provided.

Mathematics & Numeracy

Mathematics & Numeracy is taught in a variety of ways. The policy at Creavery is for practical work to be given the highest priority. Opportunities are provided to enable pupils with SEN to participate in a range of practical mathematical experiences. This, it is hoped, presents the subject as enjoyable and offers many avenues for success.

W.A.U. / Science and Technology

Every pupil should have the opportunity to learn science. Activities in science have characteristics which will help pupils with SEN achieve success.

- They are about first hand experience;
- Knowledge and skills can be developed in small steps through practical activity, so helping concentration;

- Science activities can capture the imagination and may help reduce behavioural problems;
- Working in groups can encourage participation and interpersonal communication;
- Working on a variety of activities allows pupils to share their strengths and help each other.

Record Keeping and Assessment (Refer also to document - Procedures for Monitoring and Evaluating SEN children).

Assessment and record keeping procedures aim to ensure that pupils with SEN are working at the appropriate levels. Information about the progress of individual pupils is passed on from teacher to teacher, and to parents. CATS, NRIT, Standardised Tests scores are monitored by the SEN coordinator and class teacher to ensure progress and quantitatively measure success. A pupil profile is maintained for each child in school and information made available for outside support at referral stages. Increasingly information and communication technology is being used to support the learning record.

- All pupils at Creavery have a Record of Achievement File (RoA). The contents of this file are varied. The class teachers select work which they feel to be of value on a regular basis and store it in the pupil's RoA. Pupils are also given the opportunity to select items of work for this purpose. Personal achievements are also recorded within this file. This provides children with a continual record of their successes during their time at Creavery and fosters an atmosphere of caring and support which many children with SEN particularly need.
- We strive to develop knowledge and skills in children with SEN, and emphasis is placed on the generalisation of learning so each individual will have broad skills and capabilities, which will advantageously inform their post primary school experiences.

Procedures for Effective Implementation of SEN Policy

- Audits of whole school resources and specific categories.
- Yearly whole staff training.
- Twice yearly meetings ('Case Conferences') between class teachers, SENCo, SENcAs to discuss children on Register, review and write IEPs and update practice.
- Periodic provision of support resources and good practice guidelines for staff in booklet formats.
- Concrete resources provided for staff.
- Liaison meetings/ advice with Support Teachers involved with children.
- Liaison between SENCo and staff members.
- Collaborative practice throughout school and with outside agencies

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)

Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness.

(Supplementary Guide of the Code of Practice paragraph 5.12 - page 44)

- In Creavery Primary School, the following may be used to identify pupils' needs:
- information from transferring school;
- teacher observation;
- standardised tests;
- diagnostic assessments (where appropriate);
- whole school assessment (e.g.: NRIT/CAT/PTE/PTM);
- Key Stage assessments;
- class tests/school examinations;
- individual education plans;
- care plans (where appropriate);
- personal education plans for children who are looked after;
- statements of special educational need;
- annual reviews;
- professional reports;
- parental contributions;
- pupil contributions;

SEN ASSESSMENT USED FOR PLANNING AND INTERVENTION

P1 - Baseline Assessment– x2 Tests (Start & End of P1 Year)

PM Reading Assessments

YARC – End of P2

P3 – Baseline assessment of maths skills (Robert Thompson) to identify maths difficulties

P4 -P7

CAT4

NRIT

PTE

PTM

PASS

Children that we are considering referring to Educational Psychology or Educational psychologist Assistant due to literacy difficulties we would use, as well as GL Standardised Tests, CAT and teacher reports, from a selection of specific tests :-

- Salford Sentence Reading tests – reading acuity
- SWRT – out of context word recognition to determine reading age

In addition we may use:

Primary Movement Screener – for motor difficulties (also before and after LS intervention)

Conner's Teacher's Rating Scale – behavioural observational screener

LA1, EPS3, PR1 and SAR1 forms also require reports, observation and testing to be submitted alongside a request for Stage 3 assessment or support.

GL Dyslexia & Dyscalculia Screeners – when appropriate

ENTERUM

Test List – Revised – September 2024

CLASS	TEST
P 1	Baseline Assessment – x2 Tests (Start & End of P1 Year)
P2	Y.A.R.C (end of P2 Year) PM Reading Assessments
P3	Maths Baseline Assessment (Robert Thompson) Sept PM Reading Assessments
P4	NRIT (1 st Term) S.W.S.T. Progress Test in English (PTE) 8 Progress Test in Maths (PTM) 8 C.A.T. 4A PASS
P5	NRIT Progress Test in English (PTE) 9 Progress Test in Maths (PTM) 9 S.W.S.T. May (Paper) PASS
P6	NRIT (1 st Term) Progress Test in English (PTE) 10 Progress Test in Maths (PTM) 10 S.W.S.T. May (Paper) C.A.T. 4B PASS
P7	Progress Test in English (PTE) 11 Progress Test in Maths (PTM) 11 S.W.S.T. [May (Paper)] PASS

. The Annual Review

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child who is the subject of a statement of special educational needs, attending a mainstream school, must be reviewed annually, to make sure that the needs of the child are still being met and to consider the appropriateness of the placement. Annual Reviews should be seen as part of

the process of continuous monitoring of the child's progress. The Annual Review procedure is designed to:

- gauge the child's progress towards meeting the objectives specified in the Statement;
- review the special provision made for the child and
- consider the appropriateness of maintaining the statement of special educational needs.

The annual review is carried out by the school on behalf of the EA.

The Review will take place in school and is chaired by the principal.

Relevant forms and the EA's guidance for this process are available by contacting Statutory Assessment and Review Service (SARS) of the school's local EA office or they can be downloaded from the [EA website](#).

Record Keeping

The SENCo keeps the following records in school:

- SEN Register;
- records of concern;
- individual education plans/(PLP)reviews;
- statements/annual reviews/transition plans;
- assessment results/data;
- individual pupil files;
- record of liaison/meetings with staff from the Education Authority's SEN Support Services/Health and Social Care Trust
- minutes of meetings with parents; and
- support, advice, and training provided to staff.

Monitoring the Progress of Pupils with Special Educational Needs

It is the responsibility of the SENCo to ensure that the progress of pupils on the SEN register is monitored. This may be achieved by considering that:

- individual education plans are monitored and reviewed for quality, progression, and appropriateness through meeting with teachers on a regular basis;
- evidence is collated to demonstrate whether the pupil is making progress, (target books); and
- information gathered is used in future planning for intervention and to inform movement either up or down through the stages of the Code of Practice.

to disseminate the information provided to build the capacity of their colleagues.

Annual Report

The Board of Governors report annually on all aspects of SEN provision in school. The SEN section in the Annual Report contains information on: the number of statemented pupils; pupils that received provision from EA Pupil Support Services or Health and Social Care Trust; and those that accessed school-delivered special educational provision.

This report is made available in October by the Governors.

Evaluation

This policy will be the subject of ongoing review by the SENCo and the teaching and non-teaching staff. It will annually be an agenda item on the full governors' meeting, from which

the annual report to parents on SEN will be written. The school may, from time to time, set specific targets against which the success of particular aspects of the policy can be measured.

Monitoring and evaluating the SEN Policy

The SEN policy will be reviewed annually. It will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. This policy will be brought to the Board of Governors for final approval.

Policy Date: __/__/____

Signature of Principal:.....

Signature of Chairperson of Board of Governors:

Review Date: __/__/____

DRAFT

Appendix 1

Legislation:

- The Education (NI) Order 1996
- Special Educational Needs and Disability (NI) Order 2005
- The Special Educational Needs and Disability Act (NI) 2016

Documentation:

- Department of Education Northern Ireland (1998) Code of Practice on the Identification and Assessment of Special Educational Needs. Bangor: DENI (PDF, 644KB)
- Department of Education Northern Ireland (2005) Supplement to the Code of Practice. Bangor: DENI (PDF, 801KB)
- Equality Commission, Northern Ireland (2006) Disability Discrimination Code of Practice for Schools (SEND0). (PDF, 761 KB)
- Department of Education Northern Ireland (2009) *Every School a Good School – a policy for school improvement*, Bangor: DENI. (PDF, 706KB)

ENTERED