

Academy Primary School

Special Educational Needs and Inclusion Policy

Sept 2015

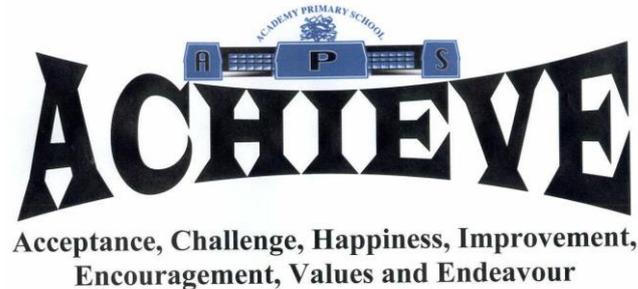
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1. Academy Primary School

2. School Vision and Mission Statement

Our vision at Academy Primary is to provide a safe and happy environment in which all children will be valued as individuals, where their academic, emotional, physical and spiritual needs are met, where their full potential is realised whilst nurturing tolerance, respect for others, and a readiness to support and care for each other within the community and the world at large. We will maintain these traditional values whilst embracing innovations in learning and teaching, which will keep practice at the forefront of primary education. Academy seeks to develop its status as a flagship of excellence in education whilst being a place and time in their life journey that pupils recall with affection and pride.



3. School Aims

Academy Primary School is committed to the provision of a broad and balanced curriculum, which offers equal access for all children. We will encourage each child to develop their full potential.

To achieve our mission, our aims are:

- To encourage children to be confident, independent and responsible learners through the development of a curriculum which is adapted to suit the needs and abilities of all our pupils.
- To help develop in our pupils, lively, enquiring minds and an ability to apply themselves to the development of mental tasks and physical skills.
- To help our pupils understand the world in which we live and to appreciate human achievements and aspirations.
- To develop respect for religious and moral values, tolerance of other religions, races and ways of life.
- To work in partnership with parents and the wider community.
- To encourage our children to acquire knowledge and skills in preparation for the opportunities, responsibilities and experiences of adult life.

Our aims for those children who may have SEN/DIS either throughout or at any time during primary school are:

- ❑ To ensure that children with SEN/DIS, whether they have a learning difficulty or physical disability have the greatest possible access to a broad, balanced and differentiated education, based on the Northern Ireland Curriculum.
- ❑ To enable children to develop an appropriate sense of self-esteem and to encourage them to value the opinions and achievements of others.
- ❑ To identify and assess all children with SEN as early and thoroughly as possible in order to create a positive learning environment.
- ❑ To encourage parents' involvement in their child's learning and create a strong partnership between home and school taking parental and pupil wishes into consideration.
- ❑ To provide a range of appropriate strategies for teaching, learning and assessment to monitor each child's progress.
- ❑ To promote effective communication between the school and appropriate outside agencies, working closely to promote a multi-disciplinary approach.
- ❑ To follow the SEN Code of Practice outlined by Article 4 of the Education Order (NI) 1996.

4. Rationale for SEN/Inclusion Policy

The SEN policy has been developed within the context of current legislation, policy and guidelines and is a statutory requirement.

Academy Primary School strives to provide an appropriate and high quality education to all children attending our school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and involves them being fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Academy Primary is a school committed to Inclusion and we believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, impairment, ethnicity, attainment and background. This policy describes the way we meet the needs of children who experience barriers to their learning.

In Academy Primary we recognise that pupils learn at different rates and there are many factors which can influence achievement including ability, emotional state, age and maturity. We respect each individual's strengths and weaknesses and we aim to provide support appropriately matched to individual needs. We offer an effective support network for staff, parents and pupils in order to maximise pupil potential and give children confidence in their own abilities.

5. Aims of SEN/Inclusion Policy

The provision for Special Educational Need is in line with the Code of Practice on the Identification of Special Educational Needs (Education (NI) Order, 1996). Academy Primary School aims:

- To provide a broad, balanced, relevant and differentiated curriculum as a right for all children;
- To promote the inclusion of all pupils with SEN/Disability into the mainstream classroom;
- To create a caring environment and ensure that all children with SEN/Disability feel valued and have a positive self-image;
- To encourage parental involvement and co-operation between external agencies in the diagnosis and treatment of pupils with SEN/Disability;
- To offer a range of experiences and opportunities which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence.

6. Context

This policy has been developed within the context of current legislation, policy and guidelines;

- The Education (Northern Ireland) Order 1996
The Education (Northern Ireland) Order (1996) established a framework for SEN into for main areas:
 - Defining children who have SEN
 - Establishing procedures for identifying and assessing children with SEN
 - Determining appropriate educational provision
 - Enabling parents to be involved in decision regarding their child's education.
- The Code of Practice on the Identification and Assessment of Special Educational Needs. (DE, Operative date: 1st September 1998)
- Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) (DE, Operative date: 1st September 2005)
The SENDO (2005):
 - Strengthens the rights of children with SEN to be educated in mainstream schools
 - Prohibits disability discrimination
 - Requires responsible bodies to prepare accessibility strategies and plans for improved access to curriculum, premises and information for pupils.

- The Supplement to the Code of Practice on the Identification of Special Educational Needs (DE, 2005)

The key principles of Inclusion as outlined in the Supplement to the Code of Practice (Sept 2005, p41) stipulate:

- inclusion is a process by which schools, Boards and others develop their cultures, policies and practices to include pupils;
 - with the right training, strategies and support the majority of children with SEN can be successfully included in mainstream education;
 - an inclusive education service offers choice and incorporates the views of parents and children;
 - the interests of all children must be safeguarded;
 - schools, Boards and others should actively seek to identify and remove barriers to learning and participation;
 - all children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Guidance for schools: Recording Children with Special Educational Needs (DE, 2005)
 - Disability Discrimination Code of Practice for Schools (Equality Commission, 2006)
 - “Supporting Pupils with Medication needs”, guidance document from the Department of Education and the Department of Health, Social Services and Public Safety (2008)
 - Provisional Criteria for Initiating Statutory Assessments of Special Educational Need. (ELBs Regional Operative date: 1st September 2009)
 - Good Practice Guidelines (ELBs Regional Operative date: 1st September 2009)
 - The Resource File to support children with Special Educational Needs (DE 2010)
 - ASPIRE (Self study module to support the implementation of the Resource file, 2012)
 - The SEN Review
 - The Way Forward for Special Educational Needs and Inclusion (DE 2009) Proposals
 - Special Educational Needs and Inclusion Proposals (The Northern Ireland Assembly Committee for Education Official Report (Hansard), January 2012).
 - Special Educational Needs and Inclusion (The Northern Ireland Assembly Committee for Education Official Report (Hansard), May 2012)

7. Definition of Special Educational Needs

The Code of Practice 1998 was issued by the Department of Education under Article 4 of the Education (NI) Order 1996 and became operative in September 1998.

The term “Special Educational Needs” is defined in the legislation 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 age, and / or has a disability which hinders his or her use of everyday educational facilities (or, where the child is below school age would hinder such use if the child were of school age).

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

(Ref: Code of Practice 1998, page 1)

8. Categories of Special Educational Needs

The Department of Education has identified seven “areas” of Special Educational Need. Within each area there are a number of SEN categories which are as follows:-

1. Cognitive and Learning
 - a) Dyslexia/SpLD (DYL)
 - b) Dyscalculia (DYC)
 - c) Dyspraxia/DCD
 - d) Mild Learning Difficulties (MILD)
 - e) Moderate Learning Difficulties (MLD)
 - f) Severe Learning Difficulties (SLD)
 - g) Profound and Multiple Learning Difficulties (PMLD)
 - h) Unspecified (U)

2. Social, Emotional and Behavioural
 - a) SEBD
 - b) ADD/ADHD (ADD)

3. Communication and Interaction
 - a) Speech and Language Difficulties (SL)
 - b) Autism (AUT)
 - c) Aspergers (ASP)

4. Sensory
 - a) Severe/profound hearing loss (SPHL)
 - b) Mild/moderate hearing loss (MMHL)
 - c) Blind (BD)
 - d) Partially sighted (PS)
 - e) Multi-sensory Impairment (MSI)

5. Physical
 - a) Cerebral Palsy (CP)
 - b) Spina bifida and/or hydrocephalus (SBH)
 - c) Muscular dystrophy (MD)
 - d) Significant accidental injury (SAI)
 - e) Other (OPN)

6. Medical conditions/Syndromes
 - a) Epilepsy (EPIL)
 - b) Asthma (ASTH)
 - c) Diabetes (DIAB)
 - d) Anaphylaxis (ANXS)
 - e) Down' Syndrome (DOWN)
 - f) Other Medical conditions/syndromes (OCMS)
 - g) Interaction of complex medical needs (ICMN)
 - h) Mental Health Issues (MHI)

7. Other
 - a) Other (OTH)

(Ref: Guidance for Schools: Recording Children with Special Educational Needs, Dept Ed. 2005)

9. Definition of Disability (DIS)

The term “disability” refers to someone who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities.

(NB – “long term” = a period of more than 12 months)

(Ref: Disability Discrimination Act (1995), SENDO (NI) (2005))

10. Admission arrangements

A child being admitted to Academy Primary School will follow the admission arrangements set down by the Board of Governors and the SEELB in the school's Admission's policy.

If the child is attending a nursery school or playgroup, the school will establish contact to gather information about the child.

The Principal/SENCO and/or Class Teacher will liaise with Parents and Outside External Agencies in preparation for the child starting Academy Primary School. Induction visits can be arranged for children prior to entrance.

11. Accessibility

Academy Primary will endeavour to make reasonable adjustments and take relevant and purposeful measures to ensure accessibility for all members of the school community in relation to:

- Accessing the premises
- Accessing the curriculum
- Accessing information – e.g. written, verbal, technological

Physical Access

Certain changes have been made to accommodate a child with physical needs at Academy Primary School. A path has been made leading to the school to bypass the steps and the main entrance has been fitted with a suitable door for access. A disabled toilet has been added in the extension of the school. The sloping site means limited access to certain areas of the school but any new build in the future will provide appropriate disabled access.

Curriculum Access

Pupils with SEN will receive differentiated work tailored to their individual needs and a range of teaching and learning strategies appropriate to the objectives outlined in their Education Plan. They will have the opportunity to work in a variety of situations which may include whole class groups, small groups or one-to-one teaching. Children with SEN will be integrated with their mainstream peers in all school activities, where possible.

Accessing information

Materials can be adapted so that children with literacy difficulties can access them, eg, we use coloured exercise books, and coloured reading overlays when required, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, such as the medium of ICT or provide access through peer/extra adult scribing.

Reasonable Adjustments

Reasonable steps will be taken to avoid putting children with SEN at a substantial disadvantage compared to other pupils, without justification. (Article 16 SENDO)

12. Identification and assessment of pupils with SEN/DIS

Academy Primary recognises the importance of early identification of SEN/DIS and the necessity of raising concerns, gathering information and diagnostic assessment. Children who have been identified as having Special Educational Needs will be placed on a special needs register. This is maintained and regularly updated by the SENCO in an approach consistent with the Code of Practice.

“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 the professionals involved with their development”

(Code of Practice 1998 para. 2.14)

At Academy Primary School we gather knowledge about children's aptitude and progress from a wide variety of sources including:

- Information from nursery schools and playgroups;
 - Information gathered from parents;
 - Teacher's observations and formative assessment throughout the year. Observations include academic, social and personal development;
 - Standardised Assessments
- P3 – P7- PIE, PIM, NINA and NILA
 P3 – P6 also complete –Non Reading Intelligence Test, Salford Reading Test and Schonnel Spelling Test
 P2 complete Middle Infant Screening Test only
- End of Key Stage assessments- Key Stage 1 and Key Stage 2 level indicators;
 - Information from a child's statement.

Regarding the Freedom of Information Act parents can have copies of information on request but the confidentiality of all other children is safeguarded at Academy Primary School.

13. Structure of Special Educational Needs/Disability Provision

The school will follow the five-stage procedure set out in 'The Code of Practice' Education (NI) Order 1996 which Education and Library Boards and schools should have regard to when identifying, assessing and making provision for pupils with SEN. The first 3 stages are school based stages, calling as necessary on external specialists; at stages 4 and 5 the Board shares the responsibility with schools.

Structure of the Stage 5 Approach

| | | |
|---------|--|------------------------------|
| Stage 1 | Class Teacher / SENCO | Action plan / Education Plan |
| Stage 2 | SENCO / Class Teacher | Education Plan |
| Stage 3 | SENCO / Class Teacher / External Agency | Education Plan |
| Stage 4 | Statutory Assessment | Education Plan |
| Stage 5 | Statement Issued | Education Plan |

Record of Concern

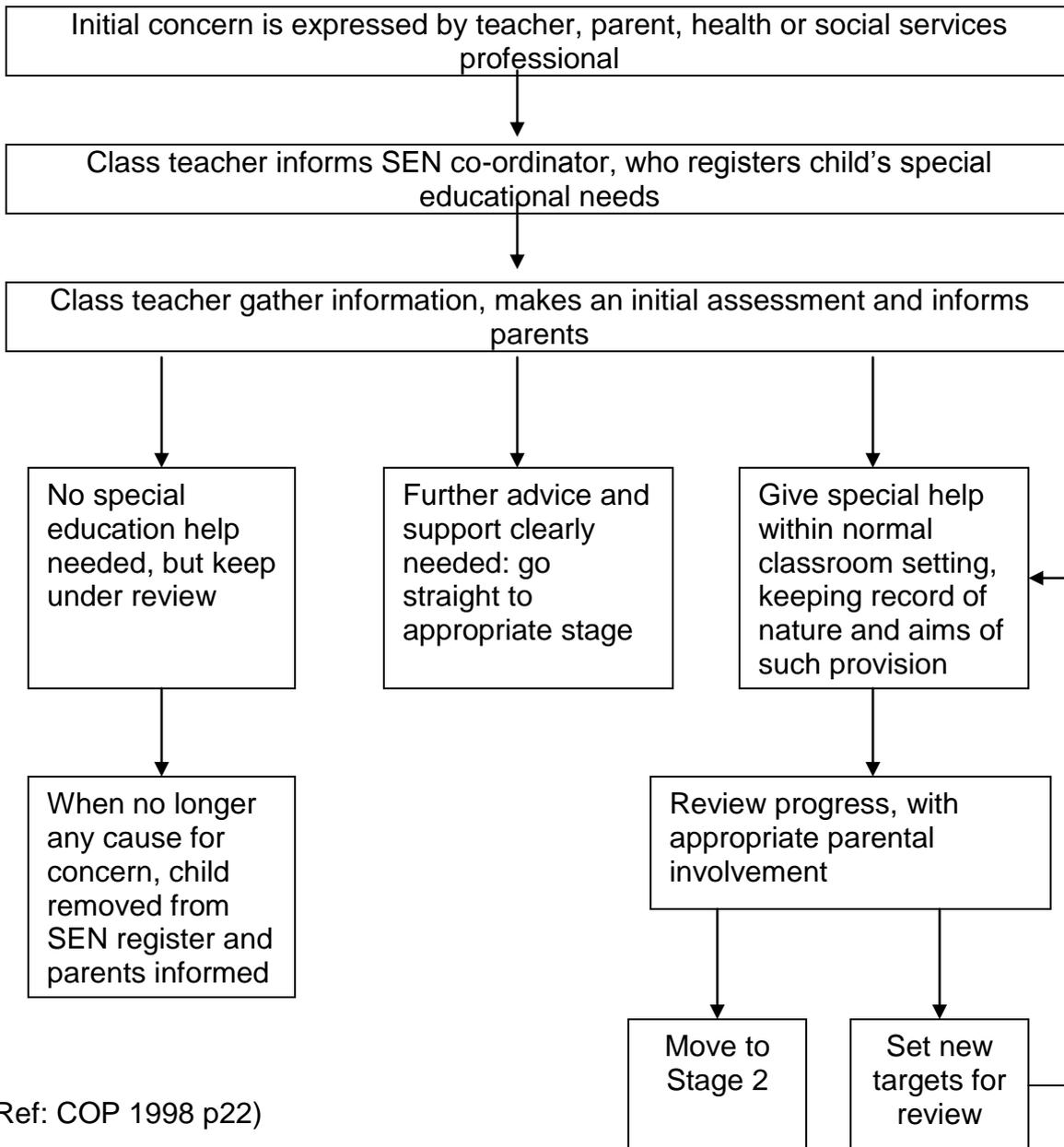
On-going observation, class assessment, standardised testing and diagnostic testing of each child determines the initial placement of children on the SEN register.

When the class teacher informs the SENCO and Principal of any difficulty or need through a Record of Concern the SENCO helps the class teacher assess the child's needs to determine whether to place the pupil on the SEN register.

Stage 1

Following a Record of Concern and period of observation and assessment the SENCO may place a child on the SEN register at stage 1. At this stage it is the class teachers' responsibility to consult with parents and provide or arrange special help within the normal curriculum through setting targets in an Action Plan. The child's progress is monitored and usually reviewed termly involving the class teacher and the parents. The parents will be required to sign the Action Plan and will be informed of proposed action and any review date. If the progress is satisfactory, the class teacher will set targets to be achieved by the next review. If the progress remains satisfactory for at least 2 review periods, the teachers may decide that the child no longer needs special help or if the decision has been made in the review of stage 1 that the child needs additional support, then the child will move to stage 2 of the SEN register.

School Based Stages: Stage 1

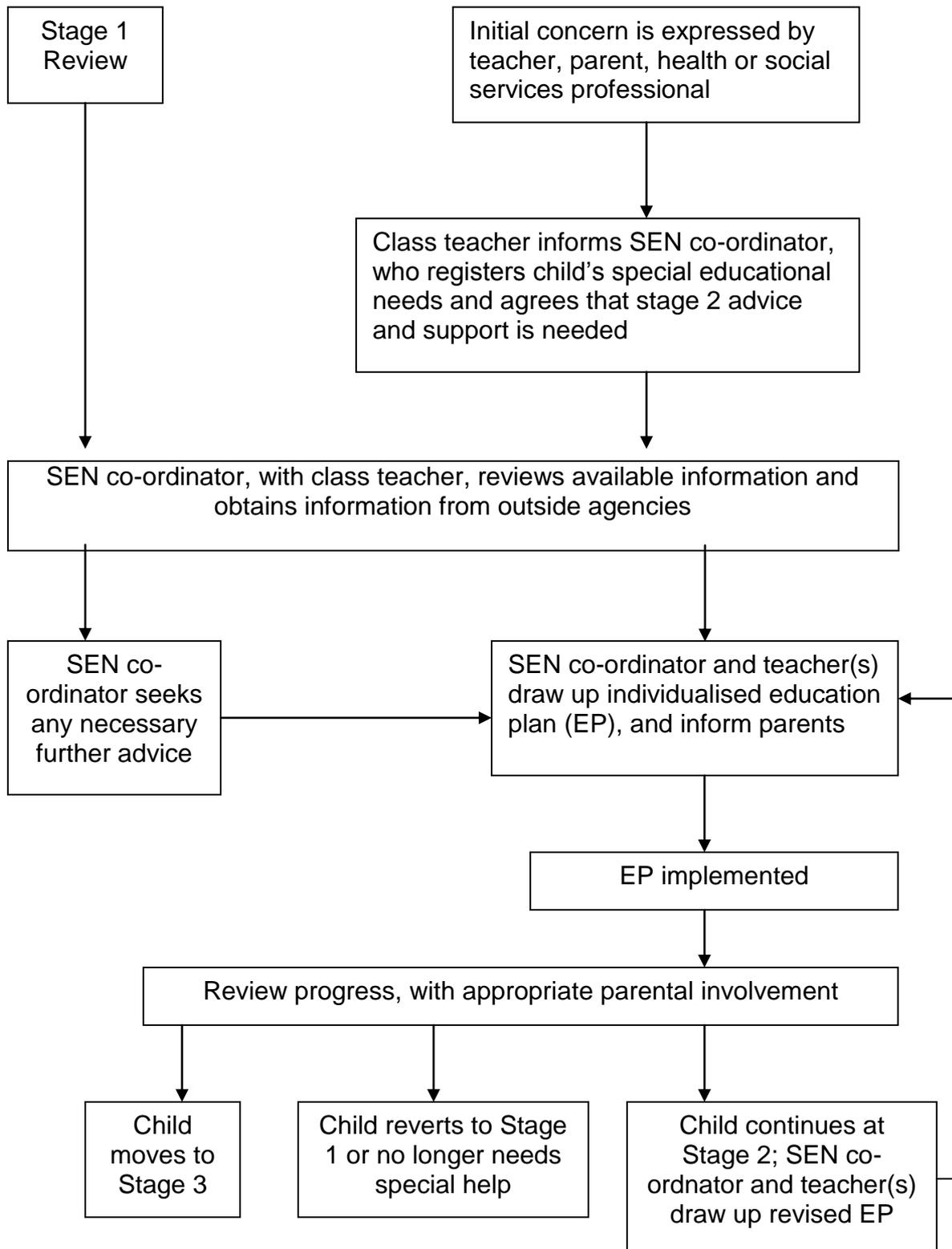


(Ref: COP 1998 p22)

Stage 2

If a pupil shows significant signs of difficulty suddenly they can go straight to stage 2. At stage 2 it is the responsibility of the SENCO to co-ordinate the pupil's special educational provision and to liaise with the Class Teacher and Parents. The Class Teacher is responsible for working with the pupil in the classroom and continuing assessing and gathering relevant information. A stage 2 Education Plan will be drawn up by the Class Teacher, Learning Support Teacher and SENCO, if necessary, and Parents will be involved and asked to sign the Education Plan. The Education Plan will be reviewed termly and if the progress has been satisfactory, a new or revised education plan may be drawn up. If the progress continues to be satisfactory for at least 2 review periods the SENCO may decide that the child no longer needs special educational needs provision under stage 2 and the child may be recorded as having special educational needs at stage 1 and/or the child's name will be removed from the register until there is no longer concern about their progress. A child may move to stage 3 through a decision made at stages 1 or 2 reviews if progress is not satisfactory or additional expertise needs to be sought. At this stage if a child requires some assistance from outside agencies, a referral from the SENCO and Principal may be submitted to Educational Psychology in consultation with the parents.

School Based Stages: Stage 2



(Ref: COP 1998 p23)

Stage 3

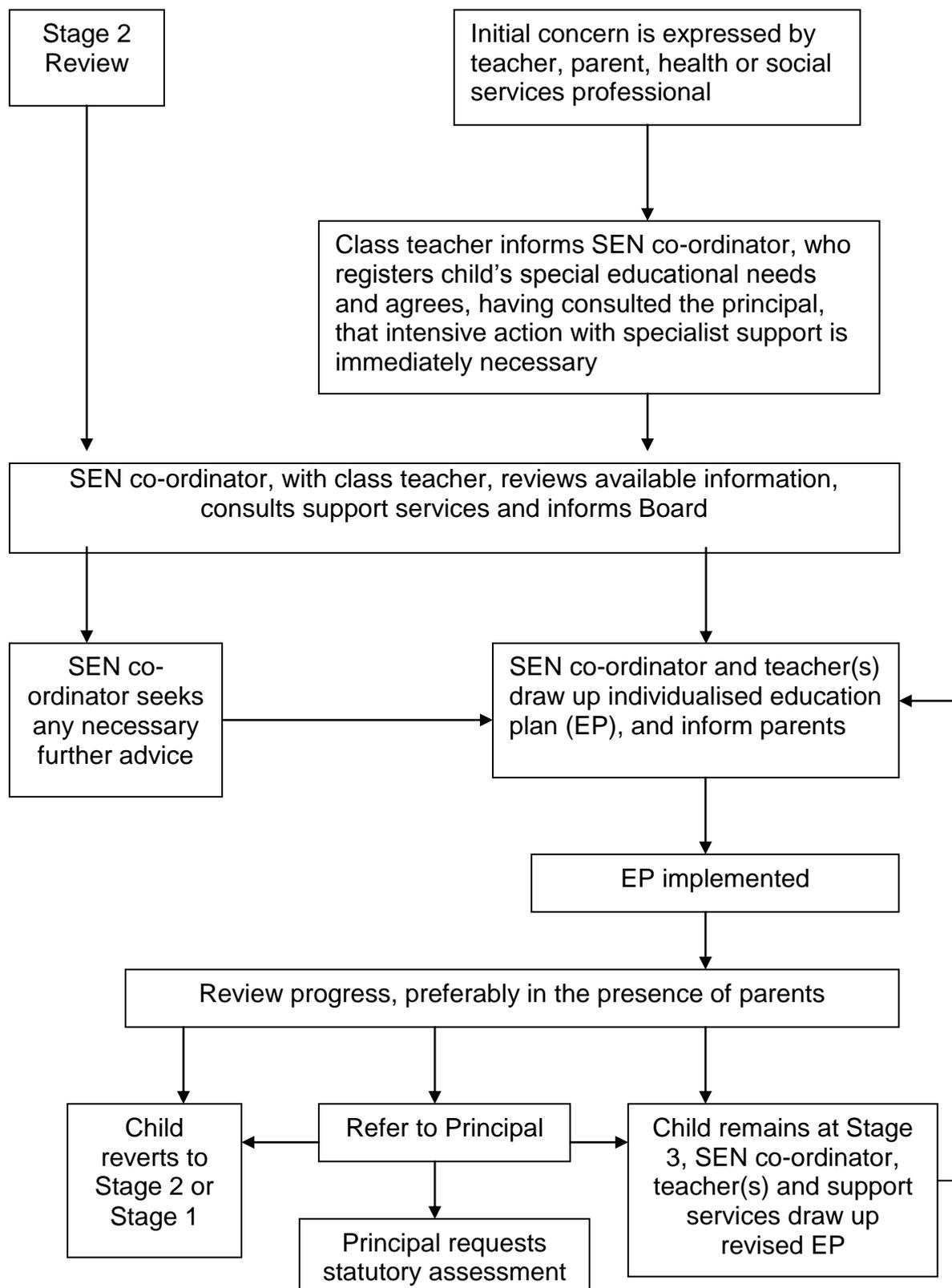
Following assessment from the Educational Psychologist the child may be eligible for external support from an outside agency e.g. Down Outreach Support for Specific Learning Difficulties. At stage 3 the SENCO will work closely with class teachers and share responsibilities for the child with the appropriate external specialist services. The SENCO will ensure appropriate liaison with the class teacher and external support teachers to draw up an

education plan with specific targets and monitoring and assessment arrangements will be made in consultation with the parents.

The Education Plan will be reviewed termly and if the progress has been satisfactory, a new or revised education plan may be drawn up. If the progress continues to be satisfactory for at least 2 review periods the SENCO along with external specialists, may decide that the child no longer needs specialist intervention. The child may then be recorded as having special educational needs at stages 1 or 2.

If the educational needs of the child cannot be met at stages 1-3 the Board will consider a statutory assessment. The school will refer the child to the Board giving reasons and supporting evidence and the parents are asked by Board to provide supporting evidence.

School Based Stages: Stage 3



(Ref COP 1998 p24)

Stage 4

Statutory assessment informs how the pupil's needs are best met. The Board will gather information from a variety of sources including school, parents and outside agencies and decide whether to proceed and produce a Statement of Educational Needs.

If the Board decide not to proceed it must inform the parents and school providing reasons for the decision and provide parents with details of procedures for appeal.

Stage 5

At stage 5 the Board issue a proposed statement of Special Educational Needs and after consideration by the parents a final statement. The Board arranges, monitors and reviews the outlined provision at stage 5. The SENCO will oversee the support, liaise with outside agencies and gather information for the Annual Review. For any child at stage 5 an Annual Review meeting is held to involve all relevant people involved in the child's education e.g. parents, Class Teacher, Educational Psychologist, Health professionals, Special Education. At this meeting reports will gathered on the child's progress and discussed and objectives will be outlined for the following academic year. The SENCO and Class Teachers will oversee transition procedure for any child moving to another school and help to ease transition for the pupil and parents.

14. Arrangements for co-ordinating provision (Ref: COP 1998)

The role of the Board of Governors

The Board of Governors undertakes the responsibility for co-ordinating educational provision for pupils with SEN. They will:

- ensure that all pupil's Special Educational Needs are addressed and ensure those needs are made known to all who are likely to teach him/her;
- determine and keep under review the school policy for Special Educational Needs and Inclusion;
- have a regard for the Code of Practice for the identification and assessment of SEN;
- ensure that the pupils with SEN join in the activities of the school together with pupils who do not have SEN, so far as that is reasonably practical and compatible with the children receiving the necessary education provision, the efficient education of other children in the school and the efficient use of resources.

The role of the Principal

The Principal has a responsibility to:

- liaise with the governors and staff of the school with regard to the management of Special Educational Needs;
- keep the Board of Governors informed about SEN/Disability issues;
- work in close partnership with the SENCO and together be responsible for the day-to-day operation of the SEN policy;

The role of the SENCO

The Special Needs Co-ordinator is responsible for:

- Overseeing, updating and co-ordinating the operation of the school's policy for SEN and Inclusion;
- Liaising with and advising colleagues in the identification of children with SEN, and in drawing up education plans and monitoring outcomes;
- Liaising with the parents of children with SEN;
- Contributing to the in-service training of staff;
- Maintaining the SEN register and overseeing the records on all pupils with SEN;
- Managing and developing appropriate resources;
- Liaising with external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies;
- Report to the Principal and Senior Management Team regarding provision for pupils with SEN.

The role of the Learning Support Teachers

The Learning support teachers have a responsibility to:

- Work in conjunction with the SENCO to identify pupils' Special Educational Needs;
- Work in conjunction with the SENCO and class teachers to draw up education plans, identify targets for pupils with SEN and monitor and evaluate progress;
- Provide withdrawal support for some children at Stages 2-5 of the Code of Practice and support in the classroom for pupils with SEN;
- Liaise with parents of children with SEN when necessary;
- Participate and contribute to reviews regarding a pupil's progress.

The role of the Class Teacher

The class teacher has a responsibility to:

- Retain overall responsibility for the pupils in his/her class who have Special Educational Needs;
- Be aware of the staged approach to Special Educational Needs as outlined in the Code of Practice;
- Identify strengths and weaknesses of children in their class;
- Gather information through formal and informal testing and observations;
- Develop an inclusive classroom;
- Liaise with the SENCO and Learning Support Teachers;
- Write, maintain and implement appropriate Action Plans (Stage 1) and Education Plans (Stages 2-5) for children in their class with SEN.
- Evaluate Action Plans and Education Plans termly in conjunction with the SENCO, Learning Support Teachers, Parents, Pupils and External Agencies and gather appropriate evidence to support evaluations.

The role of the Learning Support Assistant

Where a Classroom Assistant is employed to support an individual pupil who has a statement of Special Educational Needs, he/she has a responsibility to:

- Provide one-to-one support in class for the pupil they have been designated to help;
- Work alongside the class teacher and aid in the learning of the child as outlined in the Education Plan;
- Liaise with parents when necessary;
- Be involved in the monitoring the child's progress and contribute valuable information to the review process;
- Be willing to attend training related to working with children with Special Educational Needs.

The role of the Pupil

As a child-centred school we aim to involve our pupils in their own development and will discuss concerns and strengths with each pupil to encourage them to take responsibility for their learning through the Education Plans as far as levels of maturity and understanding will allow.

The role of the parent

Through partnership we aim to involve the parents of children with SEN as soon as a concern is identified and at each stage of the Code of Practice. Parents are invited to review Action Plans and Education Plans with teachers and are asked to sign and date plans and evaluations.

Parents will be invited to attend every formal Annual Review Meeting and have the opportunity to express their views.

15. Resources and Special Facilities

Academy Primary School has a purpose built Learning Support Room (SEELB and School financed) with access to the Network computer. A partition allows this room to become two units for two Learning Support Teachers to share this room. The room is equipped with varied Literacy and Numeracy materials and resources used for assessment and identification purposes.

A second room is available for external agencies (e.g. Outreach support teachers, Educational Psychologists, Language therapists) to work with individuals or groups of children.

Allocation of Resources

Within an Annual Review of the school's budget money is allocated to SEN for staffing, materials and equipment.

16. Partnerships with Parents

The school values the knowledge, experience and views of parents and seek to establish a productive working partnership in making appropriate provision for all pupils. The school aims to involve parents of pupils with SEN when planning their child's education. Parents will be involved in all stages of identification and assessment and they have a definite role and input into their child's provision. IEP targets will include targets to work towards at home and parents/carers are invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

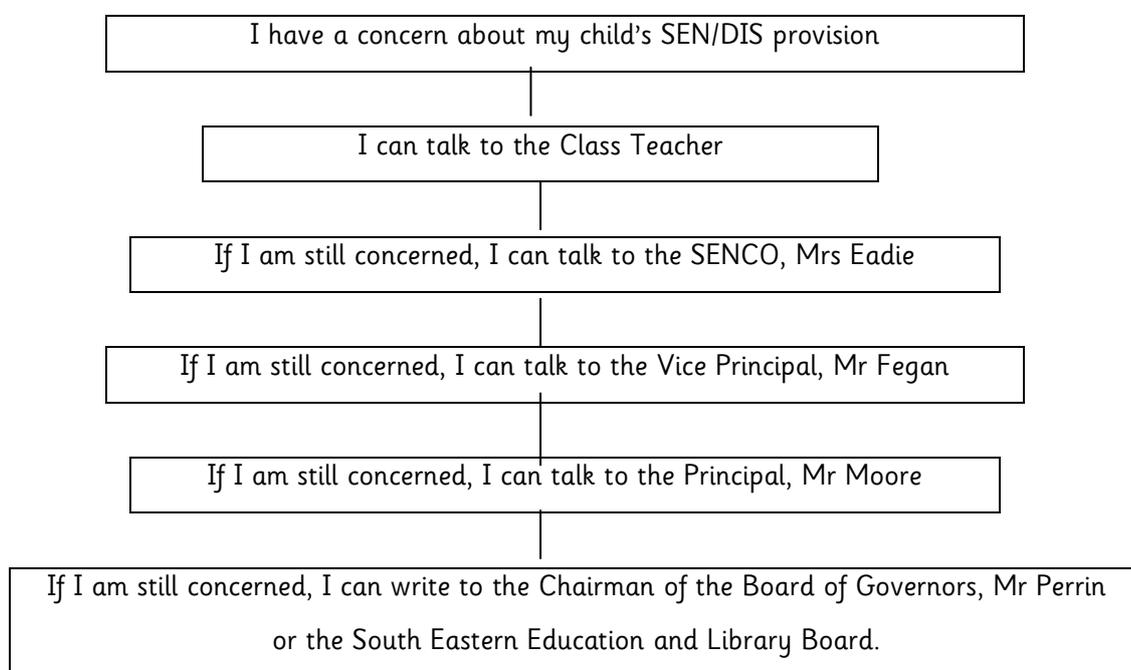
In addition to formal, planned consultations teachers will make contact with parents to highlight any particular success or concern and to discuss or review progress. Equally, teachers welcome the opportunity to meet parents, by appointment, those who wish to discuss their child's progress.

Parents of those children who have a statement of Special Educational Needs will be asked to contribute to an Annual Review process involving all agencies related to the child's education.

17. Complaints procedures

Stage 1- Concerns expressed by parents and others should be discussed with those involved with the issue, i.e. the class teacher and/or SENCO.

Stage 2- If the matter is not fully resolved it may be referred to the Principal, Mr S. Moore and in a minority of cases may be taken further to the Board of Governors or SEELB for their consideration.



In addition an Advice and Information Service has been set up by the South Eastern Education and Library Board to support parents of children with Special Educational Needs (DARS). This service can be accessed by phoning 028 90 566200.

Dispute Avoidance and Reconciliation Service (DARS)

DARS aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or Education and Library Boards who are on the Code of Practice, in relation to Special Education Provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS.

Members of the DARS team will facilitate the possible resolution of disagreements (in a neutral venue) but do not have the authority to resolve a dispute. Agreement can only be reached with the approval of interested parties. From referral to conclusion is approximately 40 working days. DARS is separate and independent from the Special Education Branch.

Involvement with the DARS team will not affect the right of appeal of the Special Educational Needs Tribunal.

Parents/Guardians may contact this service directly.

DARS

SEELB

Grahamsbridge Road

Dundonald

BT16 2HS

Email: mandy.kerr@seelb.org.uk

DARS Officer: Mrs Mandy Kerr

Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the Education and Library Board with regard to a child's Special Educational Need, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal or SENDIST.

SENDIST considers parents' rights appeals against decision of Education and Library Boards and also deals with claims of disability discrimination in schools.

There is a two month time limit from the notified date of 'disputed decision' to appeal to the tribunal. Various time limits apply for:

- Boards compliance with Orders of the Tribunal
- Boards to comply with unopposed appeals.

(www.education-support.org.uk)

Further information regarding the appeals procedure can be obtained from:

Special Education Needs and Disability Tribunal Secretariat

2nd Floor

Albany house

73-75 Great Victoria Street

Belfast

BT2 7AF

028 90 322894

Email: secretary@sentrribunal.co.uk

18. Links with other schools and external agencies

The school works in partnership with health services, social services and educational welfare to ensure appropriate provision for children with Special Educational Needs to access a broad and balanced education.

The school has a regular, professional working relationship with outside agencies including:

- Educational Psychology Service
- Special Education, SEELB
- Behaviour Support Service
- Educational Welfare Officer
- Speech and Language Therapy Service
- Autistic Spectrum Disorder Service
- Occupational Therapy Service
- School doctor/nurse

In Primary 1 the teachers liaise with feeder groups in May/June and in Primary 7 the teachers liaise with the schools our children will be attending for their secondary education.

Throughout the year the SENCO/Principal will visit any children in Special School placement on invitation.

In changing or leaving school the SENCO will be involved, where necessary, with linking children to their new school. The SENCO will review and pass on any relevant information relating to the child's SEN needs for children leaving school. For any children transferring to Academy the SENCO will contact the previous school, assist with the child's induction and evaluate their Special Educational Needs.

19. Links with other policies

This policy is integral to all school policies. It has key links with policies such as Child Protection, Anti Bullying, Health and Safety, Positive Behaviour and a number of curriculum policies such as Academy Nursery Unit SEN and Inclusion Policy, Academy Using Mathematics Policy, Academy Literacy and Communication Policy, Academy Assessment Policy.

20. Development, Monitoring, Review and Evaluation of Policy including future developments

This policy has been drawn up in consultation with staff, parents, Board of Governors and pupils as appropriate and will be monitored, evaluated and updated annually to take cognisance of future developments and changes in the legislation.

The governing body will report in the Board of Governors Annual Report on the progress made by pupils with Special Educational Needs in the meeting the objective set out in this policy.

The data collected on children is analysed annually in order to track children's progress and plan for additional interventions in the future.

21. Ideas for consultation

This policy has been drawn up through consultation with staff, parents and board of governors.

| Special Educational Needs/Inclusion Policy Consultation | | | | |
|--|---|-------------------------------|-------------------------------|-----------------|
| Name: _____ | | | | |
| | Contents | Do you agree? | | Comments |
| 1 | Name of school / college | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 2 | School / college Mission Statement / Vision Statement | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 3 | School / college aims | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 4 | Rationale for SEN / Inclusion policy | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 5 | Aims of SEN / Inclusion policy | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 6 | Context | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 7 | Definition of Special Educational Needs (SEN) | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 8 | Categories of Special Educational Needs | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 9 | Definition of Disability (DIS) | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 10 | Admission Arrangements | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 11 | Accessibility | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 12 | Identification & assessment Of pupils with SEN/DIS | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 13 | Structure of SEN / Disability Provision | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 14 | Arrangements for co-ordinating provision | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 15 | Special Facilities | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 16 | Special Assessment Needs & Special Exam arrangements | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 17 | Partnerships with parents | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 18 | Concerns, procedures | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 19 | Links with other schools / external agencies / community | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 20 | Links with other policies | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 21 | Development, Monitoring, Review & Evaluation Policy including future developments | Y <input type="checkbox"/> | N <input type="checkbox"/> | |
| 22 | Staff involvement | Y <input type="checkbox"/> | N <input type="checkbox"/> | |