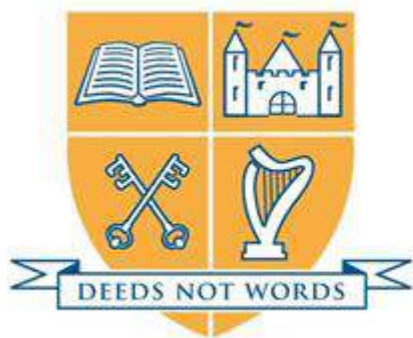




**ST. TERESA'S**  
PRIMARY SCHOOL

## Special Educational Needs & Inclusion Policy

## SECTION 1     **RATIONALE**

St. Teresa's Primary School is committed to the provision of a broad and balanced curriculum, which offers equal access for all children. As a school we recognise that some pupils during their school career may have special educational needs and/or a disability, and we will make every possible arrangement to provide for their individual needs.

As a "Rights Respecting School", the United Nations Convention on the Rights of the Child (UNCRC) is at the centre of our ethos, policy, practice and planning, particularly in the area working with children with special needs, with specific reference to Article 23 where the child has the right to .....special care and education to help the child develop and lead a full life.

## SECTION 2     **DEFINITIONS**

2.1     **'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.

2.2     **'Special Education Provision'** means educational provision which is different from, or additional to, the provision made generally for children of comparable age.

2.3     **'Disability'** means 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.

The following areas will encompass all aspects of SEN/Disability:

- Learning difficulties;
- Specific learning difficulties;
- Emotional and behavioural difficulties;
- Physical disabilities;
- Sensory impairments;
- Speech and language difficulties;
- Medical conditions;
- English as an Additional Language (EAL) / Newcomer.

2.4     **'Inclusion'** is the process by which schools develop their cultures, policies and practices to include all pupils as all children should have

access to an appropriate education that affords them the opportunity to achieve their personal potential.

### SECTION 3     **AIMS**

To provide a broad, balanced, relevant and differentiated curriculum as a right for all children;

1. To identify children with SEN/Disability as early as possible through a variety of means and in consultation with appropriate personnel;
2. To ensure that all children with SEN/Disability feel valued and have a positive self-image;
3. To encourage parental involvement and co-operation between various external agencies in the diagnosis and treatment of pupils with SEN/Disability;
4. To offer experiences and opportunities which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence;
5. To develop a system for recording continuous assessment so that each pupil's performance can be monitored;
6. To promote the inclusion of all pupils with SEN/Disability into the mainstream classroom;
7. To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning for all;
8. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs;
9. To develop and utilise all resources in support of pupils with SEN/Disability.

### SECTION 4     **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.

The strategies to identify SEN in school include:

- Parent Pre-admission Proforma;
- Assessment (screening and diagnostic);
- Observation by class teacher of the child's academic, social and personal development;
- Communication with parents;
- Information from social workers, health visitors, doctors and therapists (where applicable).

In light of the Freedom of Information Act, parents can have copies of all information on request; therefore it is essential to safeguard the confidentiality of other children.

## SECTION 5     **ARRANGEMENTS FOR CO-ORDINATING SEN PROVISION**

The Region of Governors have a responsibility for pupils with special educational needs.

### 5.1     **Role of the Region of Governors**

The Region of Governors should:

- Ensure that all pupils' special educational needs are addressed;
- Have regard for the Code of Practices;
- Have regard for the school's SEN and Inclusion Policy;
- Ensure that the policy is kept under review.

### 5.2     **Role of the Principal**

The Principal should:

- Keep the Region 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.

### 5.3     **Role of the SENCo**

The SENCo should:

- Co-ordinate the day to day provision of the school's SEN and Inclusion Policy;
- Provide support, advice and impart new information to colleagues;
- Liaise with the Inclusion & Diversity Service (when appropriate);
- Co-ordinate provision for children with special educational needs;
- Maintain the school's SEN register and oversee the records of all pupils with special educational needs;
- Assist with and co-ordinate Annual Reviews;
- Update and review the school's SEN & Inclusion resources;
- Liaise with parents, other professionals and support agencies;
- Report to the Principal regarding special needs provision within the school.

#### 5.4 Role of Class Teacher

The Class Teacher should:

- Be aware of and manage the staged approach to special needs as outlined in the Code of Practice;
- Gather information through formal and in-formal assessment/observation;
- Develop an inclusive classroom;
- Meet with parents of children whose progress you are concerned about;
- Ensure that work is appropriately differentiated;
- Write and review Individual Education Plans (IEP) in consultation with the SENCo;
- Provide evidence of the pupils' success towards individual targets as outlined in IEP;
- Utilise the support of a Classroom Assistant where appropriate;
- Liaise with the SENCo and other outside agencies.

#### 5.6 Role of the Classroom Assistant (SEN)

- Provide in-class support under the direction of the class teacher;
- Assist the pupil in organising his/her materials and equipment;
- Assist and contribute to the planning, monitoring and reviewing of the IEP.

#### 5.7 Role of Pupil

Depending on the pupil's age and functioning level, they will be encouraged to be involved in a self-reviewing process e.g. review of IEP; annual review.

#### 5.8 Role of Parent

It is imperative that teachers meet with parents if they are concerned about a child's progress, particularly in advance of placing a child on the SEN/Disability register. It is the school's responsibility to inform parents of their child's special educational needs when the child is placed on the SEN/Disability register. Regular meetings will be arranged to discuss the child's Individual Educational Plan (IEP), review the outcomes of previous plans and the next appropriate steps to be taken.

In the event of a child being referred for a statutory assessment parents will be consulted in person. Where a parent expresses a concern about their child's progress, he/she will be invited to meet with the principal/vice principal/SENCo/class teacher where a clear outline of steps to be taken will be presented and agreed upon by all parties. (Section 9 enc.)

The Code of Practice sets out a Three stage approach which the Education Authority, schools and all others, should have regard to when identifying, assessing and making provision for pupils with SEN.

Responsibility for pupils within Stages 1SpEp-2SpEp lies at school level, with the involvement of external agencies at Stage 2. Both the Education Authority and school are involved at Stage 3.

**Stage 1SpEp** Teacher recognises that the child is not making notable progress at whole school provision level;

Further to discussions with SENCo, parent and other appropriate staff the child moves to Stage 1SpEp

An IEP drawn up in consultation with SENCo and Learning Support Teacher(s)

Child receives in school withdrawal group support led by the learning support teacher. (see Appendix A)

Regular parent meetings are held to review IEP targets, and the way forward.

**Stage 2SpEp** Teacher recognises that the child is not making notable progress at Stage 1;

Further to discussions with SENCo, parent and other appropriate agencies the child moves to Stage 2SpEp

IEP drawn up in consultation with SENCo;

The school's psychologist is invited for external support and assessment. Other outside agencies which can be involved at this stage are; St. Gerard's School Outreach Support Services, Harberton School and Outreach Support Services, Clarawood School and Outreach Support Services, Oakwood ASD Advisory Services RISE, Peripatetic Services for the visually or hearing impaired.(see Appendix B)

**Stage 3SpEp** The Education Authority considers the need for a statement of special needs; if appropriate, it makes a statement and arranges, monitors and reviews provision;

School Principal and SENCo respond to the statement of special educational needs;

Teacher completes IEP in consultation with SENCo and other appropriate agencies.

### **Annual Review**

Parents of pupils who have a statement of special educational needs are invited to an annual review. This review is conducted by the SENCo and/or the Coordinator of the Speech and Language Centre and is held before end of March. Parents and other associates are invited to attend or make a written submission.

### **Transferor Meeting**

Parents of pupils who have a statement of special educational needs are invited to a transferor meeting before the end of the first term in the child's final year at primary school. This meeting replaces, yet takes the same format as, the annual review. Discussion about the child's secondary school placement is held and a decision is reached about same. SENCo conducts this meeting.

## Section 7 **ANNUAL REPORT**

The Region of Governors will report each year on SEN/Disability provision in school. A copy of the Annual Report is distributed to all parents of the school and is on display in the school foyer.

## Section 8 **ACCESSIBILITY**

St. Teresa's Primary School and St. Teresa's Speech and Language Centre, which opened in September 2009, complies with all regulations regarding disability access, work to the mainstream primary school was completed under D.D.A. in September 2013.

## Section 9 **COMPLAINTS**

Parents' concerns about a child's progress will be dealt with in accordance with school policy and as detailed in Section 5.8. In the event a parent is unhappy about SEN issues between themselves and the school, or themselves and the Education Authority, independent services are available such as DARS and SENDIST.

Section 9.1 **ADVICE AND INFORMATION SERVICE**

There are many agencies to which schools and parents may request advice and support in order to meet the aims of this policy. Any request for information should be made to either the SENCo or Principal who in turn will endeavour to provide the necessary advice with the support of the Education Authority and other outside agencies as appropriate.

Section 9.2 **DISPUTE AVOIDANCE AND RECONCILIATION SERVICE (DARS)**

DARS is an independent service for avoiding and resolving disputes relating to SEN issues between parents and schools, and parents and the Education Authority. DARS is independent of the Education Authority's SEN branch and the SEN decision-making areas.

DARS does not affect a parent's right of appeal to the Tribunal.

Section 9.3 **SPECIAL EDUCATIONAL NEEDS AND DISABILITY TRIBUNAL (SENDIST)**

The parent has a right of appeal to the SENDIST if they are unhappy with the outcome of DARS. The Tribunal will also consider claims of disability discrimination under SENDO.

This policy will be reviewed in light of changes in legislation or practice.

This will happen in consultation with all staff members.

## **APPENDIX A**

### **School based intervention and voluntary outside agency support programmes**

#### **School based intervention**

- Reading Partnership. P.3-learning support staff
- Literacy Support P.1-P.7-Miss Campbell
- Numeracy Support P.1-P.7-Mr Haughey
- Sensory Room

#### **Voluntary Outside Agency support programmes**

- Time to Read-Business in the Community-P.5

## **APPENDIX B**

### **Statutory Outside Agency Support programmes/Advisory Bodies**

- Belfast Region-Assistant Advisory officer
- Belfast Region-Educational Psychologist
- St. Gerard's School and Outreach Services
- ASD Advisory and Intervention Service
- Harberton School and Outreach Services
- Clarawood School and Outreach Services
- Literacy Support Services
- Peripatetic Support for the Visually Impaired
- Peripatetic Support for the Hearing Impaired
- Mitchell House
- RISE-P.1-P.4