



HOLY FAMILY PRIMARY AND NURSERY SCHOOL

SEN POLICY







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1. Definition



Statutory legislation establishes the right that "all pupils are entitled to access to the full curriculum".

For a pupil in a catholic school it is declared that "every person has an unalienable right to an education corresponding to his/her proper destiny and suited to his/her talents".

(Gravissimum Educationalist)

"At the heart of the work of every school and every class lies a cycle of planning, teaching and assessing. These general arrangements in a school take account of the wide range of abilities, aptitudes and interests which children bring to school. Most children learn and progress well within these arrangements; those who have difficulty in doing so may have special educational needs:

Par 2:1 Special Educational Needs -
- Code of Practice

The code of Practice defines special educational needs 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 advisability which hinders his/her use of everyday educational facilities.

"Special educational provision "means educational provision which is different from or additional to the provision made generally for children of comparable age.

Par 1:4 Special Educational Needs
Code of Practice - Sept. 1998

In operating this Special Education Needs policy document we will adhere to the statutory legislation and Catholic ethos and will fulfil our statutory duty under Article 4(2) of the Education (N.I) Order 1996 by having regard to the Code of Practice for Special Educational Provision and the Special Educational Needs Disability Order.

For the purposes of this policy Special Educational Needs refers to:

A child who has significantly greater difficulty in learning than the majority of his peer group. This can be:

- a. A pupil, who after following a structured programme, is working more or less at his/her ability but requires some support to maintain this level.
- b. A pupil who is progressing slower than expected due to a registered medical condition or poor attendance pattern.
- c. A pupil who is underachieving in comparison to his/her ability, therefore requiring additional support.
- d. A pupil who has emotional and/or behavioural difficulties which are impacting on his/her learning.
- e. A pupil who has a disability which either prevents or hinders him/her from making use of the educational facilities available to children of a similar age.
- f. A pupil with high average to exceptional ability who may need special provision. Such gifted



children need an improvement in the quality of work rather than in the quantity.

2. Aims of the Special Educational Needs Policy in Holy Family Primary and Nursery School

- To identify all children requiring special educational needs in Holy Family
- To continually promote a positive self image among all children and to provide opportunities so that the children feel happy and secure in their educational endeavours.
- To provide appropriate support for those pupils by working with colleagues, parents and outside agencies in line with the general aims of the school.
- To intervene as early as possible once identification has taken place, so as to ensure there is adequate and appropriate support for all pupils and that it provides a framework for S E N pupils to succeed.
- To ensure whole school involvement in the provision for special needs pupils. All members of the school community, Governors, Principal, Staff, parents and outside agencies will work in partnership to ensure continual appropriate provision for pupils with special educational needs.
- To provide nurture group support for those identified pupils who would benefit from such provision.
- To ensure as far as possible that each child leaves Holy Family Primary School with the core skills of literacy, numeracy and social independence that are required for post primary school.
- To develop and evolve as a dyslexic friendly school, seeking re-verification of award June 2013 and June 2015.
- To ensure that our assessment, testing and support is sensitive and does not place excessive demands on the child.
- To ensure that in the assessment of pupils due regard is paid to professional judgement of the teacher as well as the class performance and family history of the pupil.
- To develop professional and supportive relationships with all staff and the various external agencies so as to continually improve the quality of our special needs support.
- To continually target areas for development within special needs so as to ensure all pupils have a curriculum which meets their individual needs and aids their progress.

3. Organisation and Operation

Currently at Holy Family we have three learning support teachers Mrs Delma Boggs is the Special Educational Needs Co-ordinator (S.E.N.C.O.) and she has responsibility for the day-to-day operation of the policy. Miss J Mc Carron provides literacy support for P1 – P4 pupils while Mrs C Doherty provides literacy support for P5 – P7 pupils five days per week. Mrs Boggs is full time nurture teacher in the Nurture Centre.



NATURE OF SUPPORT

The overall responsibility for identifying and making provision for a pupil with special educational needs rests with the classroom teacher, who will continually differentiate to cater for all pupils appropriately. In providing learning support for our pupils, we have opted for withdrawal of small peer groups from class and in-class support for individual children. At present due to the needs of the children requiring support and the desire to target the learning needs to pupils as effectively as possible we feel that currently this is the most appropriate method to use.

TIME ALLOCATION OF SUPPORT

The majority of pupils in Holy Family Primary and Nursery School on the S.E.N. register are at Stage 2 and 3 on the Code of Practice. It is anticipated that many of these children receive regular withdrawal help during which their education plans are being executed.

As in every school, there is always a minority of pupils who may require more withdrawal time than the majority of children with special education needs. It is anticipated that children who require more intensive help may receive it. Extra help can come from a variety of agencies eg Reading Centre, Holy Family Nurture Centre, North West Counselling, the WEST team, Little Oaks, and Woodlands Language Unit. The school will consistently review the level of support provided so as to ensure the child's needs and welfare are most effectively catered for.

4a. Identification, Assessment and Review.

The learning difficulties of a pupil can be identified in a number of ways. These are:

- by a pre-school agency
- identified by a parent and related to Holy Family Primary and Nursery School
- identified by the class teacher as a result of the day to day classwork and the difficulties encountered by the pupil which will be recorded on an Initial Pupil Referral form six weeks after a problem has been diagnosed, aided and monitored by the class teacher and whereupon the class teacher feels the child has made little progress even with the in-class support the child has received for his/her difficulty.
- the result of a medical examination in which it is discovered that the medical problems a child has are affecting the way that he/she learns
- a referral from an outside agency such as a doctor, C.M.O., social services, the hospital and the E.W.O.
- the transferred report forms for children transferring in to school.

Identification

The following identification procedures will be implemented at the various stages as outlined:

- | | |
|-----------|--------------------------------|
| • Nursery | Teacher observation/monitoring |
|-----------|--------------------------------|



-
- Parental referral
External agency referral
SENCO observation as required
BPVS as required
 - Primary 1
 - Teacher observation/monitoring
 - Parental referral
 - External agency referral
 - SENCO observation as required
 - BPVS for all pupils in October and May
 - SEN referral as required after each 6 week period
 - Screening of standardised tests by SENCO and Assessment Co-ord
 - Comparison of performance and IQ scores
 - Primary 2
 - Teacher observation/monitoring
 - Parental referral
 - External agency referral
 - SENCO observation as required
 - BPVS for some pupils (November)
 - SEN referral as required after each 6 week period
 - Screening of standardised tests by SENCO and Assessment Co-ord
 - Comparison of performance and IQ scores
 - Primary 3
 - Teacher observation/monitoring
 - Parental referral
 - External agency referral
 - SENCO observation as required
 - BPVS as required
 - Screening of standardised tests by SENCO and Assessment Co-ord
 - Comparison of performance and IQ scores
 - Primary 4
 - Teacher observation/monitoring
 - Parental referral
 - External agency referral
 - SENCO observation as required
 - BPVS as required
 - Screening of standardised tests by SENCO and Assessment Co-ord
 - Cognitive Ability Test for all pupils online
 - Comparison of performance and IQ scores
 - Primary 5
 - Teacher observation/monitoring
 - Parental referral
 - External agency referral
 - SENCO observation as required
 - BPVS as required
 - Screening of standardised tests by SENCO and Assessment Co-ord
-



Comparison of performance and IQ scores

- Primary 6
 - Teacher observation/monitoring
 - Parental referral
 - External agency referral
 - SENCO observation as required
 - BPVS as required
 - Screening of standardised tests by SENCO and Assessment Co-ord
 - Cognitive Ability Tests
 - Comparison of performance and IQ scores

- Primary 7
 - Teacher observation/monitoring
 - Parental referral
 - External agency referral
 - SENCO observation as required
 - BPVS as required
 - Screening of standardised tests by SENCO and Assessment Co-ord
 - Comparison of performance and IQ scores

The placement of a child as requiring Stage 1 - Stage 5 provision is decided by the needs of the child and by the judgement of the class teacher and S.E.N.C.O, taking account of all reports by relevant personnel. The following criteria are applied by the S.E.N. department when looking at a child's requirements when using standardised scores.

Given the current make up of our student body and their progress, the following arrangements are in place regarding the identification of pupils for withdrawal support:

Nurture Support:

Teacher completed referral and SDQ

SENCO completed Boxall Profile

Admission panel consideration of SDQ, Boxall Profile and any other relevant reports or information

Group dynamic consideration

Parental approval

P1 - P4 Support:

Focus on underperforming pupils

Comparison of most recent BPVS with the most recent Progress in English assessment

Stanine performance of pupils (first two stanines)

Variation of -10 points between BPVS and PIE

P5 - P7 Support:

Focus on low attaining pupils

Comparison of CAT verbal and Progress in English assessment



Stanine performance of pupils (first four stanines)

In addition to the withdrawal support provided for pupils, we endeavour within the resources available to the school to provide in class support in the form of classroom assistant support for all year groups and setting support for literacy and numeracy for P6 and P7 classes.

For children in Key Stage One the following will be used:

1. Burt reading age and quotient
2. Senter phonics checklists page 1 - 4
3. Reading up to 100 key words (Ted Ames)
4. Vernon Spellings

If further diagnosis is required the following will be administered:

B.P V.S Verbal IQ test.

In Key Stage Two the same procedure will be used: initial class screening, followed by diagnostic tests if required and then more in depth diagnostic tests if necessary.

The action taken by the S.E.N. department will be determined by what the child's needs are. If from primary two to seven, it is felt that the child will progress satisfactorily then the child will reintegrate full time to class and be monitored. However if the child requires further support, this will be provided within the available resources of the school.

Provision

The level of SEN provision will be dependent on the needs of the child. Normal level provision will involve approximately 1.5 hrs to 5 hrs withdrawal per week (depending on the year group) with a peer group under the guidance of a special needs teacher.

Additional provision will take the form of one or a combination of the following:

- Nurture provision withdrawal depending on the needs of the child.
- Peripatetic support from Woodlands, Little Oaks, Hearing and Visual Impairment support, MLD support.
- Reading Centre support twice per month.
- Occupational therapy/physiotherapy.
- Appropriate physical modifications and /or resources.

The appropriateness of the provision will be decided upon by the SENCO, learning support teacher, class teacher and on occasions with external agencies. Decisions will be communicated by SENCO to assessment co-ordinators.

The provision agreed will be identified within Individual Education Plans for stage 3 - 5 pupils (the implementation of which is the responsibility of the SENCO, the learning support teacher and the class teacher).

The provision agreed for stage 2 pupils will be identified in Group Education Plans. Those pupils requiring withdrawal support inclusive of setting arrangements, will have their group education plan created and implemented by the learning support teacher, while those not requiring withdrawal will have their plan created and implemented by the class teacher.



Arrangements for Supporting Dyslexic Pupils

As a school and a staff, we recognise the specific challenges that dyslexic pupils encounter when trying to access the curriculum. In order to ensure that such pupils have the best learning opportunities as possible, we will at all times endeavour to implement strategies that will facilitate this access. The strategies that we will implement will include some of the following:

- WALT is displayed and discussed at the beginning of lessons
- The classroom environment is airy, well lit, well organised and movement is minimised as much as possible
- There will be consistent links to previous lessons
- Sufficient work space will be created for all pupils
- Multi-sensory approaches will be utilised during lessons
- Collaborative working will be encouraged (study buddies)
- Dyslexic pupils will be given clear and singular instruction
- Dyslexic pupils will not be required to multi-task
- All lessons will be logical in nature and regularly linked to previous learning points
- Visual aids, colour and preferential seating arrangements will be utilised
- Additional time will be available to dyslexic pupils for task completion
- Feedback will be positive and constructive
- Plenary sessions will be held at the conclusion of lessons

Further advice and guidance on supporting dyslexic pupils is available from the SENCO, Mrs Boggs.

Review

An evaluation of pupil's progress through their education plans will be undertaken on a regular basis.

Those pupils on Individual Education Plans will have their progress formally reviewed twice per year while those on Group Education Plans will have their progress evaluated every six weeks - eight weeks.

Following evaluation of plans, new plans will be created. Evaluated plans will be forwarded to the SENCO.

4b. Code of Practice Procedures and Record Keeping

From entry to the school a pupil profile will be maintained on each child. This profile will hold samples of work, test scores and school reports.

In addition the special needs department will maintain a folder on each child registered on the Code of Practice which will have details of the child's learning, provision made by outside agencies and S.E.N. department reports on the child.

The child's name will also be entered/removed as necessary on the special education needs school register. Parents will be informed if their child(ren) is placed on or removed from the register.



5a Parental Involvement

"The relationship between the parents of a child with special educational needs and their child's school has a crucial bearing on the child's educational progress and the effectiveness of any school based action".

Par 2:21 Code of Practice Sept 1998

In Holy Family Primary and Nursery School, parents are welcomed into school and encouraged to participate fully in their child's education. Parents are invited to their child's review and are invited twice a year to parent teacher meetings each year. The parents can also request meetings with S.E.N. department. The parents also receive a written S.E.N. report on the child in June of each year. In effect Holy Family Primary and Nursery School pursues the creation of a 'partnership with parents' for all of its pupils including children receiving S.E.N. help.

Complaints Procedure

At Holy Family Primary and Nursery School we attempt to ensure that complaints do not arise by continually striving to ensure that communication lines between home and school are clear and well maintained and that all parental views are listened to and responded to appropriately. However, if complaints do arise they are dealt with as follows:

- Initially the parent contacts and speaks to the class teacher about the child.
 - If this does not resolve the problem then the parent should approach the school principal.
 - If the problem is still unresolved the parent may address a letter to the Board of Governors which must be addressed to the Secretary of the Board of Governors (Principal).
- Copies of the school complaints procedure are available from the school office.

5b. Access

At Holy Family Primary and Nursery School we will continue to target areas for development so as to ensure all pupils in our school will have access to a 'balanced and broadly based curriculum' which meets the needs of the pupils and aids their progress.

With regard to children with special educational needs and physical disabilities, all children will have access to an education at Holy Family Primary and Nursery School and the school will cater for all children while:

- a. The placement is appropriate
- b. The budget and staffing level within the school can effectively manage the individual child's needs and provide the best education for that child
- c. That the physical environment of the school is the most suitable for the child's needs during his/her primary education.

6. Staff Development

In order for all children at Holy Family Primary and Nursery School to receive a broad and balanced curriculum suitable for the child's ability level the staff must be trained and regularly informed of the current issues and philosophies in Special Education.



Special needs issues will be given priority in the school and the staff will take part in inset meetings and training for special educational needs provided by the SENCO and outside agencies on at least one occasion throughout the year. Inset training will be given according to the needs identified in the School Development Plan. Information that is received by the SENCO through outside agencies and/or by training courses will be communicated to the whole staff on a regular basis.

7. Links with other agencies

Paragraph 2:30 of the Code of Practice states that "effective action on behalf of children with special educational needs will often depend upon close co-operation between education and health and social services, who have statutory duties to help each other".

Our aim at Holy Family is to give all our pupils access to a broad and balanced curriculum. For pupils with special educational needs, that require specialist help there are extensive links with external agencies to ensure that the pupils get the most appropriate form of help.

The school maintains links with the following Educational based agencies:

- Educational Psychologist - currently Mrs P Hegarty
- Hearing Impaired teacher - Mrs Debbie Kelly
- Visual Impaired teacher - Mrs Anne Donaghy
- Reading Centre Staff - Mrs Mary Cruickshank
- WELB Behaviour Advisory team - P Hegarty
- Little Oaks behaviour unit/outreach service - Janet Peace
- Belmont M.L.D. outreach service - N Begley
- Woodlands Language unit/outreach service - Ms I Mallon
- WELB special needs department - Mrs C Mc Dermott
- Nasen Support Group - H Haslett
- Travellers Support/Liaison teacher -

Most of the educational based specialist help is accessed through referral by the educational psychologist. The educational psychologist will visit the school to assess stage 3 - 5 children during the year. The number of assessments are provided on a time allocation basis by the Educational Psychology Service. Most of the educationally based outreach support is facilitated by weekly sessions or fortnightly sessions in the case of the Reading Centre, in/out of school over three school terms, although some can be in an advisory capacity.

The health and social services agents with whom Holy Family is extensively involved are:

- Community medical officer e.g. Dr Erin Knowles/Dr McClenaghan/Dr Higgins
- General Practitioners from all health centres
- Social Services - social worker/key workers
- Educational Welfare officers
- Paediatric Consultants - Hospitals
- Paediatric Specialists - Royal Victoria
- Bridgeview House - Occupational Therapy/Physiotherapy
- Speech and language therapists, Health Centres

Liaison with the outside agencies is on a continual basis through the whole school year.



8. Links with other schools

Holy Family maintains links with S.E.N. departments in other schools so as to continually share and upgrade knowledge of special needs issues and expertise. In order to ensure continuity in provision for pupils with special needs the nursery reports referring to children with special needs in primary one will be forwarded to the Special Needs department and dealt with accordingly. During the primary seven transfer year, a special needs report is created on any child who received help from the S.E.N. department and this is sent to the secondary or grammar schools that the pupils enter. It details the Code of Practice stage provision for each child, their reading age and the type of difficulties the child had in school. This report ensures continuity of provision when they enter secondary level education.

9. Evaluation

The criteria used to measure the success of S.E.N. department provision for pupils with special needs will be two fold:

- a. Quantitative progress will be measured using the diagnostic and progress tests and observation by class and learning support teachers.
- b. The qualitative progress will be measured on how well the child has progressed physically, socially, spiritually and how their self-esteem has increased. This will be done through teachers observation.

The effectiveness of the S.E.N. school policy will be measured through the following procedures:

- i. Assessment of implementation
- ii. Identification of effectiveness of teaching, learning and assessment via 9(a) + (b)
- iii. New agenda and issues will be addressed to upgrade the policy and implemented as soon as possible.
- iv. Annual review involving the Senior Leadership Team.

10. Implementation and Review

Responsibility for the implementation of the SEN policy rests with the SENCO, Mrs D Boggs and the entire school. All staff have a professional and moral responsibility to deliver the agreed school policies of which this is one.

The next formal review of this policy will take place in June 2014. The SENCO, Mrs Boggs, is responsible for this review in consultation with the principal and the staff.

11. Resources



The resources held centrally in The Vak Room 8 by the S.E.N. department are an extensive range of materials designed to help children with special needs. The material types are physical and learning materials:

The physical resources are:

- Headphone and tape-recorder
- C2k computer resources
- Learning NI SEN resources
- School Website resources

Two secure cabinets for confidential records

The learning material can be described under the following headings:

Phonic material:

- i. Senter phonics sheets
- ii. Alpha to Omega sheets and tapes
- iii. Linguistic Phonics
- iv. Rhyme and Alliteration
- v. Easy learn phonics materials
- vi. LDA phonics
- vii. Easy learn reading materials

Reading Material

- i. Wellington Square entire scheme, flashcards and workbooks
- ii. Sunshine pre-readers
- iii. Sunrise pre-readers
- iv. Flying boot stage 1 - 8 readers
- v. Open door readers
- vi. Ladybird readers
- vii. Zoom readers and sheets
- viii. New Way readers and copymasters
- ix. Hi/Lo readers
- x. High stakes readers.

Comprehension material and creative writing

- i. Reading for meaning books 1 - 4
- ii. English practice sheets 1 - 4
- iii. Language through reading books 1 -3
- iv. Prim-Ed Comprehend it books 1 - 3
- v. Support for teaching basic skills books 1 - 4
- vi. Language Gap
- vii. Story Strips
- viii. Easy learn creative writing set books 1 - 3
- ix. Prim-Ed word attack books
- x. Animal Outlines
- xi. Easy learn Story Frames



Spelling Material

- i. Folens basic rules books 1 - 6
- ii. Collins Spelling pack
- iii. A hand for Spelling books 1 - 4
- iv. Catchwords
- v. Stile Spelling programme
- vi. The Laughing Speller
- vii. The new Spell Well

Visual Discrimination Material

- i. maths safari
- ii. lets look materials
- iii. frosting exercises
- iv. L.D.A. visual recall games
- v. L.D.A. stile trays and Visual discrimination books
- vi. Pegboards

Auditory material

- i. Headphone centre and 10 sets of headphones
- ii. Tape recorder

Writing formations

- i. Rol 'n' write
- ii. Galt Getting ready to write
- iii. L.D.A. Pre-Writing activities

Games and Jigsaws

- i. L.D.A. An assortment of games
- ii. Schubi and jigsaws to enhance
- iii. Orchard toys learning in all areas of
- iv. Nathan special needs
- v. Hazel mill

Number material

- i. Starmaths folder and workbooks
- ii. Numberland books 1 - 6
- iii. Easylearn Number Work books 1 - 4

Diagnostic tests

- i. Burt reading test
- ii. Edinburgh reading test
- iii. B.P.V.S. test
- iv. Vernon Spelling
- v. Senter phonic checklist
- vi. CCET tests -
 - NRIT IQ test
 - WIAT test



-
- Diagnostic Test (Maths)
 - C2K Dyscalculia Screener



APPENDICES



HOLY FAMILY PRIMARY and NURSERY SCHOOL

CODE OF PRACTICE (NI) CRITERIA FOR STAGE I

The following description typifies all children at Stage 1.
Children at stage 1 will be monitored by the class teacher.

THE PUPIL IS MAINLY IN TOUCH WITH THE BODY OF THE CLASS BUT, DUE TO A SPECIFIC IMPEDIMENT TO PROGRESS IN SCHOOL, REQUIRES MORE CLASS TEACHER INTERVENTION AND A MORE STRUCTURED AND DIFFERENTIATED APPROACH.

Descriptions of Stage 1 Children:

- Pupil is slow to acquire new skills as compared to majority of pupils of same chronological age.
- Pupil is unable to make progress with some or all tasks unless they are broken down into more gradual steps.
- Pupil's language and or speech is delayed and remains immature.
- Pupil has difficulty working independently mainly in literacy and or numeracy
- Pupil's poor attendance due to a registered medical condition or exceptional family circumstances has impinged on learning, and the parents of the child have ensured that he/she has attended school whenever it has been possible to do so.
- Pupil of low academic ability, who is working at his/her own level but does not require close monitoring.
- A pupil with a physical difficulty which affects learning to the extent that the child will lose touch with the main body of the class if their work is not broken down into small steps.
- A pupil with an emotional and or behavioural difficulty which affects learning to the extent that the child will lose touch with the main body of the class if their work is not broken down into small steps.
- A child with a sensory impairment which affects learning to the extent that the child will lose touch with the main body of the class if their work is not broken down into small steps.

THE ABOVE PUPILS REQUIRE THEIR WORK TO BE BROKEN DOWN INTO SMALLER STEPS BUT DO NOT REQUIRE AN EDUCATIONAL PLAN.



HOLY FAMILY PRIMARY and NURSERY SCHOOL

CODE OF PRACTICE (NI) **CRITERIA FOR STAGE 2**

The following description typifies all children at Stage 2. Children at stage 2 will be monitored by the class teacher and the SENCO.

THE PUPIL IS OUT OF TOUCH WITH THE MAIN BODY OF THE CLASS RESULTING IN A WIDENING GAP BETWEEN HIS/HER ATTAINMENTS IN MOST OR ALL AREAS AND THOSE OF HIS/HER PEERS.

Descriptions of Stage 2 Children:

- Pupil's long term or recurrent absence due to a registered medical condition or exceptional family circumstance has greatly affected learning and the parents of the child have ensured that he/she attended school whenever it has been possible to do so.
- Pupil has difficulty in retaining instructions and requires continuous explanation, clarification and reassurance in order to cope with both written and practical activities.
- Pupil has difficulty with comprehension, problem solving and understanding concepts thus needing considerable teacher input through the use of adapted resources and or concrete materials.
- A pupil, who after following a structured programme, is working more or less at his/her ability but requires some support to maintain this level.
- A pupil who is under achieving in comparison to his/her ability thus requiring planned support.
- A pupil with a physical difficulty which seriously affects learning to the extent that the child has lost touch with the class and required structured support. (This does not include children with a statement or those receiving peripatetic support).
- A pupil with an emotional and or behavioural difficulty, which seriously affects learning to the extent that the child has lost touch with the class and requires structured support. (This does not include children with a statement or those receiving peripatetic support).
- A pupil with a sensory impairment, which seriously affects learning to the extent that the child has lost touch with the class and requires structured support. (This does not include children with a statement or those receiving peripatetic support).

ALL OF THE ABOVE CHILDREN REQUIRE AN IN CLASS OR WITHDRAWAL GROUP EDUCATIONAL PLAN CREATED AND EVALUATED BY THE CLASS TEACHER.

HOLY FAMILY PRIMARY and NURSERY SCHOOL



CODE OF PRACTICE (NI) CRITERIA FOR STAGE 3

The following description typifies all children at Stage 3.

All pupils with difficulties (as at stage 2) who have been discussed with the Educational Psychologist and given an assessment date for the academic year.

A stage 3 pupil is a child who is receiving external support from an outside agency or a child with an appointment to see the Educational Psychologist for assessment.

- Pupils who have been assessed by the Educational Psychologist and are currently on a waiting list or are receiving outreach support from an outside agency such as:
 - The Reading Centre
 - Little Oaks/Language Unit
 - Peripatetic visual/hearing service
 - MLD support
 - Specific language impairment
 - Traveller support
 - WEST team
 - Chance for Change

- Pupils who are currently receiving on site provision at Little Oaks or the Language Unit for a period of 1 full school day or more.
- Pupils who are on a waiting list or currently being helped by Dr Dale, Dr Stewart or Child Development Team as part of an ongoing investigation into their difficulties. Examples are ASD, autism, genetic family conditions such as Opitz syndrome.
- Pupils who attend Occupational Therapy, Physiotherapy and Podiatry Clinics on an ongoing and regular basis for severe problems.

All of the above require an Individual Education Plan. This educational plan will be drawn up and implemented by the class teacher and the SEN department. The SEN department will take the lead role in this.



HOLY FAMILY PRIMARY and NURSERY SCHOOL

CODE OF PRACTICE (NI) CRITERIA FOR STAGE 4

The following description typifies all children at Stage 4.

A stage 4 pupil is a child who has been put forward from a formal assessment for consideration for a statement of special educational needs. This referral can emanate from school, health agency or parent.

- A pupil who is experiencing very extreme difficulties may be placed on stage 4 of the Code of Practice without having been at stage 1, 2 or 3 if the school principal and SENCO deem it necessary.
- A pupil with a physical disability and/or multiple difficulties who face barriers to prevent him/her from maximising his/her full educational potential.
- A pupil with severe emotional behavioural needs who requires extra support from WELB.
- A pupil with a medical condition that requires ongoing monitoring and that is affecting the pupil's attendance and education on an ongoing basis to the point where he/she is seriously under achieving.
- A pupil with a long term or life threatening illness, whose medication and/or the effects of the condition are seriously affecting the pupil's ability to achieve to his/her potential and is affecting other areas such as attendance, self esteem etc.



HOLY FAMILY PRIMARY and NURSERY SCHOOL

CODE OF PRACTICE (NI) CRITERIA FOR STAGE 5

The following description typifies all children at Stage 5.

- Pupils who the SEN panel at WELB have initiated formal assessment for having received SN1 application forms from the school/health authority or a formal written request from parents.

All children at stage 5 will require an Individual Education Plan.

This educational plan will be drawn up and implemented by the class teacher and the SEN department. The SEN department will take the lead role in this.



ROLES AND RESPONSIBILITIES

THE CLASS TEACHER:

- initial concern is expressed to or by class teacher;
- has overall responsibility;
- informs SENCO, principal and consults parents;
- collects and records information and makes initial assessment of child's needs;
- provides special help within own class through differentiation, alternative teaching and learning strategies, or different classroom organisation;
- monitors and reviews progress;
- conducts reviews at Stage 1;
- consults with SENCO when appropriate;
- consults with parents;
- works with Learning Support staff in drawing up an education plan and implement it in the classroom.



THE SENCO

Stage 1 (2.46): The Senco should:-

- ensure that child's name is included on the register;
- must ensure the effectiveness and confidentiality of arrangements made for records, especially medical or welfare information;
- help the class teacher gather information and assess child's needs;
- advise and support child's teacher or teachers as necessary;
- in liaison with class teacher decide the outcome of Stage 1 review.

Stage 2 The Senco should:-

- take the lead in assessing the child's learning difficulty and planning, monitoring and reviewing the special educational provision, working with the child's teachers who remain responsible for working with the child in the classroom;
(paragraph 2.53)
- seek medical advice from the school doctor or the child's GP and advice on any involvement with the HSS Trusts, social service or voluntary agencies and decide whether any further advice should be sought before drawing up an Educational Plan;
(paragraph 2.54)
- with class teacher and other teachers as appropriate ensures that an educational plan is drawn up taking into account the child's own views and ensure that it is evaluated;
(paragraph 2.55)
- ensure close liaison with and between all relevant teachers;
(Paragraph 2.55)
- inform parents of action to be taken and discusses their involvement;
(Paragraph 2.55)
- with the class teacher and where possible the parents will decide the outcome of Stage 2 review.
(Paragraph 2.57)

Stage 3: The SENCO should:-

- decide whether further professional advice is needed before drawing up a new Educational Plan. SENCO should record any further advice



being sought and the interim arrangements being made;
(Paragraph 2.61)

- ensure close liaison with and between relevant teachers with regard to the implementation of the EP;
(Paragraph 2.62)

- working with class teacher etc as appropriate and with the help of external specialist(s) should ensure that the plan is drawn up and evaluated. Together they should consider the use of a range of strategies and materials including IT;
(Paragraph 2.64)

- set a review date (normally after one term);
- convene Stage 3 review meetings;
- in conjunction with the Principal inform the Boards when the child moves to Stage 3
(Paragraph 2.60)

THE PRINCIPAL

- determines (in consultation with the Board of Governors) the school's general policy and approach;
 - establishes appropriate staffing and funding arrangements;
 - maintains general oversight of school's work;
 - has responsibility for day to day management of SEN provision;
 - works closely with SENCO;
 - keeps Board of Governors informed;
 - maintain an overview of the effectiveness and confidentiality of arrangements made for records, especially medical or welfare information;
 - gathers further information required from health and welfare organisations;
 - acts as liaison with Health and Social Services;
 - responsible for transfer of all such information between schools;
 - requests statutory assessment;
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- may give special directions either modifying or misapplying the Common Curriculum for up to 6 months, in certain circumstances;
 - works with the SENCO and class teacher to assess a pre-school child (with an assessment) on entry on P1;
 - provides advice (either personally or in consultation with teachers) for the previous 18 months of a child undergoing statutory assessment;
 - prepares recommendations for the annual review of a child with a statement;
 - convenes (at the Board's request) a review meeting and prepares a review report;
 - chairs the above meeting or delegates the above.

THE BOARD OF GOVERNORS

- Determine and keep under review, its policy in relation to the provision of education for children with special needs; in so doing when necessary or desirable for co-ordinating the provision for SEN children it should consult with the Board and other Boards of Governors or the CCMS.
- Publish prescribed information with respect to its policy and arrangements in respect of pupils with SEN.
- Report annually to parents on the steps taken to implement the school's SEN policy.
- Have regard to its SEN policy in carrying out its functions. (Paragraph 2.3)
- The Board of Governors should, in co-operation with the Principal, determine the school's general policy and approach, establish appropriate staffing and funding arrangements and maintain general oversight of the school's work. It might be useful, particularly in larger schools, for an SEN committee to be appointed.