

St. Anthony's PS Special Needs Policy



Rationale

St. Anthony's Primary School is committed to the provision of a broad and balanced curriculum which offers equal access for all children, to a high quality education. As a school we recognise that there is a continuum of Special Educational Needs. It is our aim, through appropriate provision in the short or long term, to meet the needs of those pupils identified with Special Educational Needs and to minimise barriers to learning and participation that can hinder or exclude a child with SEN. Staff will be positive and proactive when establishing and implementing this policy to promote an inclusive ethos in our day to day practice. Our provision will reflect the broad range of Special Education Needs and difficulties experienced by some of our pupils.

(Definitions of Learning Difficulties - see Appendix 2)

Aims Of SEN and Inclusion Policy

- Provide a broad, balanced, relevant and differentiated curriculum as a right for all children.
- Identify children with SEN/Disability as early as possible through a range of assessment procedures and in consultation with teachers, parents, outside agencies and other appropriate personnel. *(Ref: Good Practice Guidelines)*
- Use a range of assessment procedures to gather information about a child's difficulties and to use these to inform planning and provision for that child.
- Ensure that all children with SEN/Disability feel valued and have a positive self-image.

- Encourage parental involvement and co-operation between various external agencies in the diagnosis and provision for pupils with SEN/Disability.
- Offer experiences and opportunities, which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence.
- Develop a system for recording continued assessment so that each pupil's performance can be monitored.
- Promote the inclusion of all pupils with SEN/Disability into the mainstream classroom.
- Take reasonable steps to ensure a child's inclusion is compatible with the efficient education of other children
- Encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning for all.
- Create a caring and supportive environment in which pupils can learn to contribute to the planned provision in relation to their individual learning needs.
- Develop a range of teaching approaches to meet the range of needs of the pupils
- Continue to develop the professional knowledge of teaching and non-teaching staff in the area of Special Educational Needs and Learning Difficulties
- Develop and utilise all resources in support of pupils with SEN/Disability.

Identification and Assessment of SEN

“It is vitally important that children with SEN are identified as early as possible and that an awareness of their difficulties is clearly communicated between all professionals involved with their development.”

(Code of Practice 1998)

The following strategies are used as a means of identifying children with special needs in our school:

- Observation by class teacher of the child’s academic, social and personal development
- Early Identification proforma completed in the case of a pupil in Nursery or Foundation Stage
- Formative Assessment – running records, topic tests, end of term tests
- Standardised Tests
- Key Stage Results
- Communication with parents. Parents need to be informed that their child has special educational needs and given the SELB leaflet which gives advice and information. Parents can also access this leaflet - www.selb.org/specialeducation

On some occasions it may be appropriate to include information from the educational psychologist, social workers, health visitors, doctors and therapists.

Arrangements For Co-ordinating SEN Provision

The Board of Governors has delegated responsibility for pupils with special educational needs to Mrs Lawson. She is responsible for the daily operation and co-ordination of SEN provision within the school. She will liaise with class teachers, parents and other agencies.

Role of the Board of Governors

The Board Of Governors should:

- Ensure that all pupils' special educational needs are addressed;
- Have regard for the Code of Practice;
- Have regard for the school's SEN and Inclusion Policy;
- Elect one member of the board as a representative for Special Educational Needs provision
- Ensure that the policy is kept under review.

Role of the Principal

The Principal should:

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

Role of the SENCO

The SENCO should:

- Co-ordinate the day to day provision of the school's SEN and Inclusion Policy;
- Liaise with and advise colleagues;
- Co-ordinate provision for children with special educational needs;
- Maintain the school's SEN/Disability register and oversee the records of all pupils with special educational needs; See Appendix 4
- Liaise with parents of children with special educational needs;
- Establish the training requirements and contribute to the in-service training of staff;
- Liaise with external agencies.

SEN Administration Timetable Appendix 3

Role of Special Needs Teacher

The special needs teacher should:

- Be aware of the staged approach to special needs as outlined in the Code of Practice;
- Liaise with the SENCO and the class teacher to ensure that the needs of the pupils with SEN are being met;
- Provide additional support for pupils who are on Stage 2 – 5 of the Code of Practice. The provision can be through in-class or withdrawal support, to be decided by the class teacher and SENCo, depending on the needs of the child.

Role of Class Teacher

The class teacher should:

- Be aware of the staged approach to special needs as outlined in the Code of Practice;
- Gather information through formal and informal assessment/observation;
- Develop an inclusive classroom;
- Write and review education plans in consultation with the SENCo;
- Liaise with the Special Needs teacher;
- Manage Stage 1 of the Code of Practice.

Role of the Classroom Assistant

To liaise with the class teacher to contribute to, support and implement the targets set out in the pupils IEP. The classroom assistant for a pupil with Special Educational Needs will work with the class teacher to assist with setting appropriate targets for the child on the IEP. S/he will observe the child's right to confidentiality and be fully involved in the provision for the child, assisting with monitoring progress and contributing to reviews, with the teacher or SENCo. The school will support the Classroom Assistant in accessing training, according to the needs of the child to whom they provide support.

Role of the Pupil

Depending on the age, maturity and the ability of the child, he/she will be encouraged to work with the class teacher to set targets and be involved in the reviewing process.

Role of the Parent

Parents will be informed of their child's special needs when the child's name is placed on the SEN/Disability register. All parents will be invited to the reviews and discussion of the child's Individual Education Plan. Individual Education Plans are devised and reviewed each term. Parents should provide the school with any relevant information regarding the child's special needs. They should work in partnership with the school to support their child's learning, including attending meetings and reviews related to their child. It is important that parents ensure that their child attends school regularly and also attends appointments with support agencies e.g. Occupational Therapy and/or Speech and Language Services.

The Structure of SEN in St Anthony's PS *(See Appendix 1)*

The Code of Practice sets out a five-staged approach to which Education and Library Boards, schools and all others, should have regard when identifying, assessing and making provision for pupils with SEN. Responsibility for pupils within Stages 1-3 lies with the school (with close involvement of external agencies at Stage 3) and with the Board and school at Stage 5.

The school will follow the five-staged model as outlined in The Code of Practice.

Stage 1

The class teacher identifies a pupil with special needs and informs SENCo, who adds the child's name to SEN register. The class teacher is responsible for meeting the needs of the child through differentiation on a day to day basis. They should present materials, resources and strategies appropriate to the child's age, maturity and learning need or disability. They should identify barriers to learning and gather information to clarify the needs and difficulties experienced by the child. They should consult with the SENCo and

parents and complete Stage 1 Record of Concern, including short, achievable targets.

Stage 2

An individual plan is drawn up for child and the targets are conveyed to parents and to the child (if age appropriate). This is reviewed each term. At Stage 2 the teacher should consult parents and involve them in the implementation of the child's IEP. Progress should be monitored and reported to parents. Teachers are responsible for ensuring that IEPs are signed, dated and maintained in the child's Personal Folder. It may be necessary at this stage for the teacher to liaise with outside agencies involved with the child. (*See appendix 3 – List of Support Agencies*). At stage 2 teachers should also involve the child, where appropriate, in setting and reviewing targets on their IEP.

Stage 3

Specialists from outside the school support teachers and the SENCo. Targets and recommendations of Educational Psychologists and other support agencies are incorporated in IEPs and reviewed regularly. Teachers should monitor progress, gather evidence and report to parents and SENCo. It is important that the child's IEPs are signed and maintained with supporting evidence to inform decisions at review.

Stage 4

The Southern Education and Library Board considers the need for statutory assessment. IEPs, reviews (with supporting evidence) and reports from relevant outside agencies are included in the school's request to SELB to consider the need for statutory assessment of the child's special educational needs.

Stage 5

Southern Education and Library Board provides a Statement of Special Educational Needs. Additional provision, other than that usually offered from within the school's own resources, is made available by SELB. The child's Statement of Special Educational Needs comprises advice by all outside agencies concerned with the child, which should be incorporated in the school's provision. The Statement is reviewed annually.

SEN Register

A Special Educational Needs register will be kept and updated appropriately. Individual pupil plans and reviews will be kept by the SENCO. We will try to ensure that SEN pupils are given extra support from either the special needs teacher or from designated classroom assistants.

A variety of teaching strategies will be adopted to cater for the range of learning styles.

Pupils' work will be differentiated to take into account pupil age and ability.

Professional Development

The school tries to ensure access to relevant training for teachers and Classroom Assistants. One teacher and one classroom assistant attend training in provision for pupils with Autistic Spectrum Disorder each year. Attendance is determined according to need. Teachers are usually trained in preparation for receiving a pupil with Autism in their class. Whole staff training reflects development in provision for Special Educational Needs and guidance by the Department of Education and the Southern Education and Library Board

Admission Arrangements

Children with Statements of Special Educational Needs are placed in the school at the request of Southern Education and Library Board. When seeking to place a child with Special Educational Needs in the mainstream school the Board takes into account the wishes of the child's parents, the provision of efficient education for other children in the class or school and the efficient use of resources in order to determine the suitability of the placement.

Learning Support Classes

The Southern Education and Library Board may also seek to place pupils with Statements of Special Educational Needs in our Key Stage 1 or 2 Learning Support Classes. The same consideration is given to placement in our LSCs as in the mainstream school. Children with Moderate Learning Difficulties and other Special Needs can be placed in the LSCs. It is advised that the enrolment does not exceed twelve pupils to one teacher and classroom assistant.

Inclusion

Children attending our Learning Support Classes, as well as pupils with Special Educational Needs in mainstream classes, are valued members of our school community. They are offered appropriate curricular opportunities and extra-curricular experiences along with their peers. Children attending the Learning Support Classes are ensured full involvement in school life through membership with a link mainstream class, with whom they share school assemblies, break and lunchtime, school outings, community visits and religious ceremonies. Pupils join their link classes for lessons in P.E, Art and Design or R.E according to their timetable.

Accessibility

St Anthony's P.S will take all reasonable measures to ensure that the school environment is conducive to meeting the needs of all of its pupils. St Anthony's P.S aims to provide for each child access to an appropriate education that affords them the opportunity to achieve their potential in terms of age and ability, aptitude and any SEN that he/she may have.

Advice and Information Services

See appendix 3

Complaints Procedures

Parents are encouraged to contact the school if they are concerned that their child's needs are not being met. They are invited to attend termly review meetings with their child's teacher and encouraged to share their concerns regarding their child's progress and/or provision. They may also:

- contact the SENCo
- contact the Principal
- contact the Board of Governors

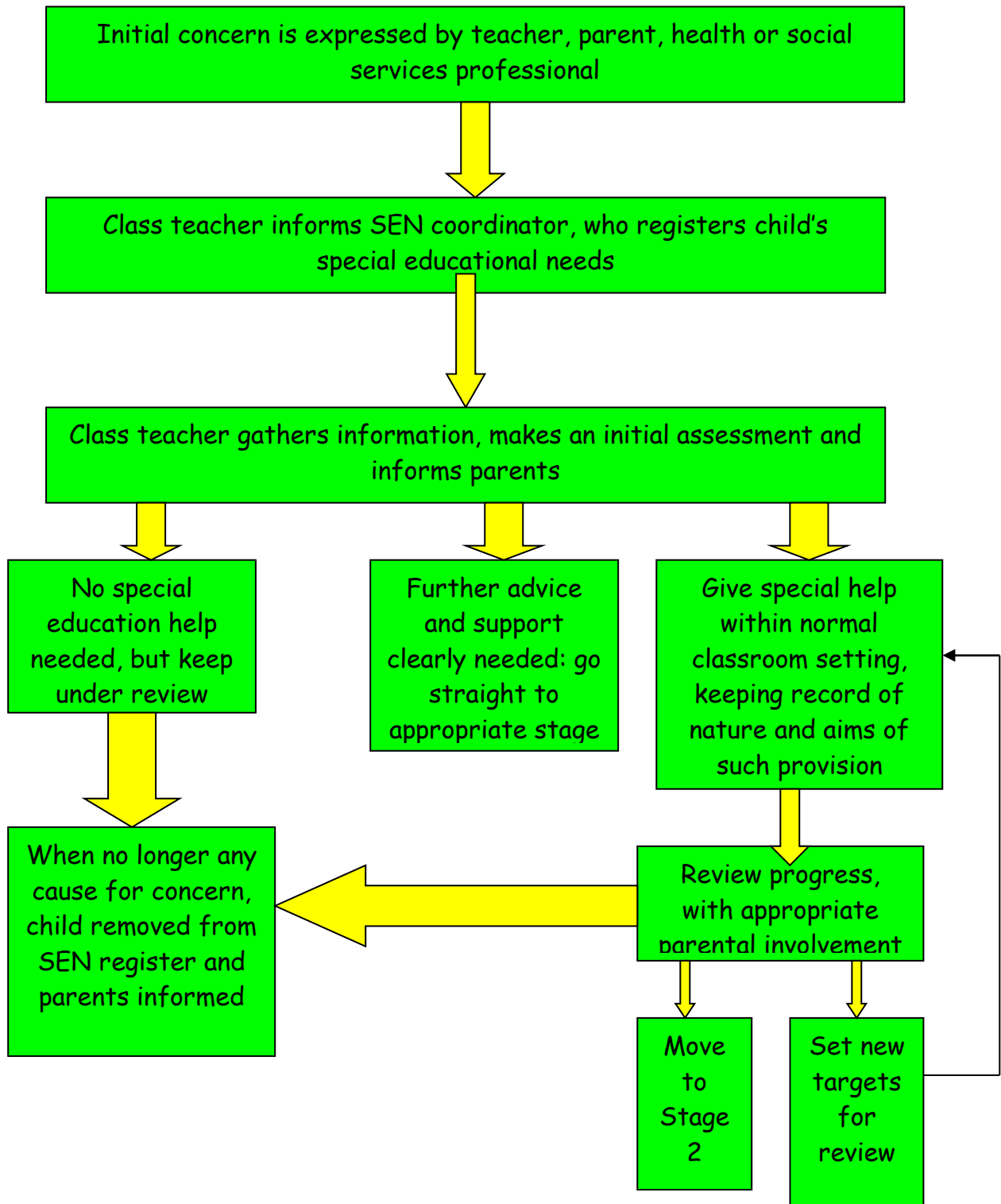
Policy Review and Further Information

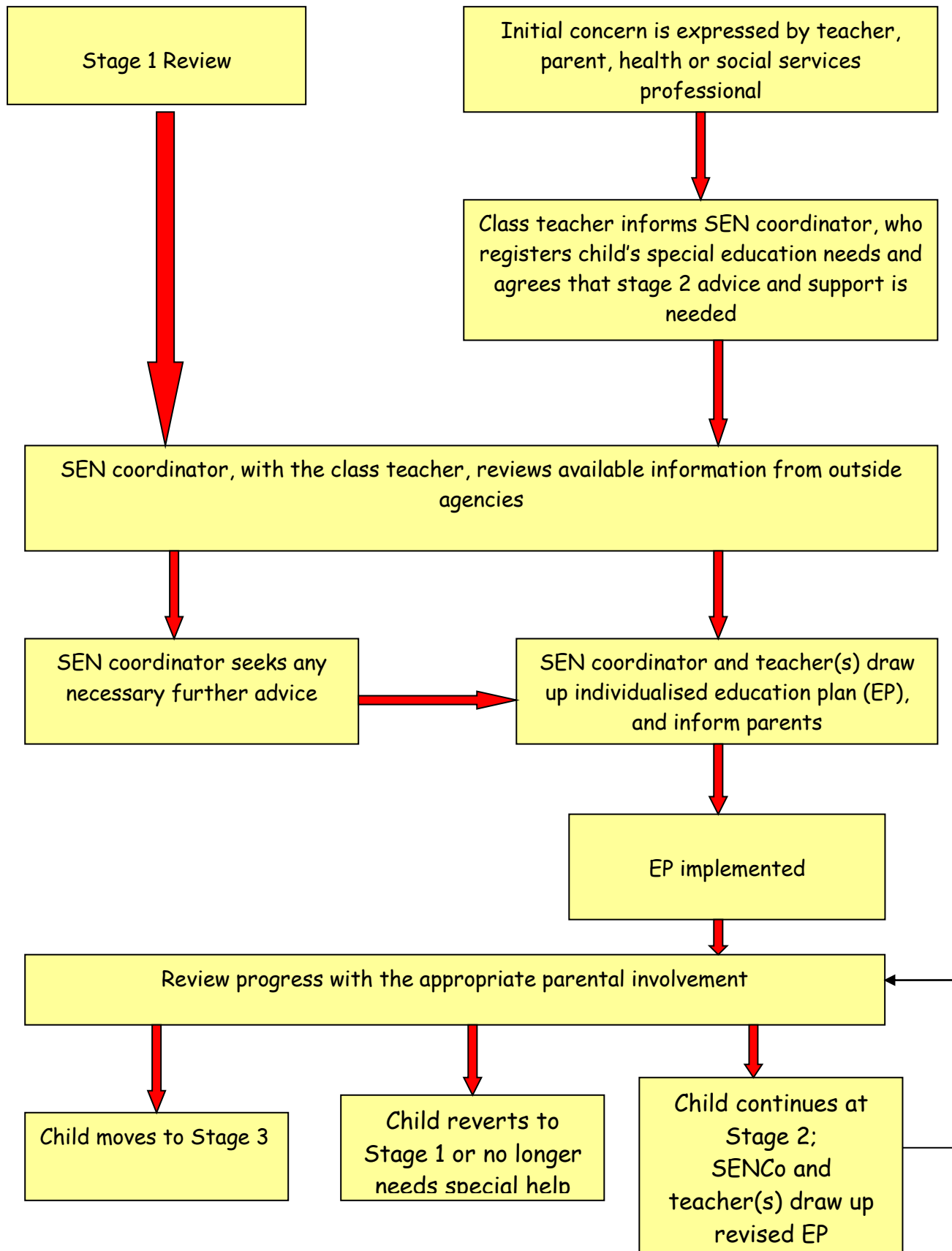
This policy will be monitored and reviewed to take into account changes in legislation or practice. This will happen in consultation with all members of staff.

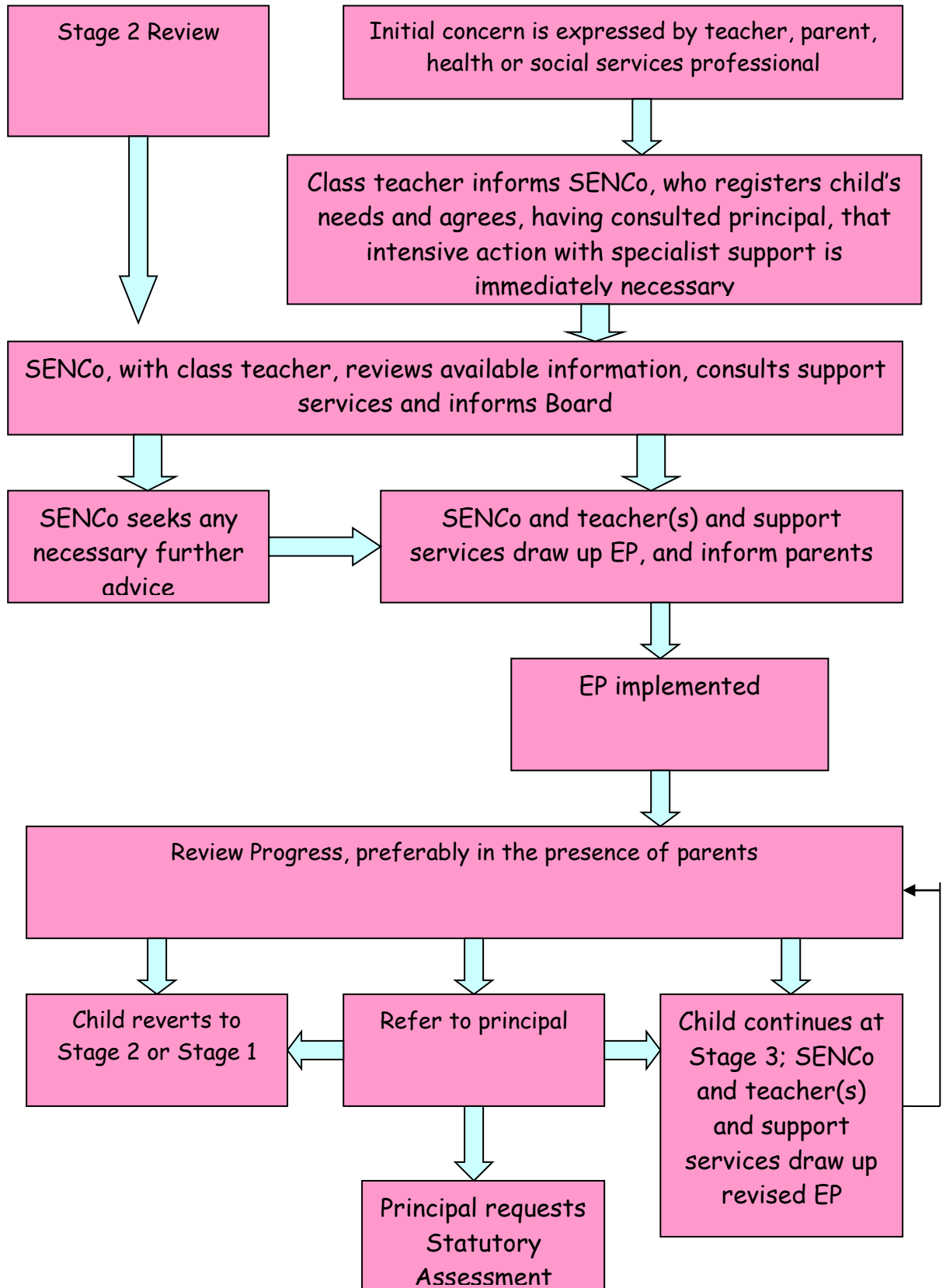
If you require further information regarding the school's Special Needs and Inclusion Policy or you have any issues or concerns you wish to discuss please contact the Principal, Mr Sean McMorrow or the Special Needs Co-ordinator, Mrs Trea Lawson.

Appendix 1

St. Anthony's PS
Code of Practice
School based stages: Stage 1







Appendix 2

Definitions

'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)

Disability

At St Anthony's PS we adhere to the following as an accepted definition of the term 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)

The following areas will encompass all aspects of SEN/Disability and, through continuous professional development we will try to ensure that all teaching and non-teaching staff will be aware of how each of these difficulties may affect the learning and teaching children in their charge.

Learning Difficulties

Children with learning difficulties will in general have a level of academic attainment that is significantly below that of their peers. In most cases they will have difficulty acquiring basic literacy and numeracy skills and in some cases they will have significant speech and language difficulties. Some children may also have poor social skills and may show signs of emotional and behavioural difficulties.

Specific Learning Difficulties

Some children may have significant difficulties in reading, writing, spelling or manipulating numbers, which are not typical of their general level of performance, especially in other areas of the curriculum. They may gain some skills in certain subjects quickly and

demonstrate a high level of ability orally, yet they may encounter sustained difficulty in gaining literacy or numeracy skills.

Emotional and Behavioural Difficulties

Pupils with EBD may have learning difficulties as defined above. They may fail to meet expectations in school and in some cases may disrupt the education of others. EBD may become apparent in a wide variety of forms – including disruptive and unco-operative behaviour, anger and threat of actual violence and in some instances withdrawn and unresponsive behaviour.

Physical Disabilities

A child's physical disability may be the result of an illness or injury, which might have short or long term consequence, or may arise from a congenital condition. Some children with physical disabilities may also have sensory impairments, neurological problems, behavioural problems and/or learning difficulties.

Sensory Impairments

Hearing Difficulties – Temporary hearing loss is usually caused by the condition known as “glue ear” and occurs most often in the early years of childhood. Such hearing loss may fluctuate and may be mild or moderate in degree. This impairment can seriously compound other learning difficulties.

Permanent hearing loss can vary from mild through moderate, to severe or profound loss.

Visual Difficulties – Visual difficulties can take many forms with widely differing implications for a child's education. They range from relatively minor and remedial conditions to total blindness. In some cases visual impairment is one aspect of multiple disability. Whatever the cause of the child's visual impairment, the major issue in identifying and assessing the child's special educational needs will relate to the degree and nature of functional vision, partial sight or blindness, and the child's ability to adapt socially and psychologically and progress academically.

Speech and Language Difficulties

Some children with significant speech and language delay or difficulties may limit and impair their ability to participate in the

classroom. This may in turn have serious consequences for a child's academic attainment and also give rise to emotional and behavioural difficulties.

Medical Conditions

Some medical conditions may have a significant impact on a child's academic attainment and/or may give rise to emotional and behavioural difficulties. Conditions such as epilepsy, allergies, asthma, diabetes, eczema, rheumatoid disorders and many other conditions may impair the child's ability to participate fully in the curriculum and the wider range of activities in the school.

Appendix 3

Advice and Information Services

Special Education	37512522/37512510
SELB	37512200
Lough Rd Learning Centre	38349421
ASD team	38314471
Silverwood Centre	38314454
BST (Clare Tagro)	38314457
BST (Alison Curran)	38314463
Child and Family Clinic	38392112
Learning Disability Team	38348811
Lurgan Hospital (Child Dev.)	38613107
Ed. Psych	38351480
Ed. Psych LSC's	38351480
Speech Therapy	38311023
EWO	38326801
Gateway team	38343011
SELB Child Protection	38341975
SELB Child protection	37512404

Appendix 4

September	October	November	December
<p>Ed Psych consultation meeting early September – confirm with Ed Psych, priority cases for assessment, Nursery SEN and P7 for transfer.</p> <p>SEN Groups selected. Timetable prepared.</p> <p>IEPs – groups by third week</p> <p>IEPs – individuals – Stage 3-5 COP (unless they can follow a withdrawal <u>group</u> plan) - SENCo needs to ensure that teachers complete IEPs.</p> <p>Establish reading homework and spelling workbook follow up with class teachers.</p> <p>QUEST Individual Diagnostic tests on P4s missed in June</p>	<p>Prepare for Transfer Reviews Nov P7 children at Stage 5.</p> <p>. Request advice or attendance from agencies OT, BST, Beh Clinic for Steven Daly? – consult with LSC 2 teacher (Rev meeting in Nov but you have to give lots of notice to outside agencies if required.)</p> <p>Advise teachers to prepare IEP reviews and ask for parent signatures at Parent Teacher meeting late October</p> <p>Meet with Nursery staff. Pupils known to medical/education services.</p> <p>Begin early identification process after setting in period for children causing concern</p>	<p>Transfer Reviews P7</p> <p>Ed Psych will make appointments to assess and meet parents for feedback.</p> <p>Make school appointments for meetings. Consult with LSC and P7 teachers. All copies of documents needed on SELB website. Be aware of placements parents choose for Secondary schools before meeting.</p> <p>Ensure IEP reviews and new IEPs are completed</p> <p>Discuss Nursery reviews with Nursery staff – including children identified since they started – to prepare referrals for Ed Psych.</p>	<p>Blue Nursery EPS forms to be completed. Send to Ed. Psych with other documentation, IEPs etc</p>

<p><u>January</u></p> <p>Prepare for Annual Reviews – all children at Stage 5 from P1 – P6. For Feb. Make timetable for appointments. Letters to parents. All copies on SELB website. Letters inviting relevant outside agencies Check if any changes to provision are needed</p>		<p><u>February</u></p> <p>Annual Reviews. Teachers of children attend parent meetings with SENCo.</p>	
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March	April	May	June
<p>IEP reviews and new plans – 3rd IEP.</p> <p>Ask teachers to let you know if any reviews suggest referral to Ed Psych. Make sure all IEPs are up to date and add children to the waiting list.</p> <p>Check status of children discussed in Sept with Ed Psych.</p>	<p>Normal processes of EPS, CP4 and SA4 forms.</p> <p>Ensure that all Nursery children referred in Dec are up to date with Ed Psych assessments.</p>	<p>Prepare for SEN P7 transfer.</p> <p>School Tests.</p> <p>Carry out Neale Analysis individual test on any P4 to P7 children whose marks are queried by teacher on standardised tests.</p>	<p>SEN Transfer forms for Lismore, St. Paul's and ASD profiles for ASD service.</p> <p>QUEST individual diagnostic tests on P3 children attending groups.</p> <p>Gather data on standardised scores of SEN children P3 – P7.</p> <p>Teachers complete Pupil Profile cards for transition to next year group/teacher</p> <p>Teachers discuss SEN pupils at transition meetings</p>

Special Educational Needs Register:

2008 – 2009

Primary __

Name	DOB	Class	Area of Need	Stage and Date										Comment		
				R	M	B	P	H	V	S	1	2	3		4	5
				√	√						√				Sep 06	
						√		√							Jun 04	Beh Diff OAR
				√	√						√			Sep 05		
							√							Apr 05	Nov 07	ADHD
				√	√									Sep 06		Consultation EP 9/08 Awaiting referral 2
				√	√									Jan 06		EMP
				√	√									Sep 07*		Consultation EP 9/08 Awaiting referral 4
				√	√									Sep 06*		Consultation EP 9/08 Awaiting referral 3 LA1 referral Sept 08
				√	√									Sep 06*	Sep 08*	Consultation EP 9/08 Awaiting referral 1

