

**Special Educational
Needs and Inclusion
Policy Document**

**Botanic Primary
School
2023**

For the purposes of this document the term SEN refers to those pupils at Botanic Primary School who have Special Educational Needs and/or a disability which affects their learning. This SEN Policy replaces the SENI Policy of 2014 and is a revision of a draft policy written in 2018, updated in 2020 and 2022 which awaited the new Code of Practice. It takes into account the following documents:

Code of Practice 1998 (DENI)

http://www.deni.gov.uk/the_code_of_practice.pdf

Supplement to the Code of Practice 2005 (DENI)

<http://www.deni.gov.uk/supplement.pdf>

Disability Discrimination Code of Practice (2005)

http://www.deni.gov.uk/disability_discrimination.pdf

Every School A Good School 2009 (DENI)

http://www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/03-every-school-a-good-school-a-policy-for-school-improvement.htm

Good Practice Guidelines 2009 (Inter-Board)

<http://www.neelb.org.uk/parents/special-education/publications/>

Special Educational Needs and Disability Act (NI) 2016

Children's Services Co-operation Act (NI) 2015

<http://www.legislation.gov.uk/nia/2015/10/contents/enacted>

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

Draft Special Educational Needs (SEN) Regulations and draft SEN Code of Practice (DENI)

As all stakeholders should have access to a copy of this school's policy it will be available for download on the school website.

Some aspects of this policy will need revised when the Code of Practice is reviewed, revised and brought into effect (now expected 2024 at earliest).

Special Educational Needs (and Inclusion) Policy

Botanic Primary is renowned as a multi-cultural school. It has traditionally accepted children from all communities. A proportion of our intake comprises children of foreign nationals who are studying or lecturing at Queen's University [QUB.] We welcome this diversity and believe that it assists in the understanding of worldwide religious and social traditions. Additional help is available for

children who have English as a second language. As children develop and learn together, we believe it can be a mutually 'enriching' for all concerned.

Staff acknowledge the vital educational role played by parents. Their assistance is enlisted, where possible, and they are kept informed through parent/teacher interviews, written reports, curricular meetings and regular news sheets.

At Botanic Primary we aim to provide a positive, supportive and stimulating environment where each child feels valued, respected and nurtured. All are encouraged to achieve their full potential. Additional help is available for children with learning difficulties. Staff expertise is used to provide specialised teaching in PE, Art and Music. A wide range of extra-curricular activities develop the children's personal interests and skills.

Botanic Primary School Mission Statement

We aim to provide an environment where children will have:

- Opportunities for joy
- Opportunities for discovery
- Opportunities for wonder

Our aim is for the children to delight in

- Effort
- Achievement
- Acceptance

Pastoral Care in Botanic Primary School is a priority. It is acknowledged as playing a crucial role in the development of the ethos of the school. This ethos reflects the values outlined in our mission statement with emphasis on the development of each child to his or her full potential. The Pastoral Care Policy supports the school in promoting a caring, supportive environment in which staff and pupils can work in an atmosphere of mutual respect. It is this respect – at all levels that permeates our school and makes it truly special.

Rationale/Vision

Botanic Primary School is committed to providing equal access for all our pupils to the Northern Ireland Curriculum (NIC). We recognise that some pupils during their school career may have special educational needs and/or a disability. In the interests of these children we will endeavour to make every reasonable adjustment to provide for their individual needs.

Definitions

Learning Difficulty

'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 make sure 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, Child Protection and Health and Safety. It also links with our policies for Gifted and Talented children who may also have SEN.

Special assistance is provided for those children at Botanic Primary School who have specific needs through withdrawal or in-class support. All children at Botanic Primary School are part of their current class base which follows the NI Curriculum. As part of the normal class base all pupils have access to all school activities and are encouraged actively to participate as part of the school's culture of acceptance for all.

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.”

“A child’s difficulty may be related to a medical condition.”

“Children’s progress may also be affected by emotional and behavioural difficulties.”

(Code of Practice 1998)

The following revised categories of SEN are recognised by DENI, found in *Guidance for Schools: Recording Children with Special Educational Needs – SEN Categories (Department of Education)*.

1. Cognitive and Learning

- a) Dyslexia/Specific Learning Difficulty
- b) Dyscalculia
- c) Moderate Learning Difficulties
- d) Severe Learning Difficulties
- e) Profound and Multiple Learning Difficulties

2. Social, Behavioural, Emotional and Wellbeing

- a) Social and Behavioural Difficulties
- b) Emotional and Wellbeing
- c) Severe Challenging Behaviour with SLD

3. Speech, Language and Communication

- a) Developmental Language Disorder
- b) Language Disorder associated with a differentiating biomedical condition
- c) Communication and Interaction Difficulties

4. Sensory

- a) a) Blind
- b) b) Partially sighted
- c) c) Severe/profound hearing loss
- d) d) Mild moderate hearing loss
- e) e) Multi-sensory impairment

5. Physical Needs

- a) Physical

* Under Assessment (U)

The former medical categories have been removed from the SEN Register Guidelines and instead a new distinct Medical Register is maintained. This includes information gathered from parents during their application process via their online Application Form and the paper Data Collection Form.

*Guidance for Schools: Recording SEN and Medical Needs Categories
(Department of Education 2019)*

Policy Aims

The aims of our SEN Policy are:

1. To identify pupils with SEN/Disability as early and accurately 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 broad, balanced, relevant and differentiated curriculum.
3. To ensure that all pupils with SEN/Disability feel valued, offering curricular, pastoral and extra curricular opportunities that allow pupils to develop their knowledge, understanding and skills thus ensuring progress, promoting success and self-confidence.
4. To offer a broad curriculum which will promote intellectual, emotional, social and physical progress in order that pupils can develop as valuable members of society both now and in the future.
5. The support of parents and pupils is crucial if a Personalised Learning Plan (PLP) is to be effectively implemented. We encourage parental involvement in all aspects of SEN provision. To consider the wishes of the child when planning and implementing SEN provision. When considering the wishes of the child, his/her age and understanding should be taken into account.
6. To strive for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach to meeting SENs.
7. To educate pupils with SEN/Disability, wherever possible, alongside their peers.

8. To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.
9. To encourage and maintain the interest of pupils with SEN in their education.
10. To encourage a range of teaching strategies that accommodates different learning styles and promotes effective learning.
11. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
12. To meet the needs of all pupils who have SEN/Disability by offering appropriate forms of educational provision considering the most efficient use of available resources.
13. To promote collaboration amongst teachers in the implementation of the SEN policy.
14. To work closely with all EANI departments and other outside agencies in order to improve the quality of support available for each pupil with SENs.

Arrangements for Co-ordinating SEN Provision

Roles and Responsibilities

SEN provision is the overall responsibility of the Board of Governors and Principal of the school. 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 the **Learning Support Coordinator [LSCo]** (currently Mr Douglas).

Board of Governors

In 'Every School a Good School' (DENI) – The Governor Role (2010) Chapter 12 of the document relates specifically to the Governor role for pupils with special educational needs.

In accordance with the SEN Resource File, 2011:

The role of the Board of Governors of 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 special educational needs. The Board of Governors has a **statutory** duty to:

- Take account of the provisions in the DENI Code of Practice on identifying and assessing special educational needs.
- Use their best endeavours to provide for pupils identified with SEN and that parents are notified of their child's special needs.
- Maintain and operate a policy on SEN.
- Ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to 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 special educational needs and disability, and prepare and take forward a written accessibility plan.

Muriel Martin is the governor with special responsibility for SEN.

SENDA (NI) 2016 states that the Board of Governors

- Must use their best endeavours to secure that special educational provision is made for those with a learning difficulty
- Must secure that the SEN of a child attending the school are made known to all likely to be concerned with the child's education
- To secure that teachers take all reasonable steps to identify and provide for children with SEN
- prepare and keep under review a programme of special educational provision (a Personal Learning Plan) in respect of each registered pupil at the school who has special educational needs
- Seek to obtain consent of a parent to provide a copy of the most recent PLP to a new school and then send it to them
- Inform parents of children who have/may have SEN of the arrangements for avoidance and resolution of disputes
- Designate a teacher as having responsibility for coordinating SEN provision (Learning Support Coordinator)
- Notify EANI about any change of circumstances affecting a child getting EA support (where the child is or is likely to be absent for more than 4 weeks)
- Inform the parent/young person that special educational provision is being made because it is considered that the child has SEN
- Determine and keep under review the school's SEN policy, including consulting EANI and BoG of other schools to coordinate provision
- Ensure that the SEN policy is compatible with statutory provisions
- To have regard to this policy in the provision of education for children with SEN
- To ensure children with SEN join in the activities of school with children who do not have SEN where reasonably practicable and compatible with their receiving the necessary SE provision, efficient education of peers and efficient use of resources
- To report annually in the School's Annual Report on steps taken to implement SEN Policy, any special arrangements for admission of SEN children who have no statement and the facilities to assist access to the school

Principal (Code of Practice 1998)

The Principal should:

- Keep the Board of Governors informed about SEN issues (2.43 a ii).
- Work in close partnership with the LSCo.
- Liaise with parents and external agencies as required.
- Delegate and monitor the SEN budget.
- Ensure the SLT are actively involved in the management of SEN within the school. SLT members should ensure consistency of practice and contribute to the realisation of the SDP.
- Provide a secure facility for the storage of records relating to Special Educational Needs.
- Ensure that the LSCo meets the requirements as prescribed
- Ensure that the LSCo receives the necessary training to conduct his/her role effectively
- Have sufficient time to conduct his/her role effectively
- Have an opportunity to provide regular information to the BoG
(These above were formerly BoG duties)

LSCo (remaining as SENCO until new Code of Practice is implemented)

The LSCo is responsible for:

- The day to day operation of the school's special educational needs policy.
- Responding to requests for advice from other teachers.
- Co-ordinating provision for pupils with Special Educational Needs.
- Maintaining the school's SEN register and overseeing all the records on pupils with special educational needs.
- Ensuring the secure storage of and destruction of records pertaining to SEN in accordance with GDPR legislation.
- Liaison with parents of children with Special Educational Needs at Stages 2-5 of the Code of Practice. This will be amended as in future there will be 3 Stages of the Code of Practice.
- Establishing the SEN in-service training requirements of the staff, and contributing as appropriate to their training.
- Liaison with external agencies. (DENI, 1998, p7)
- Monitoring and reviewing the progress of children with SEN on a regular basis.
- Ensuring that the Curriculum Coordinator is kept informed of children with SEN on a regular basis.

- Ensuring that the SEN aspect of the Annual Audit is accurate and up to date.
- Ensuring the effective deployment, management and training of assistants.
- Ensuring that teachers have the necessary skills to write ~~APs/IEPs~~ Personalised Learning Plans and that these are completed.
- Ensuring the effective deployment, management and training of volunteers.

The SENCo/LSCo is Mark Douglas.

Class Teacher

The class teacher(s) should:

- Be aware of current legislation.
- Keep up to date with information on the SEN Register.
- Gather information through observation and assessment.
- Develop an inclusive classroom.
- Work closely with other staff to plan for learning and teaching.
- Write, manage and review IEPs and or PLPs in consultation with the SENCo.
- Involve classroom assistants as part of the learning team (GTCNI, 2007,p32)
- Ensure parents are aware of the contents of the ~~IEP~~ (PLP), sign it and give a copy to the SENCo /LSCo.
- Monitor and review the child's progress at all stages of the CoP (via observation, testing, Running Records etc).
- Liaise with parents verbally including discussing the placing of a child on the Register.
- Inform the SENCo/LSCo of any parental concern expressed at interviews or on other occasions.
- Take all reasonable steps to identify and provide for pupils with SEN.

Special Needs Teacher/Learning Support Teacher

The Special Needs teacher will work under the direction of the SENCo/LSCo. He/she should:

- Be aware of current legislation.
- Be familiar with the administrative process within the school.
- Be involved in testing and recording data for the SEN Register.
- Work closely with all members of staff to identify pupils' needs.
- Implement the delivery of suitable programmes for all identified pupils with SEN/Disability which promote progression within an inclusive setting.
- Contribute to IEPs and or PLPs which inform teaching and learning.
- Monitor and review progress.
- Be involved in the Annual Review process.
- Attend professional development training.

Each class teacher has time set-aside to work with groups or individuals in their own class to develop Maths skills.

SEN Support Staff (assistants)

Support Staff should:

- Work under the direction of the class teacher.
- Be involved in planning where practical
- Have clear written guidance on their specific role in supporting a named child or children.
- Look for positives by talking to the child about his/her strengths.
- Provide practical support.
- Listen to the child and speak to staff on the child's behalf.
- Explain boundaries and operate these consistently and fairly.
- Keep records and attend meetings.
- Share good practice.
- Attend training opportunities.

The SEN Resource file and NEELB Guidance for the Effective Use of Assistants in School (2011) was consulted in developing this.

Pupil

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

(Supplement to the Code of Practice – para 1.19)

Class teachers talk directly to pupils with SEN about their IEP or PLP targets and record the pupils' view on the IEP/AP. Teachers discuss learning goals with pupils routinely.

Formative assessment is discussed routinely with all pupils by class teachers.

Pupils with a statement of SEN are asked to complete a reflection activity for the Annual Review. This may be written by a CA or teacher on their behalf. Their contributions may be recorded using assistive technology.

The SENCo and Learning Support teachers discuss with supported pupils their targets and ambitions and review these with them at the end of the year. These are recorded on each child's IEP/PLP.

From Sept 2019 pupils with a statement of SEN have been invited to take part in the Annual Review meeting if it is agreed by parents and school principal that this is suitable.

If it is agreed that it is unsuitable for the pupil to take part efforts will be made to film their response to questions about their schooling instead.

Parent/Carer

'The relationship between the parents of a child with SEN 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 essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible, for example, important information may need to be made available by a parent upon a child's entry to the school.

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 to a higher or lesser stage of need. 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.

Home/School liaison begins before children enter Nursery/P1. Parents are invited to attend Open Days. We encourage parents to ask questions and to

share with us any information which may be relevant eg regarding speech, health, SBEW difficulties.

Parents are invited to a meeting in October each year to find out about their child's new class. They are free to ask for a meeting regarding their child's SEN at this time or to ask about the school's SEN arrangements.

Individual parent-teacher interviews are held in January. Parents are encouraged to raise any concerns they may have and teachers may discuss placing a child on the SEN register, explaining the reasons why the child would benefit from this.

Parents are welcome to make an appointment with the SENCO at any time during the year to discuss their child's progress.

In line with the Data Protection Act (1998) parents may have copies of their child's SEN records if requested.

Admissions

The admission arrangements with respect to the majority of pupils with SEN are consistent with the school's general arrangements for all other pupils.

Children with Statements of SEN are placed in schools at the request of the Statutory Operations, the relevant section of EANI.

When seeking to place a pupil with a Statement, the EANI will take into account the wishes of the child's parents and 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 arrangement is in line with SENDO legislation.

The principal will take account of the other needs and challenges of the class when considering requests for placement of new SEN children, with or without a statement.

Botanic Primary School will not treat less favourably a child who has Special Educational Needs or a statement of Special Educational Needs where these needs can be accommodated reasonably.

Wherever possible the principal or SENCo will contact the previous school of a recently arrived child considered likely to have SEN to ask for information.

The admission forms given to parents include a section asking about additional needs.

Accessibility

The Accessibility Plan is appended at the end of this policy.

Special Facilities, Resources and Accommodation

The LSCo is withdrawn from class teaching in order to provide teaching support to children with SEN. This will be reviewed regularly by the principal. The LSCo will work with SEN children in the class setting or in the ICT suite alongside the teacher if requested.

In consultation with the LSCo, and occasionally when resourcing from EANI has been promised, but not yet delivered, additional temporary assistance is provided in the form of Classroom Assistance – either to ‘top up’ hours provided through EANI or to provide additional support for the teacher. The administration and line management of this additional resource falls under the remit of the LSCo.

The LSCo receives budgetary allowance each year on the basis of an on-going assessment of current needs.

Additional small rooms are made available for support teaching by EANI support teachers and volunteers such as Solas. These agencies and organisations provide a range of support.

We are anxious to avoid duplication and recognise that EAL may be an additional need and the EAL/Newcomer teacher works closely with the LSCo. Some children with EAL may also be recognised as having SEN needs and be supported by both EAL/Newcomer teacher and LSCo/SEN agencies.

Between 2011-13 Botanic PS operated an **Induction and Intensive Support Class**. This was initially to withdraw pupils for large periods of the ‘academic’ school day. The objectives for this class were for children who presented at the school (especially those in Key Stage 2) having no or little experience of school before, to

- *develop confidence and self-esteem*
- *understand and comply with basic classroom and school rules*
- *develop social fluency*
- *improve their basic literacy skills and extend their basic oral skills*
- *learn about basic hygiene and gain essential life skills*

This class is not operated presently but remains an option that can be re-opened if necessary.

Annual Report

The LSCo will report each year verbally to the Governor with responsibility for SEN prior to producing a short summary report for the Board of Governors. This will follow a template provided by EANI SEND team and will include the number of children at each stage of the Code of Practice at the beginning and end of year, the number of children at each stage per class and how the EPS time was used.

The BOG will report each year on SEN provision in school. Information for this report will be collated by the LSCo and the Principal.

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'

(Paragraph 5.12 - page 44 - Supplementary Guide of the Code of Practice)

At Botanic Primary School, the following is used to identify pupils' needs:

- Parental information
- Information from Nursery School or other transferring school
- Normative and formative assessment List eg Renfrew Language Scales, Wellcomm and YARC; GL PTE, PTM and New Group Reading, New Group Spelling; NNRIT; Running Records or Miscue Analyses; use of Dyslexia Portfolio.
- Key Stage Assessments
- Teacher observation
- Professional Reports
- Statements of Special Educational Need
- Care Plans
- Personal Education Plans for looked after children and
- PLP Reviews and
- Annual Reviews

This list is not exclusive and other tests or data may be used.

Children will be identified for Literacy support by the LSCo on the basis of low test scores in in standardised tests and or taking account of teacher observation and recommendation.

Class teachers may use their own observation to identify children for Maths support as well as test scores in standardised tests. The LSCo has an overall watching brief for all children who benefit from additional support.

All tests are subject to margins of error and some may be of less value when testing children for whom English is an Additional Language.

The Management of SENs

At Botanic Primary School, we no longer follow the five stage approach as set out in The Code of Practice (1998).

This approach recognises that there is a continuum of SEN and that the requirements of the majority of pupils with SEN lie at Stages 1, 2 or 3 of the old Code of Practice (Stages 1 and 2 of the new code). This means that their needs are met by the school with the help of outside agencies and/or specialists as required at the former Stage 3.

We now follow the new 3-stage model as a result of the EANI making changes to the recording method on Sims. Further changes will be made when the new Code of Practice is revealed. This has been awaited since 2011.

Individual Education Plan templates developed by the SENCO following guidance by BELB SEN Adviser David Ryan and amended in 2021 and 2022 are still in use whilst staff are trained in the new PLPs.

In May 2023 the SENCO received training in writing PLPs and a gradual shift to PLPs from IEPs will begin in September 2023, starting with Stage 3 PLPs.

Prior to a pupil being placed on the SEN register a class teacher will normally complete a Record of Concern outlining the difficulties the child is encountering and listing the meaningful measures taken by the teacher to address these. The teacher will discuss the concerns with the parents.

Stage 1 (formerly Stage 1 and 2)

Stage 1 begins with a concern that a child may have special educational needs. Normally such a view is expressed either to or by the class teacher. The class teacher maintains day-to-day responsibility for meeting the pupil's SENs and should inform the LS Co-ordinator and the Principal and consult the child's parents. In addition, the class teacher should:

- Collect and record information about the child and make an initial assessment of SEN.
- Provide or arrange special help within the normal curriculum framework, such as: increased differentiation of class work, alternative teaching and learning strategies to help meet the child's needs. The nature and aims of such provision should be recorded, together with the targets, monitoring arrangements and review date.
- Monitor and review progress and report back to LSCo.

The LSCo 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.
- Advise and support the class teacher.

Stage 1 support is normally delivered in-class through differentiation by task, outcome, time or resource but may involve support outside the classroom by a classroom assistant. Pupils may be supported individually or in groups. Children may be supported by a Comet classroom assistant without being on the Code of Practice.

Stage 1 Review

- Parents should always be informed of proposed action and any review date. Having considered review outcomes the SENCo/ LSCo will decide whether to remove pupil's name from the register, keep the pupil at Stage 1 or move the child to Stage 2.

Stage 2 (formerly Stage 3)

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

The SENCo/LSCo :

- Takes the lead in assessing the child's learning difficulty. This includes planning, monitoring and reviewing the special educational provision - working with the child's teacher. The class teacher remains responsible for working with the child in the classroom.
- The class teacher will draw up an Education Plan/PLP for the pupil. The LSCo will advise or assist them where necessary.
- All these operations should take into account, as far as possible, the child's own views and the parents' views.

Stage 2 support may include in-class or withdrawal support of pupils 1:1 or in groups by the SENCo/LSCo for Literacy support, by a Learning Support Teacher for Maths or by a Classroom Assistant for Literacy, Maths or social skill development.

At Botanic Primary School children who speak English as an Additional Language, sometimes referred to as Newcomers, may also be supported following baseline assessment by the EAL teacher. These children are not regarded as being SEN pupils and do not have IEPs.

Stage 2 Review

Normally the Stage 2 review should be conducted by the SENCo/LSCo, in consultation with the class teacher and, where possible, child and parents. It should focus on the child's progress.

If progress has been satisfactory the SENCo /LSCo may decide that the child should continue at Stage 2 in order to consolidate gains. If the progress continues to be satisfactory, the SENCo /LSCo may decide that the child no longer needs special educational provision at Stage 2 and may decide to move the child to Stage 1.

The child's name should be kept on the SEN register until there is no longer any significant concern about progress.

If the relevant and purposeful measures at Stages 1 and 2 do not result in adequate progress the SENCo /LSCo should move the child forward to Stage 3 and referral may be made to special support services/agencies outside the school.

EAL pupils who are discontinued by the EAL teacher may then be supported by the SENCo/LSCo for Literacy or may receive Maths support. At this stage they are placed on the Code of Practice at Stage 2 and the class teacher will write an IEP for them. It will not be necessary for all EAL pupils to transfer to SEN support.

Organisation of SEN Support

The organisation of support is kept under review by the principal and the format may vary at his discretion.

There is provision at BPS for support in the following ways:

Individual or small group support for Reading or Literacy

Individual or small group support for Maths

Individual Reading Recovery tuition through Solas Volunteer 1:1

In-class support for Maths

Behaviour support may include a Risk Assessment and or a Behaviour Plan, or a Behaviour target on the Education Plan. A daily home-school liaison book or reward chart may be used. The teacher may access advice from the BST.

Stage 3 (formerly Stage 5)

Stage 3 begins with a decision either at Stage 2 review or following discussions between the SENCo/LSCo, Principal, teachers and parents, that early intervention with external support is necessary.

At this Stage the SENCo/LSCo takes a lead role, working closely with the child's teacher and drawing on the expertise of relevant external support services.

The SENCO/LSCo, working with the class teacher, and with the help of the external support services, should ensure that a Stage 3 Education Plan is drawn up. Together they should consider a range of teaching approaches and appropriate support materials, including the use of Assistive Technology. The Education Plan should set out revised strategies for supporting the child's progress and arrangements for monitoring and review. It should be implemented as far as possible, in the everyday classroom setting. The SENCo/ LSCo should ensure close liaison with the child's teacher. Parents should always be kept informed and the child should be involved as far as possible.

At Stages 2 and 3 of the Code of Practice the SENCo/LSCo and class teacher should consider potential benefits of:

- The Good Practice Guidelines.
- Encouraging inclusive activities to ensure integration of the pupil with SEN with others in his class.
- Differentiated teaching.
- Withdrawal for more intensive support.
- SEN resources available within school; support programmes, ICT, etc.
- Available staff skills that support pupils with SENs.
- Implementation of any provision/strategies as a result of external advice, support and training and
- General advice and support requested from relevant EA support.

At Stage 3 of the Code of Practice extra support may take place in addition to those described above. The list below is not comprehensive.

Harberton Behaviour Learning
Harberton Learning Support
Clarawood Behaviour Support
Literacy Service
RISENI
Autism Advice and Intervention Service
Educational Psychology Service

Primary Behaviour Support Service
Speech and Language through Health Trust
Language and Communication Service

The principal is responsible for liaison with EWO.

The designated teacher for Child Protection is responsible for liaison with Social Services.

The LSCo is responsible for liaison with the EPS and Special Education sections of EA.

Class teachers are responsible for contacting Primary Behaviour Service Provision and RISENI, including completion of forms.

Review of the Stage 3 Education Plan

The review of the Stage 3 Education Plan should normally be conducted by the LSCo, in consultation with the class teacher and where possible, parents and child. Relevant external support service may also be present, particularly if the pupil's progress has not been satisfactory. The review should focus on the child's progress and whether this has been adequate.

If progress has been satisfactory the LSCo in consultation with the teacher will decide that the child should continue at Stage 3.

If the progress continues to be satisfactory the LSCo may decide that the child no longer needs external support at Stage 3 and may decide to move the child back to Stage 2 and appropriate action taken at that stage.

If the relevant and purposeful measures at Stage 3 have not resulted in adequate progress and following consultation with the SENCo/ LSCo, teacher, external support service and parents **and Educational Psychology Service**, the Principal may request a Statutory Assessment.

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 – 4.64)

Following an application to the ELB from school's Principal or the parent, the Board will consider the need for transition to Stage 4. It should be noted that a request of this kind will not always result in Statutory Assessment nor will Statutory Assessment always lead to a Statement of SEN.

In reaching a suitable decision, the Board will consider:

- The degree of the child's difficulty.
- The evidence presented from all stakeholders
- Whether the child's needs can reasonably be met by the resources normally available to the school.
- The 5 Board Provisional Criteria for Statutory Assessment.

Following Statutory Assessment,

The EANI will either:

- Make and maintain a Statement of Special Educational Needs.
- Monitor and review provision
- Provide a Note in Lieu of a Statement.

A Statement of Special Educational Needs sets out the child's educational and non-educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review.

A Note in Lieu of a Statement sets out the reasons for the Board's decision not to make a Statement of Special Educational Needs and includes supporting evidence from the Statutory Assessment.

Once the statement has been made final:

- Provision and /or support will be arranged to meet the pupil's needs.
- The LSCo ensures that a Stage 5 Education Plan is drawn up and implemented, monitored and reviewed.
- The Annual Review and Transition process will take place.

The EANI website has a link to be used to upload evidence regarding requests for Statutory Assessment. Information for parents may be found at <https://www.eani.org.uk/request-for-statutory-assessment> . This includes information on how parents may make their own request for statutory assessment to be initiated.

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 will:

- Gauge the child's progress towards meeting the objectives specified in the statement.
- Review the special provision made for the child, including placement.

- Consider the appropriateness of maintaining the Statement of SEN.

The relevant school staff undertake the Review on behalf of the Board.

The review meeting takes place in school and is chaired by the Principal (or other person as delegated). Special Education sections provide relevant forms for this process.

The Annual Review process was amended (October 2022) to allow for the use of ICT to help organise and return documents.

IEPs and APs will be written twice a year. IEPs and APs should be written by the second week of October and reviewed by the class teacher in January. The class teacher should review the IEP targets and success with parents at the January interview opportunity and agree new targets.

The second IEP or AP should be reviewed again with the LSCo prior to Easter and again at the beginning of June.

Exceptional Cases

In most cases transition through the five 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.

SBEW

A note jotted by the teacher may be used (as appropriate) to record behavioural incidents where a child has injured another person deliberately. These should be recorded by the teacher to whom it is reported.

The person reporting the incident should record brief details about what has happened to give to the class teacher. Teachers keep initially short notes as part of their inform evaluation of daily behaviour. These can be collated as necessary to form an evidential base when the teacher seeks to present a need for intervention to SLT. The incident may be recorded electronically also.

Record Keeping

The following are records that the LSCo must keep:

- SEN Register
- Records of Concern now stored electronically
- Personalised Learning Plans (PLPs)/Reviews now stored electronically
- Statements/Annual Reviews
- Assessment results/data
- Individual Pupil Files and or Sims records of pupils

- Liaison/meetings with Board/Health Services
- Minutes of meetings with parents through Sims
- Staffs' Support, Advice and Training Records

Monitoring the Progress of Pupils with SENs

It is the responsibility of the LSCo to ensure that the progress of pupils on the SEN register is monitored through:

- Monitoring PLPs for quality, progression and appropriateness through meeting with teachers on a regular basis.
- Standardised scores from Assessments.
Recording that the pupil's class work and/or social skills are progressing and the targets being monitored by viewing evidence or class visits.
- Quality reviews of PLPs and other relevant and purposeful measures that focus on educational outcomes and inform future planning and inform movement either up or down through the stages of the Code of Practice.

Professional Development

The Principal oversees the professional development of all staff in his/her school. The LSCo will keep a record of all training relating to SEN for teachers and other staff.

It is essential that all staff keep up-to-date with developments in the area of SEN.

Any staff attending INSET should disseminate the training with colleagues who did not attend courses.

All training is specified in the School Development Plan or in the SEN Mapping Audit each year.

Medical Needs

Where a child has a medical condition which may have an impact upon their education class teachers or classroom assistants will use favourable teaching strategies and or administer medication (with parental consent and direction). Such a need will be noted on the child's Education Plan.

The LSCo will liaise with all relevant members of staff to ensure that they are aware of any medical condition, its' likely impact upon the child and the existence of the Education Plan.

See also the school Supporting Pupils with Medication Needs Policy (2011).

Links with Post Primary Schools

Most post primary schools send staff to Botanic Primary School in the summer term prior to transfer of pupils. Time is created for the P7 teacher to be released to provide all relevant information deemed necessary. Additionally, the LSCo makes himself available as required to provide additional information. Some pupil information is transferred automatically by data transfer to post primary schools. This includes pupil name, stage of the Code of Practice and type (s) of need.

Information on pupils formerly but no longer on the SEN Register is not transferred normally unless the parent requests us to do so. The school may contact the parent in some cases to ask permission to pass information on in the best interests of the child.

GDPR prevents schools passing information about pupil's SEN issues, past or present, and parents are responsible for ensuring that new schools are aware of any medical or learning need identified and providing documentation to them. We will provide copies of information only if parents give written consent that we may do so.

Complaints

All complaints regarding SEN at Botanic Primary School will be dealt with in line with the school's existing complaints procedures.

Complaints by parents should be made initially to whichever teacher is working with their child. If a parent still is concerned after meeting this teacher they should seek an appointment with the LSCo. Parents who are still dissatisfied should then contact the principal. If a concern still exists, the Chairperson of the BoG should be contacted. This can be arranged by letter addressed to her, left with the secretary.

SEN Advice and Information Service

SEN Advice and Information Service was set up to support parents of children with Special Educational Needs. Details of this service can be found on the EANI website. <https://www.eani.org.uk/parents/special-educational-needs-sen>. Contact details, including a telephone helpline number, may be found there.

Dispute Avoidance and Resolution Service (DARS) replaced by Global Mediation

The former Dispute Avoidance Resolution Service no longer exists and has been replaced by Global Mediation.

Global Mediation replaced DARS in September 2019. It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or EAs for pupils with SEN.

Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made.

Involvement with Global Mediation will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). Parents/Guardians may contact this service directly (see below). For Global Mediation contact details see Appendix ii.

Members of the Global Mediation 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. Global Mediation is separate and independent from the EA's CYPS.

Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the EANI 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. This body considers parents' appeals against decisions of ELBs and also deals with claims of disability discrimination in schools. For contact Details see appendix.

Monitoring and Evaluating the Policy

This policy will be revised in 2026 but will be reviewed informally in the light of changes in legislation or practice following consultation with all staff members, parents and external agencies.

Policy Date: September 2022 Ratified by BoG September 2023

Review Date: Academic year 2026 unless Code of Practice requires earlier amendment

Appendix i SEN Labels

Appendix ii: Global Mediation (see website)

55-59 Adelaide Street

Belfast BT2 8FE

T: (028) 9072 6060

E: DARS@globalmediation.co.uk

W: www.globalmediation.co.uk/DARS

SEN REGISTER 2007, WHAT'S GONE (x), WHAT'S MOVED (→) WHATS CHANGED (!) IN THE NEW VERSION 2018.

TWO SEPARATE INTERACTIVE REGISTERS, THE 2018 SEN REGISTER & 2018 MEDICAL REGISTER

SEN DESCRIPTORS 2007 INCLUDED SOME MEDICAL DESCRIPTORS (Full list)	What 2007 SEN DESCRIPTORS HAVE BEEN DELETED RENAMED MEDICAL	WHAT NEW SEN CATEGORIES HAVE BEEN ADDED OR AMENDED IN THE 2018 list.	WHAT NEW MEDICAL DIAGNOSIS INCLUDING PHYSICAL CONDITIONS HAVE BEEN ADDED OR AMENDED IN 2018 LIST	SEPARATE NEW MEDICAL DIAGNOSIS REGISTER 2018 * (full list)	SEN CATEGORIES 2018 (full list)
1. Cognitive and learning	!	1. Cognition and Learning	Developmental Language Disorder (Medical)	Epilepsy	1. ! Cognition and Learning - Language, Literacy, Maths, Numeracy.
a. Dyslexia/ SpLD		2. Social Behavioural Emotional and Wellbeing	Global Developmental Delay	Asthma	a. Dyslexia/SpLD
b. Dyscalculia		Social and Behavioural	Complex Healthcare Needs	Diabetes	b. Dyscalculia/SpLD
c. Dyspraxia		Emotional and Wellbeing	Anxiety Disorder	Anaphylaxis	c. Moderate LD
d. Mild Learning Difficulties	x	Severe Challenging Behaviour with SLD and/or PMLD	Depression	! Autism Spectrum Disorder	d. Severe LD
e. Moderate LD		3. Speech Language & Communication	Eating Disorder	ADD/ADHD	e. Profound and Multiple LD
f. Severe LD		Developmental Language Disorder	Psychosis	Dyspraxia/DCD	2. ! Social, Behavioural, Emotional, and Wellbeing
g. Profound and Multiple LD		Language Disorder associated with a differentiating/biomedical condition	! Autistic Spectrum Disorder (this now includes Aspergers)	Developmental Language Disorder (Medical)	a. Social and Behavioural Difficulties
! Unspecified	x	Communication and Social Interaction Difficulties	! Spina Bifida with Hydrocephalus	Global Developmental Delay	b. Emotional and Wellbeing Difficulties
2. Social Emotional and Behavioural	!		! Spina Bifida without Hydrocephalus	Down Syndrome	c. Severe Challenging Behaviour with SLD and/or PMLD
a. SEBD	!		Acquired Brain Injury	Complex healthcare Needs	3. ! Speech Language and Communication
b. ADD/ADHD/(ADD)	→		! Physical Disability	Anxiety Disorder	a. Developmental Language Disorder
3. Communication and Interaction	!		! Other Medical Conditions Syndromes	Depression	b. Language Disorder associated with a differentiating/ biomedical condition
a. Speech and Language Difficulties	!		! Other Mental Disorder	Eating Disorder	c. Communication and Social Interaction Difficulties
b. Autism	→			Psychosis	4. Sensory
c. Aspergers.(Will map to ASD in Medical)	x			! Other Mental Disorder	a. Blind
4. Sensory	→			Cerebral Palsy	b. Partially sighted
a. Severe/profound hearing loss				! Spina bifida with Hydrocephalus	c. Severe/profound hearing impairment
b. Mild moderate hearing loss				! Spina bifida without Hydrocephalus	d. Mild/moderate hearing impairment
c. Blind				Muscular Dystrophy	e. Multi Sensory Impairment
d. Partially sighted				Acquired Brain Injury	5. ! Physical Needs
e. Multi-sensory Impairment				Visual Impairment	a. Physical
5 Physical	!			Hearing Impairment	*Under Assessment (U)
a. Cerebral Palsy	→			Physical Disability	
b. Spina Bifida and/or Hydrocephalus	!			! Other Medical Condition/Syndrome	
d. Muscular Dystrophy	→				
e. Significant accidental injury	x				
f. Other	x				
6. Medical Conditions syndromes	!				
a. Epilepsy	→				
b. Asthma	→				
c. Diabetes	→				
d. Anaphylaxis	→				
e. Down	→				
f. Other medical conditions/syndromes	→				
g. Interaction of complex medical needs	→				
h. Mental Health Issues	x				
Other	!				

***Under Assessment (U) – it is not anticipated that this will be commonly used**

A child with SEN who is recorded in any one of the 5 overarching SEN categories and who has been assessed by the EPS at the current Stage 3 (98 CoP) can be recorded as U – under assessment if no other descriptor applies and

- They have been referred for a medical diagnosis and are on the waiting list
- They are too young for the EP to make a clear category determination and they plan to follow up **OR**
- they been placed in a specialist provision by Statutory Operations as an emergency placement and are undergoing S/A

A child should only be recorded under U for two terms unless delay with medical diagnosis. SENCos should always discuss children recorded as U at consultation with their EP

- NB For the new Medical Register schools should not record any child under Medical Diagnosis (including physical conditions) in the absence of evidence from the HSCT provided by the parent, or identified on statements issued by the EA.



