

Kilbride Central Primary School

**K.C.P.S.**  

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**KILBRIDE CENTRAL**  
**Primary School**

Special Educational Needs  
and Inclusion Policy

Principal: Mrs P. Spence

# Special Educational Needs and Inclusion Policy

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## **RATIONALE**

This policy acknowledges that the needs of all pupils who have SEN/Disability at any time during their school careers should be met in accordance with the Special Educational Needs and Disability Order (NI) 2005. They have a right of access to a broad and balanced curriculum including maximum possible access to the N.I. Curriculum.

Through a range of strategies outlined in this document, Kilbride Central Primary School both accommodates and provides for a wide range of need across all year groups and not only makes provision for pupils with Statements of Special Educational Need but also those within the mainstream classroom who require additional support and/or attention.

# 1. Definitions of Special Educational Needs

## 1.1 What are Special Educational Needs?

The term '**Special Educational Needs**' (hereafter referred to as S.E.N.) is defined as 'a learning difficulty' which calls for special educational provision to be made.

'**Learning difficulty**' means that the child has 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**' is educational provision which is different from, or additional to, the provision made generally for children of comparable age.

(Code of Practice N.I. 1998)

## 1.2 SEN Provisions of SENDO

*'The new law will strengthen the right to an ordinary school place for children with a Statement, unless it is against the wishes of parents or it is incompatible with the efficient education of others.'*

*'Children who have Special Educational Needs but do not have a Statement must, except in specific circumstances, be educated in an ordinary school.'*

Article 3(1) SENDO 2005

## 1.3 Key Principles of Inclusion

*'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school.'*

Removing Barriers to Achievement 2004

In order to make sure we meet our pupils' needs and include them in all aspects of school life, this SEN Policy links closely with all our other policies in supporting pupils such as: Positive Discipline Policy, Child Protection and Health and Safety. It also links with our policies for pupils with Additional Needs who may also have SEN.

#### **1.4 What is a Disability?**

“Someone who has/had a physical/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 encompass all aspects of SEN/Disability and should be highlighted.

- Learning difficulties.
- Specific learning difficulties.
- Emotional and behaviour difficulties.
- Physical difficulties.
- Sensory impairments.
- Speech and language difficulties.
- Medical conditions.

#### **1.5 What is Inclusion?**

Inclusion is a process by which schools, boards and other educational bodies develop their cultures, policies and practices to include pupils with a range of needs. With the right training, strategies and support the majority of children with S.E.N. can be successfully included in mainstream education.

Through this the interests of all children must be safeguarded and all children should have access to an appropriate education that affords them the opportunity to achieve their personal potential. Mainstream education will not always be right for every child all of the time. Equally, just because mainstream education may not be right for a child at a particular time, this does not mean the child cannot be successfully included whenever it is appropriate.

## 2.0 Aims for SEN/Disability Provision

1. To provide a broad, balanced, relevant and differentiated curriculum as a right for all children.
2. To identify children with Special Educational Needs/Disability **as early as possible** through a variety of means and in consultation with appropriate personnel.
3. To ensure that all children with SEN/Disability feel valued and have a positive self-image.
4. To encourage parental involvement and co-operation between various external agencies in the diagnosis and treatment of children with SEN/Disability.
5. To offer experiences and opportunities which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence.
6. To develop a system for recording continued assessment so that each pupil's performance can be monitored.
7. To promote the inclusion of all pupils with SEN/Disability into the life and work of the school.
8. To encourage the use of teaching strategies which incorporate different learning styles and ensure effective learning for all.
9. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
10. To develop and utilise all available resources in support of pupils with SEN/Disability.
11. To promote collaboration amongst teachers in the implementation of the SEN Policy.
12. To work closely with all ELB Departments and other outside agencies in order to improve the quality of support available for each pupil with SEN.

### 3. 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 possible difficulties is clearly communicated between all the professionals involved with their development.”*

(Code of Practice 1998; paragraph 2:14)

#### 3.1 Teachers’ Professional Judgement

The role of the class teacher is crucial to the early identification of children with Special Educational Needs. If it becomes apparent through normal classroom tasks and astute teacher observation that a child is performing at a level below that of his or her peers sufficiently to cause concern, the class teacher will gather information to establish whether or not a child has a learning difficulty.

Such information should include notes of the child working in the normal classroom context and also results from both **formative and summative assessments**.

#### 3.2 Use of Assessment Data

In addition to classroom observation we also analyse a range of assessment data as part of our annual assessment structure. Quite often this data exposes ‘hidden’ difficulties that have escaped a teacher’s notice so they are extremely important to the identification process. Tests at our disposal are as follows:

#### 3.3 Annual Reading Tests

A reading test is administered once each year alongside other computerised testing, at the end of the year in May/June for the purposes of tracking. Children who do not make sufficient progress in these tests or who appear to be performing at a level below what would be expected will often be identified at this stage.

#### 3.4 SINGLE –WORD Spelling Test

Especially important in Key Stage 1 for early identification of children with spelling difficulties.

### **3.5 Standardised Testing in Literacy and Numeracy**

Each year we run a battery of standardised tests in Literacy and Numeracy. We use the results to place children against the national average and against their peers for an age-related outcome.

### **3.6 Standardised Testing for General Intelligence**

We also use a CAT-Verbal and CAT-Non-Verbal Intelligence Test (GL Assessment)- a completely different style of intelligence testing which does not rely on language. Our rationale behind this is that many pupils, especially boys, are poor listeners (according to widely revered research) and some also struggle with language and vocabulary (particularly relevant to pupils on the Autistic Spectrum). Operating this additional measure of non-verbal intelligence helps us identify children at two levels and provide a more accurate picture of their general ability.

### **3.7 Literacy/Numeracy vs General Ability**

At the conclusion of annual assessment every child in our school is monitored and analysed for literacy, numeracy and two forms of general ability. These scores are then combined with reading and spelling tests to create an overall picture of a pupil's ability. As part of one of our 'Data Days' our staff comes together and scours the data before them for discrepancies and anomalies. At this point teachers' observational concerns are often confirmed but on occasion we also discover pupils who have escaped the notice of observation.

### **3.8 What happens to all the data?**

We use this combination of data to compile our Special Educational Needs Register, allocate our additional resources for support, identify ability groups within classes and select children for referral to Educational Psychology.

### **3.9 Consultation with Other Stakeholders**

It may be appropriate, for the parents of the child, the child itself and on many occasions information from educational psychologists, social workers, health visitors, doctors and therapists to be included. Once a learning difficulty is confirmed the Principal and SENCO- will be informed and the child will be registered on the SEN/Disability register and provision will commence.

### **3.10 Monitoring and Evaluating**

Pupils on the Special Educational Needs Register are monitored closely via Individual Education Plans, Parental Consultation meetings and any external agencies.

Pupils are reviewed twice annually for their progress, firstly during I.E.P. review season then secondly following Assessment Season. Any additions or adjustments are made accordingly in line with the Code of Practice.

#### **4.0 Internal Provision for S.E.N.**

- Children at Stage 1 will be provided for within the mainstream classroom at differentiated level.
- Children at Stage 2 may have access to internal support staff/resources.

#### **4.1 Internal Staff Provision/Support**

##### **Miss Gilmour (P2)**

- Teaches 3 afternoons/week literacy and numeracy support. (total 3 hours)

##### **Mrs McCrea (Classroom Assistant)**

- Provides 4 hours/week EAL support

##### **Mrs McNeill (Classroom Assistant)**

- Reading Partners (hours vary)

## 5.0 OUTLINE OF PROCEDURES within the Code of Practice

### 5.1 Stage 1

Stage 1 begins when a concern is expressed that a child may have special educational needs. This concern is usually expressed by or to the class teacher as a result of classroom observation.

The class teacher will inform the S.E.N.C.O. and consult with the child's parents.

The class teacher will monitor the child closely incorporating differentiated planning appropriately. The child's name will be added to the SEN/Disability register at Stage 1.

Review will focus on the child's progress and possible future action.

The outcome of the review may be –

- The child no longer needs special help and is removed from the Register.
- The child continues at Stage 1 and is monitored.
- The child moves to Stage 2 and an I.E.P. is put in place.

The SENCo should:

- Ensure that parents are consulted and together decide that the child's name is included in the school's SEN Register.
- Help the class teacher gather information and assess the child's needs and;
- Advise and support the class teacher.

Parents should always be informed of proposed action and any review date.

Having considered review outcomes the SENCo will decide whether to remove the pupil's name from the register, retain Stage 1 or progress to Stage 2.

**THERE IS NO REQUIREMENT FOR AN IEP AT STAGE 1.**

## 5.2 Stage 2

Stage 2 begins with a decision either at the Stage 1 review meeting or following discussions between teachers and parents, to proceed with early and more intensive action.

The SENCo:

- Takes the lead in assessing the child's learning difficulty. This includes planning, monitoring and reviewing the provision alongside the child's teacher. The class teacher remains responsible for working with the child on a day to day basis.
- Again, with the class teacher, the SENCo should ensure that an IEP is drawn up for the pupil and;
- All these operations should take into account, as far as possible, the child's own views and the parents' views.

The class teacher and S.E.N.C.O will meet to consider the child's progress. The S.E.N.C.O. and class teacher will set targets and devise strategies to help the child achieve these and an **Individual Education Plan (I.E.P.)** will be drawn up. A review date will be set and the parents will be consulted and offered advice on how they can help their child.

The outcome of this review may be:-

- The child continues at Stage 2 and level of support is assessed.
- The child reverts to Stage 1 or no longer requires additional support.
- The child moves to Stage 3

In most cases the support allocated at Stage 2 both within class via the I.E.P. and from our internal S.E.N. support team is sufficient to ensure a child makes progress- albeit at their own rate. On the few occasions that a child does not make progress and it is clear that internal support via the mainstream channels is insufficient a decision will be taken to move forwards to Stage 3...

### 5.3 Stage 3

At Stage 3 the SENCO will set a review date and agree with the child's teachers and external specialists involved, the arrangements for monitoring progress against targets established in the plan. The SENCO will inform parents about special arrangements that will apply to their child and for how long.

The outcome of the review may be that:-

- The child remains at Stage 2
- The Principal/SENCo considers referring the child to the NEELB for statutory assessment.

Stage 3 begins with a decision at Stage 2 review or following discussions between the SENCo, Principal, teachers and parents, that EARLY INTERVENTION with EXTERNAL SUPPORT is necessary.

The SENCo, working with all stakeholders, should ensure that a Stage 3 IEP is drawn up. It should be implemented as far as possible within the normal classroom setup.

Parents will always be invited to and encouraged to attend Stage 3 reviews and will be told the outcome. Where there is any question of the child being referred for a statutory assessment, parents will be consulted in person.

### 5.4 Stage 4

*'In some cases schools will conclude that the pupil's needs remain so substantial that they cannot be effectively met within the resources normally available to the school.'*

**Supplement to the Code of Practice**

The Principal will submit a referral to Educational Psychology requesting an assessment of the child's needs. A Stage 4 I.E.P. will be drawn up and a review date set. The educational psychologist will consult with the parents and an assessment undertaken. Following assessment a decision will be reached on the child's level of difficulty resulting one of the following:

- Move the child back to Stage 3, set new targets and review date;
- Child continues at Stage 4 with additional external support;
- Special Educational Needs will issue a draft statement to the parents and the school for approval, which sets out the child's needs and the potential help available at Stage 5.
- The Board may also provide a note in lieu of a Statement.

## 5.5 Stage 5

The child has receives a statement of Special Educational Needs. Based on the information from the statement, an I.E.P. will be drawn up and a review date set. An annual review will also take place. A decision will be taken to:

- (a) Review and assess the appropriate level of support necessary;
- (b) Move the child back to Stage 3, set new targets and review date;
- (c) Keep the child at Stage 5, set new targets and review date;

## 6.0 MANAGEMENT ARRANGEMENTS

### 6.1 Board of Governors

SEN provision will be the overall responsibility of the Board of Governors and Principal of the school. However in order to facilitate the day to day running the BoG and the Principal have delegated this role to **Mrs Caroline Gordon (SENCo)**.

In 'Every School a Good School' The Governor Role (2010) Chapter 12 relates specifically to the Governor role for pupils with Special Educational Needs.

The following section provides an overview of Governors' responsibilities from this document as highlighted in the SEN Resource File 2011:

The role of the Board of Governors in 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 SEN. The BoG has a STATUTORY DUTY to:

- Take account of the provisions in the DE Code of Practice on identifying and assessing SEN;
- Use their best endeavours to provide for pupils with SEN and that parents are notified of their child's needs;
- Maintain and operate a Policy on SEN;
- Ensure that where a registered pupil has SEN, those needs are made known to all who teach them;
- Ensure that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching;
- Allocate funding for SEN and disability and prepare and take forward an accessibility plan.
- 

It will be the responsibility of the **Board of Governors**, in co-operation with the Principal, to:

- Determine the school's SEN and Inclusion Policy.
- Ensure there is appropriate staffing and funding and oversee the school's work ensuring its proper implementation and evaluation.

- Report to parents in the annual report of the Board of Governors.

## 6.2 The Principal

The **Principal** will have responsibility for:

- The day-to-day management of the school's SEN provision
- Keeping Governors informed about SEN/Disability issues.
- Delegating and monitoring SEN budget;
- Ensuring SMT are actively involved in the management of SEN and;
- Liaising with parents and external agencies as necessary.

## 6.3 The SENCo

The SEN co-ordinator shall:

- Work closely with other teachers;
- Have the responsibility for the day-to-day operation of the SEN policy;
- Co-ordinate provision;
- Liaise with external agencies;
- Liaise with parents of children with SEN;
- Establish SEN in-service training requirements of the staff and contributing, as appropriate to their training and;
- Complete referral and other SEN administrative responsibilities;

## 6.4 Teaching Staff

Teaching staff should:

- Be involved in the development and review of the SEN policy and be familiar with SEN procedures.
- Inform the SENCO and Principal of any concerns and ensure that children are placed on the SEN register as well as consulting parents.
- Have overall classroom responsibility at Stages 1 and 2.
- Will collect and record information about the child, and make an initial assessment of the child's SEN.
- Provide appropriate help within the curriculum by differentiation of classwork to meet the child's needs whilst monitoring and reviewing progress.

- Consult the SENCO to determine whether to continue the existing educational arrangements, to seek advice and support or to provide special help.

### 6.5 Internal Teaching Assistant Staff

Internal support staff should:

- Follow guidelines as outlined within this policy;
- Liaise with the teacher to determine the provision for any children;
- Where possible be involved with planning and preparation as appropriate
- Carry out instructions as delegated by the class teacher;
- Report to the teacher on children's progress;
- Report to the teacher any concerns

### 6.6 SEN Support Staff

Support staff 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 on his/her behalf to the staff;
- Explain boundaries and operate these consistently and fairly;
- Keep records and attend meetings and;
- Share good practice.

### 6.7 PARENTAL INVOLVEMENT

*'The relationship between the parents of a child with SEN/Disability and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school-based action. Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important.'*

**Code of Practice 2.21**

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.

The active participation and involvement of parents will therefore be encouraged to help them recognise their own responsibilities towards their child and help them realise the benefits of working in partnership with the school and others involved.

It is essential that parents inform the school staff of any significant needs their child may possess. They should do this as early as possible.

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 within it.

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;
- Support targets on IEPs.

Parents will be encouraged to view IEP's at their consultation meeting, discuss review dates and be informed about any movement that their child makes on the Code of Practice.

## **6.8 Role of the Pupil**

*'The child should, where possible, according to age, maturity and capability, participate in all the decision making processes which occur in education.'*

### **Supplement to the Code of Practice 1.19**

Key decisions for a particular pupils might include:

- Contributing to the assessment;
- Contributing to IEPs by helping to set targets;
- Working towards achieving agreed targets and;
- Contributing to the review of IEPs, Annual Reviews and the transition process in Year 7.

## **7.0 RECORD-KEEPING AND REVIEW**

The school will keep a register of all children with SEN/Disability, recording the steps taken to meet those needs and the progress which has resulted.

The SENCO will ensure that these records are properly maintained and available as needed.

### **7.1 Register**

A register will be kept in year-order of those children who have S.E.N. along with their stages. This will be available as both a paper document in each file and also as a shared document on the school network and updated as appropriate.

### **7.2 S.E.N. Files**

- 1) SEN files for each year group contain all I.E.P.s and paperwork organised on a pupil-by-pupil basis.
  
- 2) Pupils with Stage 5 Statements will be maintained within an individual file due to the higher level of involvement and paperwork.

Each teacher is responsible for forwarding completed I.E.P.s to the SENCo, who will collate and manage within the files.

### **7.3 Assessment Results**

These are retained in the pupils' individual assessment folders and also within the Class Assessment File. Assessment Coordinator Mr Currie also retains whole-school assessment information centrally.

### **7.4 Monitoring the Progress of Individual Pupils**

It is the responsibility of the SENCo to ensure that the progress of pupils on the SEN Register is monitored. The following are possible ways this may be achieved:

- Targets of IEPs monitored for quality, progression and appropriateness through meeting with teachers on a regular basis;
- Record that the pupil's classwork and/or social skills are improving and targets being monitored by viewing evidence/observation and;
- Quality reviews of IEPs and other relevant and purposeful measures that focus on educational outcomes and inform future planning/movement either up/down through the stages of the Code of Practice.

## **8.0 STAFF DEVELOPMENT**

All teachers, through consultation with the SEN co-ordinator, will be made fully aware of SEN procedures and their responsibilities in relation to SEN.

In order to promote and develop SEN in the school the SEN co-ordinator and, where appropriate, other teachers will attend In-service Training provided by the Board or other agencies subject to budgetary constraints and with recommendations and advice from the SEN co-ordinator.

As appropriate and with recommendation from the SEN co-ordinator, teachers and external agencies, resources will be acquired as necessary to assist with the provision of SEN.

## **9.0 LIAISON WITH EXTERNAL AGENCIES**

Effective action on behalf of children with SEN/Disability will often depend upon close co-operation between education and health and social services.

Medical or welfare information should be kept with confidentiality and if necessary transferred from one school to another. Such information is only provided by parental consent.

There should be co-operation between the school and health professionals to eliminate underlying medical causes as a cause for learning or behavioural difficulties. Likewise, early signs of concern should be brought to the attention of appropriate agencies.

If it is suspected that a child's difficulty is related to a medical condition, parental consent will be sought to consult the school doctor or child's G.P. Hearing or visual impairment should be diagnosed at an early stage otherwise a child's education may be adversely affected.

Board SEN support services will be used to help identify, assess and make provision for children with SEN/Disability.

Children who may receive periodic treatment for illnesses may require alternative arrangements from time to time and in such cases relevant health and education services should be consulted.

A child's education may be affected by emotional or behavioural difficulties including bullying and suchlike. It is therefore important for pastoral care arrangements to be employed including close liaison with family and if necessary external agencies.

## **10.0 PROCEDURES**

### **10.1 TRANSITION TO POST-PRIMARY SCHOOL**

Where a child has SEN/disability, the school will liaise with SENDO at appropriate post-primary school to ensure support is continued at a suitable level. For pupils with a Statement of Education, an annual review and transition meeting will be carried out following guidance from SEN documentation and appropriate agencies.

### **10.2 ACCESSIBILITY**

The school has access ramps installed at both front entrance doors as well as two disability toilets. In the future, a rear door ramp and access to playground may be required.

### **10.3 ARRANGEMENTS FOR PARENTAL COMPLAINTS**

Parents will always be informed of proposed action and review dates. Such review will focus on the child's progress, the effectiveness of the special help and possible future action. At each stage the parents will be consulted and their opinion taken into account. Any intention to move a child to a further stage will be fully discussed with parents. If a parent has a complaint, they should contact the Principal who will convene a meeting involving SENDO/class teacher, as required.

### **Cross Ref. School Complaints Policy**

*This policy will be reviewed regularly alongside staff and stakeholders. The current review was completed on Wednesday 11<sup>th</sup> December 2013.*

## **11.0 SUPPORT AVAILABLE**

### **11.1 External Support:**

N.E.E.L.B. support services including psychologists, special education advisors, L.L.T.S., B.E.D. support.

Educational Welfare Officer

School doctor / Nurse

Child's G.P.

### **11.2 Advice and Information Service**

As of 1<sup>st</sup> September, 2005, Education and Library boards provide a special educational needs advice and information service. In relation to Stage 4 and 5 of the S.E.N. process, an officer of the Education and Library Board will provide information, advice and support to parents and schools. This can be accessed on (028) 2566 2407.

### **11.3 Dispute Avoidance and Reconciliation Service (Dars)**

This service was established and came into effect on 1<sup>st</sup> September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO).

Dars aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Board of Governors or ELBs for pupils who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to Dars.

Members of the Dars team will facilitate the possible resolution of disagreements (in a neutral venue) but do not have the authority to resolve a dispute.

Agreement can only be reached with the approval of interested parties.

From referral to conclusion is approximately 40 working days.

Dars is separate and independent from Special Education Branch.

Involvement with the Dars will not affect the right of appeal to the Special Educational Needs Tribunal.

Parents/Guardians may contact this service directly.

Dars NEELB

County Hall

182 Galgorm Road

Ballymena

BT42 1HN

028 2566 2391/028 2566 2387

Email: [Dars.enquiry@neelb.org.uk](mailto:Dars.enquiry@neelb.org.uk)

Dars Officer: Miss Frances McKinney (AAO Nursery & Primary)

Mr David Lewers (Secondary)  
Inter-board Dars Manager: Oliver Sherry

#### **11.4 Special Educational Needs and Disability Tribunal (SENDIST)**

Where agreement cannot be reached between a parent and the ELB with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal or SENDIST.

SENDIST considers parents' appeals against decisions of ELBs and also deals with claims of disability discrimination in schools.

There is a two month time limit from the notified date of 'disputed decision' to appeal to the tribunal.

Various time limits apply for

- Board Compliance with Orders of the Tribunal
- Boards to Comply with in Unopposed Appeals  
([www.education-support.org.uk](http://www.education-support.org.uk))

Further information regarding the appeals procedure can be obtained from:

Special Educational Needs and Disability Tribunal  
Secretariat  
2<sup>nd</sup> Floor  
Albany House  
73-75 Great Victoria Street  
Belfast BT2 7AF  
028 9032 2894  
Email: [secretary@sentribunal.co.uk](mailto:secretary@sentribunal.co.uk)