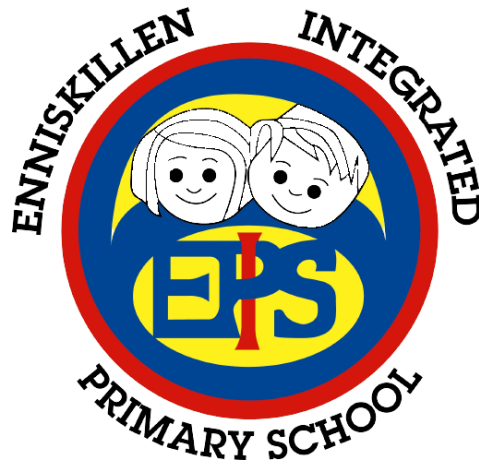


Enniskillen Integrated Primary School and Nursery Unit



Special Educational Needs Policy

Date Ratified by Board of Governors:

As Per Statement on Website

SPECIAL EDUCATIONAL NEEDS POLICY

ENNISKILLEN INTEGRATED PRIMARY SCHOOL and Nursery Unit

Introduction

This policy has been developed as a result of a consultation process between all stake holders and in accordance with Department of Education guidance, Education Authority guidance and the SEND Act (NI) 2016, (Special Educational Needs and Disability Act).

It reflects and guides current educational provision and practice in Enniskillen Integrated Primary School and Nursery Unit, for pupils with Special Educational Needs and/or Disabilities.

For the purposes of this document, the term SEN refers to those pupils in our school who have Special Educational Needs and/or a disability which affects their learning.

Rationale

Enniskillen Integrated Primary School and Nursery Unit staff are committed to providing equal access for all our pupils, to a child-centred, broad and balanced curriculum, including the Northern Ireland Curriculum.

We are committed to:

- The Aims of Integrated Education
- Inclusion and Diversity
- Child-centred Education
- Working closely with parents to support the education of their children
- High academic standards for all pupils
- Positive and effective Child Protection and Pastoral Care systems in our school

At Enniskillen Integrated Primary School and Nursery Unit, we particularly value inclusion and diversity and embrace these principles to support the learning of all. As an inclusive school, we work towards identifying and minimising the barriers to learning and provide equal opportunities for all pupils. We provide a broad, balanced, child-centred and appropriately challenging curriculum, suitably differentiated to meet individual pupil needs.

In line with SENDO, (*Special Educational Needs and Disability Order*) and our Integrated Ethos, we are positive and proactive in our approach to inclusion, and to this end, inclusion is part of our overall improvement strategy and included in our School Development Plan.

We continually reflect on our practices and engage in self-evaluation to ensure optimum provision.

As a school we are acutely aware that some pupils during their school career may have special educational needs and/or a disability. It is in the interest of these children that we continuously strive to make every reasonable arrangement to provide for their individual needs.

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

“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*)

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*)

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 ensure that 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 Behaviour, Integration and Inclusion, Child Protection, Pastoral Care, Health and Safety and Medical Needs. It also links with our policies for pupils with Additional Needs such as Gifted and Talented or English as an Additional Language.

For example,

- A pupil may be Gifted or Talented in one area yet have communication difficulties/ASD.

- A pupil may have English as an Additional Language but also have a Specific Literacy Difficulty.
- A pupil may have a medical need which has an impact on their learning.

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

- Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy
- Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

2. Social, Behavioural, Emotional and Well-being (SBEW)

- Social and Behavioural Difficulties (SBD)
- Emotional and Well-being Difficulties (EWD)
- Severe Challenging Behaviour associated with SLD or PMLD (SCB)

3. Speech, Language and Communication Needs (SLCN)

- Developmental Language Disorder (DLD)
- 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 **Mrs C De Naipir SENCO**

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

The School's Medical Register

A pupil who has a confirmed diagnosis of a Medical Condition(s) is recorded on the School's Medical Register as per the appropriate Medical Condition:

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

Policy Aims

Enniskillen Integrated Primary School and Nursery Unit is guided by the following aims:

1. To identify pupils with SEN/Disability as early as possible using a variety of means and in consultation with appropriate personnel.
2. To ensure full entitlement and access for pupils with SEN/Disability to high quality education within a relevant, broad and balanced, differentiated curriculum.
3. To give full consideration to each child's religious, cultural, ethnic, linguistic and social background, their SEN/Disability and gender.
4. To ensure implementation of SENDO and encourage inclusive practices and procedures across all areas of school life.
5. To engender a sense of community, belonging and value for all children.
6. To offer curricular, pastoral and extra-curricular opportunities that permit all pupils to develop their understanding, knowledge and skills, thus enabling them to progress, experience success and feel confident in their abilities.
7. To offer a wide-ranging curriculum which will promote social, emotional, intellectual and physical progress in order that pupils can develop as valuable members of society, now and in the future.
8. To encourage parental involvement in all aspects of SEN provision. The support of parent and pupil is crucial to the effective implementation of an Education Plan (EP).
9. To consider the wishes of the child when planning and implementing SEN provision, whilst giving due cognisance to their age and levels of understanding.

10. To involve pupils in the planning of provision in relation to their individual learning needs, for example, target setting for Education Plans, review of progress and discussion regarding their preferred learning style, (metacognition).
11. To strive for an effective multi-disciplinary approach to meeting SEN's through close co-operation between the Education Authority, (EA) and all involved agencies, services and stakeholders.
12. To educate pupils with SEN/Disability, wherever possible, alongside their peers, within a safe, caring, supportive classroom environment, conducive to their learning needs.
13. To encourage a range of teaching strategies that accommodate different learning styles thus promoting effective learning.
14. To utilize an effective recording system in order to monitor and review the progress of each pupil appropriately.
15. To promote collaboration amongst Teachers and Teaching Assistants in the implementation of the school's SEN Policy.

Arrangements for Co-ordinating SEN Provision.

Roles and Responsibilities

At Enniskillen Integrated Primary and Nursery Unit, the overall responsibility for SEN provision lies with the Board of Governors and the School Principal, Mrs Adele Kerr. However, in order to facilitate the day-to-day running of the provision, the Board of Governors have delegated responsibility for pupils with Special Educational Needs to Mrs Ciara de Naipir, SENCO (Special Educational Needs Co-ordinator) and Learning Support Teacher.

Board of Governors

The role of the Board of Governors in respect of Special Educational Needs Provision, outlined in the document: *'Every School a Good School' (DE) The Governor Role (2010), Chapter 12 and The SEN Resource File, (2011)*; underpins the functions of the Board of Governors of our school, in relation to SEN policy and practice.

The Board of Governors has a statutory duty to:

- Take account of the provisions in the DE Code of Practice for identification and assessment of special educational needs.

- Ensure that quality provision exists for pupils identified with SEN and that parents are notified of their child's special educational needs.
- Maintain and operate a policy on SEN.
- Ensure that where a registered pupil has special educational needs, those needs are communicated to all who are likely to teach them.
- Ensure that teachers in the school are fully aware of the importance of early identification of pupils with SEN and those registered pupils with SEN, and of providing appropriate teaching.
- Allocate funding for special educational needs and disability and prepare and drive forward a written accessibility plan.
- Ensure that there is a designated governor or team of governors with responsibility for SEN and facilitate their training thereof.
- Report annually on the SEN provision in the school. Information for the Annual SEN report is collated by the SENCo and the Principal.

The Role of the Principal

- To inform the Board of Governors about SEN issues.
- To work in close partnership with the SENCo.
- To liaise with parents and external agencies as required.
- To delegate and monitor the SEN budget.
- To ensure the Senior Management Team (SMT) are actively involved in the management of SEN, ensuring consistency of practice throughout the school, thus contributing to the realisation of the SEN targets on the School Development Plan.
- To provide a secure facility for the storage of records pertaining to Special Educational Needs.

The Role of the SENCo (Special Educational Needs Co-ordinator)

At Enniskillen Integrated Primary School and Nursery Unit the SENCo is also the Learning Support Teacher and is responsible for:

- Promoting a culture of inclusion and integration throughout the school;
- The day-to-day operation of our SEN policy;
- Responding to requests for advice from other teachers and teaching assistants;
- Working with teachers and teaching assistants to devise, monitor and evaluate Education Plans which are tailored to a pupil's individual needs;
- Working closely with the Principal and designated Governor for SEN. **Mr Michael Leslie;**
- Encouraging staff to identify and collate evidence of attainment of targets as part of the overall SEN monitoring process;
- Co-ordinating provision for pupils with Special Educational Needs including resource provision;
- Maintaining the school's SEN register;
- Establishing and overseeing a robust record keeping system;
- Emphasising the importance of discretion and confidentiality with regard to SEN data collection and secure maintenance;
- Co-ordinating and collating all relevant information pertaining to the progress of pupils at Stage 5 of the Code of Practice, for the purpose of the Annual Review process;
- Establishing a positive, supportive, working partnership with parents/carers of children with Special Educational Needs;
- Promoting co-operative working relationships with external support agencies;
- Establishing the SEN in-service training requirements of teachers and teaching assistants and contributing to this training as appropriate;
- Attending professional development training and raising awareness of new legislation;
- Reporting to the Board of Governors on an annual basis;

- Managing change in respect of new legislative SEN requirements and adapting policy and practice as part of a whole school approach to SEN.

As the Learning Support Teacher, the SENCo is also involved in the following:

- Implementing assessments alongside the class teacher for the purposes of tracking pupil progress and the early identification of pupils' learning needs;
- Recording data for the SEN register;
- Using a range of assessment data as a baseline for the planning and implementation of suitable programmes of learning for all identified pupils with SEN/Disability, which promote progression within an inclusive learning environment;
- Contributing to IEP's/PLP's which inform teaching and learning.
- Monitoring and reviewing pupil progress regularly alongside all stakeholders.
- Ensuring that teaching and learning strategies employed during 1:1 or small group sessions are shared with the class teacher, with opportunities provided for the pupil(s) to share and practise new learning skills as part of classroom learning.
- Sharing and celebrating the learning success of all pupils with SEN/Disability.

The Role of the Class Teacher

At Enniskillen Integrated Primary School and Nursery Unit the class teacher:

- Promotes an ethos of Inclusion and Integration within the classroom environment, an ethos that promotes understanding of and celebration of difference;
- Endeavours to identify barriers to learning at the earliest opportunity;
- Provides all pupils with learning opportunities which are appropriate to individual learning needs and inspire confidence leading to success;
- Encourages pupil involvement in their own learning, for example, target setting, individual and peer evaluation;
- Is aware of current legislation;

- Keeps up to date with information on the SEN register;
- Gathers information through observation and assessment;
- Keeps records detailing pupil achievement and attends relevant meetings including the Annual Review meeting;
- Works collaboratively with other staff and parents/carers to plan for learning and teaching;
- Contributes to, the management and review of IEP's/PLP's in consultation with the SENCo;
- Involves teaching assistants as part of the Learning Team around the child;
- Participates in professional development training.

The Role of SEN Support Staff

At Enniskillen Integrated Primary School and Nursery Unit, the role of Support Staff reflects the principles outlined in the document 'Guidance on the Management, Deployment and Development of Assistants in School' (DE, 2015)

Teaching Assistants

- Work collaboratively with teachers, pupils and parents, taking guidance from the class teacher, SENCo and other support agencies around the child;
- Are involved in planning for pupil progress, and the monitoring and evaluation of learning;
- Encourage the pupil in all aspects of his/her learning, talking about pupil's strengths and providing positive feedback;
- Promote a 'Can do' approach to learning as part of an inclusive ethos;
- Are advocates for the child, listening to the child and speaking to staff on the child's behalf;
- Explain boundaries clearly, operating these in a consistent and fair manner;
- Keep records and attend relevant meetings including the pupil's Annual Review meeting;
- Participate in SEN in-service training;
- Share good practice with colleagues.

Pupil Role

At Enniskillen Integrated Primary School and Nursery Unit, the needs and rights of the child are at the heart of our SEN/Disability provision, in line with the principles outlined in ***The United Nations Convention on the Rights of the Child. (United Nations 1989)***

Where appropriate, we endeavour to seek the opinions of the child in matters pertaining to their learning and development.

'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 – pars1.19)

Some decisions we discuss with a particular pupil may include:

- Contributing to target setting for his/her Individual Education Plan/PLP
- Talking to the class teacher/ teaching assistant/ SENCo about what helps her/him to learn, strategies that are useful and those that aren't (metacognition); the pupil's strengths as he/she perceives them; interests outside of school and areas for improvement.
- Working towards achieving agreed targets.
- Contributing to the review of Education Plans, Annual Reviews and Transition in Year 7.

Role of the Parent/Carer

At Enniskillen Integrated Primary School we recognise the importance of positive working relationships with parents/carers in the support of the child's educational and all-round progress, a key aim of Integrated Education. We endeavour to listen, reassure and support parents throughout the learning journey of their child.

'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)

It is the responsibility of our school to inform parents when a teacher is considering placing a pupil's name on the SEN register or moving a child to a higher or lesser stage of need. Parents will be invited as necessary to:

- Meet with staff to discuss the needs of their child
- Attend review meetings
- Inform staff of any changes in circumstances
- Support the learning targets on the Education Plans

Admissions

At Enniskillen Integrated Primary School and Nursery Unit the admission arrangements with respect to the majority of pupils with SEN/Disability are consistent with our school's admissions policy for all pupils.

Children with Statements of SEN are placed in schools at the request of the Education Authority. In doing so, the EA will give due consideration to 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, to determine the suitability of the placement.

This provision is in line with Special Educational Needs and Disability Order (SENDO) legislation.

Accessibility

Currently pupils with SEN/Disabilities have equal access to all areas of the school building. In line with our school's Accessibility Plan, the following provision exists for all pupils with SEN/Disability:

- Fully accessibility to wheelchair users (DA compliant).
- Our school has well-equipped facilities for personal care, including a shower and toilet adapted for use by persons with a disability.
- A well-equipped Learning Support teaching /resource room.
- A comfortable suitably resourced Sensory Room.
- A full time Learning Support Teacher
- Assistive Technology
- Range of extra-curricular activities

The above arrangements facilitate access to a broad and balanced curriculum for all pupils, appropriate to age, ability, aptitude, interests, attainment and diversity.

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 Enniskillen Integrated Primary and Nursery Unit the following may be used to identify pupils' needs:

- Parental Information
- Nursery Transition reports or information from a transferring school
- CAT 4 Cognitive Ability Tests
- Standardised Tests: PTM (Progress Through Maths); PTE (Progress Through English); SWST (Single Word Spelling Test); BPVS (British Picture Vocabulary Scale; Baseline Assessment (Primary 1); Wellcomm Speech and Language Toolkit (Nursery/P1)
- Accelerated Reader Star Test
- Accelerated Maths Star Test
- Summative and Formative Assessments
- Teacher/Teaching Assistant observations
- Key Stage Assessments
- Professional Reports including Educational Psychology reports
- Statements of Special Educational Need
- Care Plans
- Risk Assessments
- Personal Education Plans for looked after children
- IEP/PLP reviews
- Annual Reviews

The Management of Special Educational Needs

The Three Stages of Special Education Provision

In Enniskillen Integrated Primary School and Nursery Unit, 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 (Personal Learning Plan) 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;
- Operates in mainstream schools and classes (and by exception in special school or Learning Support Centre (LS Centre) for the purpose of assessment; and
- 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;
- Operates in mainstream schools, LS Centres attached to mainstream schools or special schools (as determined within the child's statement);
- 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.

Special Facilities, Resources and Accommodation

We have established a Social and Emotional Unit in our school, The Bridges (LSC/Learning Support Class)

The Bridges has a Foundation/KS1 Class and a KS2 Class.

Each class has a teacher, Classroom Assistants and has capacity for 12 pupils in each classroom.

The Bridges is situated on our school grounds in a double mobile unit.

The children have access to the main school building and all its facilities and have a bespoke Sensory Pod situated at The Bridges.

The Annual Review

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a statement of special educational needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the child or young person 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, including placement; 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 (or another person as delegated 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](#).

Monitoring the Progress of Pupils with SEN's

A comprehensive monitoring system operates as follows:

- The SENCo meets at least twice per term with class teachers to monitor the progress of pupils on the SEN register and the pupils who have been highlighted for possible inclusion on the SEN register.
- Targets on Education Plans are monitored for quality, progression, appropriateness and evidence of the children's work is also examined.
- Education Plans highlight a pupil's strengths and preferred style of learning alongside parental involvement/responsibility.
- Education Plans are evaluated with parents, teachers and pupils once per term or as often as deemed necessary.
- Annual meeting between SENCo and class teachers to analyse standardised test scores, to plan or amend SEN provision and to inform movement of pupils either up or down through the Code of Practice Stages as required.
- Annual meeting between SENCo, Literacy Co-ordinator and Numeracy Co-ordinator to monitor assessment data and plan SEN provision.
- Principal monitors differentiation on monthly planners to ensure appropriate SEN provision.

The SENCo monitors the SEN Record Keeping System on a regular basis which includes the following:

- SEN Register
- Records of Concern/Reasonable adjustments
- Education Plans/ Reviews
- Statements of SEN and Annual Reviews
- Assessment Data
- Individual Pupil Files
- Pupil Profiles
- Pupil Passports
- Teacher SEN files
- Teaching Assistant Monitoring and Evaluation Files
- Records of liaison meetings with EA/Health Services

- Minutes of meetings with parents
- Staff's Support, Advice and Training Records.

Professional Development

The Principal oversees the professional development of all staff in the school in consultation with the SENCo.

The SENCo keeps records of all training relating to SEN. The SENCo also provides a range of training in relation to IEP's; observations; record keeping and assessment; data protection.

All staff strive to keep up to date with developments regarding the whole area of Special Educational Needs and Disability thus ensuring effective SEN provision for pupils.

Staff who attend SEN INSET have the opportunity to share good practice through dissemination of the training to colleagues.

SEN Advice and Information Service

The Education Authority has set up an SEN Advice and Information Service to provide support in relation to children with Special Educational Needs, a very useful service for parents and teachers. Details of this service can be found on the Education Authority website: www.eani.org.uk.

Complaints

All complaints/concerns regarding Special Educational Needs provision are dealt with in line with our school's existing complaints procedures. In the interests of positive working relationships, we always encourage parents to work in partnership with the school to try and resolve the issue.

Where interested parties have made an attempt to resolve a disagreement and no resolution can be reached, a referral can be made to the *Dispute Avoidance and Resolution Service (DARS)*. DARS was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or the Education Authority for pupils who are on the Code of Practice, in relation to special educational provision.

Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have the authority to resolve a dispute. DARS is an independent body which is separate from Special Education.

Involvement with DARS will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). This body considers parents' appeals against decisions of the Education Authority (EA) and also deals with claims of disability discrimination in schools.

Monitoring and Evaluating of Policy

This policy is reviewed regularly following consultation with all staff members, parents, The Board of Governors and external agencies.

Our policy will be reviewed and amended in the third year of our self-evaluation cycle or if there are regional policy changes.

Policy Date:

Signature of Principal:

Signature of Chairperson of the Board of Governors:

Next Policy Review Date: