



## KILLYLEA PRIMARY SCHOOL

### Special Educational Needs Policy

#### 1. Statement

Consistent with our school aims, whereby each child has access to a broad and balanced curriculum, and is valued and encouraged to reach his/her full potential, we believe that we will be able to make provision for children with special educational needs in line with the stages of the Code of Practice. The provision together with pupil progress will be monitored and reviewed. We consider the partnership with parents will make a valuable contribution to the progress of each child.

#### 2. Definition of Special Educational Needs

The term “special educational needs” is defined in the relevant legislation as “a **learning difficulty** which calls for **special educational provision** to be made.”

A child has a **learning difficulty** if he/she has significantly greater difficulty in learning than the majority of children of that age group, and has a disability which hinders the use of everyday educational facilities. (*See appendix 1 for breadth of learning difficulties*)

**Special Educational Provision** is provision, which is different from, or in addition to, the provision made generally for that age group.

In Killylea PS, children will be considered to have **special educational needs** if they have difficulty coping with the differentiated activities generally provided in class.

#### 3. Aims of School Policy

- All children with Special Educational Needs must have their needs addressed.
- Children with S.E.N. should have the greatest possible access to a full, broad and balanced education and be offered equal opportunities to achieve.
- To ensure all pupils with SEN are identified and assessed as early as possible.
- To ensure that a differentiated curriculum allows children with SEN to work at a pace appropriate to their ability.
- To develop and maintain an effective system of assessment, record-keeping and evaluation to monitor progress.
- To develop a good working relationship with parents, and other appropriate people/agencies.

## **4. Roles and Responsibilities**

### **4.1 The Board of Governors**

The Order requires that the BOG of Killylea:

- Determine and review its policy for the provision of education for children with special educational needs.
- Publish information with respect to its policy and arrangements in respect of these children.
- Report annually to parents on the steps taken to implement the policy for SEN.

### **4.2 The Principal**

- Manage provision for pupils with SEN and keep governors informed.

### **4.3 The Special Educational Needs Co-ordinator (SENCO)**

The SENCO has responsibility for the daily operation of the policy. In Killylea PS, the SENCO is Mr. Derek Hutchinson, who has the responsibility to:

- Oversee and co-ordinate the operation of school policy for SEN;
- Contributing to the in-service training of staff;
- Provide advice and support for colleagues and liaise with other professionals;
- Maintain a register of pupils with SEN;
- Compile appropriate resources;
- Respond to requests for advice from class teachers;
- Keep '**Individual Education Plans**' (IEPs) in a central area for reference and
- Organise the operation of annually held testing for all pupils in Literacy and Numeracy.

### **4.4 Class Teachers (Primary Schools)**

- Class teachers will:
- Be involved in the development and review of the policy and remain familiar with its procedures;
- Collect accurate information when there are concerns at Stage 1;
- Draw up and implement appropriate action plans (stage 1) and IEPs for Stage 2 and beyond;
- Retain overall responsibility for the pupils in his/her class who have SEN;
- Work in conjunction with SENCO to identify pupils' SEN and
- Liaise with SENCO, parents and other agencies with children who have SEN.

### **4.5 Classroom Assistants**

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 in-class support under the direction of a class or subject teacher;
- Oversee the safety and well-being of the pupil at **ALL** times;
- Assist the pupil in organising his/her materials and equipment and moving about the school (as appropriate);
- Assist with classroom preparation and organisation, for example, photocopying, record keeping, wall displays.

## **5. Criteria for Evaluating the Success of the SEN Policy**

Children's progress will be assessed by one or more of the following:

Further testing, teacher observation, work in class, information from parents, review of targets.

## **6. Identification and Assessment of Children with SEN**

The SENCO, in conjunction with all staff, is responsible for creating, updating and storing the SEN register and other relevant information. Pupils who are thought to have SEN are identified and assessed as early and thoroughly as possible. Problems that are addressed at this early stage may well reduce the need for subsequent intervention.

One of the principles of the Code of Practice is that all children should have access to a broad and balanced curriculum. In order that this is achieved, the teacher will:

- Work on specific targets with the child to encourage the child to benefit from all class activities;
- Use differentiated approaches in the classroom;
- Make use of classroom assistants when appropriate.

## **7. Screening Process**

We gather knowledge about children's aptitude and progress from a wide variety of sources, including:

- Information from nursery schools, playgroups, previous schools;
- Information from parents;
- Teachers' observations;
- Teachers' checklists;
- Information from external agencies;
- Baseline assessments;
- End of key stage assessments.

Children at Foundation Stage (P1/P2) will be identified by teachers using the baseline programme and their own particular experience of children of this age. Further testing will be carried out through and at the end of each year. A child who is admitted during the school year will not be formally tested, but the class teacher will informally assess him/her on a daily basis for a few weeks. The screening process acts as a safety net to ensure that all pupils with SEN are identified. However the class teacher may be able to identify further children whose performance has not been highlighted during formal tests, yet are failing to progress satisfactorily. *(See appendix 2 for details of standardised tests available).*

If information suggests that a child may have special educational needs, then we may make use of diagnostic tests or seek advice from other agencies to help gain a more detailed understanding of particular difficulties. *(See Appendix 3 for details of possible diagnostic tests).* Some pupils will receive support in the classroom and a small number may be withdrawn for more individual help through an outreach support teacher or a SEN Teacher *(if possible)*. We will ensure that our pupils' SEN will be made known to other schools to which they may transfer.

## **8. Special Needs Register**

Once a child has been identified as having SEN, his/her name is put on to the Special Needs register by the SENCO. Information includes:

1. name, date-of-birth
2. specific area of need
3. provision made in class
4. stage of intervention
5. outside agencies involved

In line with the Code of Practice, a staged approach of educational provision is followed. The 5 stage approach can be summarised as follows: *(See Appendix 4 for details)*

<b>Stage 1 – Class teacher/SENCO</b>	<b>Action Plan (Targets should be set)</b>
<b>Stage 2 – SENCO/class teacher</b>	<b>Education Plan</b>
<b>Stage 3 – School &amp; outside specialist(s)</b>	<b>Education Plan</b>
<b>Stage 4 – Board &amp; School</b>	<b>Statutory Assessment</b>
<b>Stage 5 – Board &amp; School</b>	<b>Statement of SEN</b>

## **9. Specialisms and Special Facilities**

### **Special Facilities:**

Killylea PS is fully accessible to wheelchair users and has a disabled toilet

## **The Role of an Outreach Support Teacher/SEN Teacher**

Children with a Statement of Educational Needs may, after consultation with the Educational Psychologist, be offered individual support for two hours weekly from an outreach support teacher.

Additional support is available from a temporary SEN Teacher who has a responsibility to:

- Provide support for pupils with special educational needs;
- Work in conjunction with the class teacher/SENCO to draw up educational plans and identify targets for pupils who have SEN;
- Participate and contribute to reviews regarding a pupil's progress.

## **10. Allocation of Resources**

Killylea PS makes use of the reading resource room and/or the school library. These are equipped with a good range of specialist resources, which are available to all class teachers/support teachers/classroom assistants.

A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.

There are pupils with statements in our school for whom support is given through additional assistance, specific educational plans and staff training.

The provision of additional support is made as appropriate from the delegated SEN budget.

- Book resources: (e.g. textbooks, worksheets, reading schemes)
- ICT Resources
- Specialised equipment
- Other resources

## **11. Partnerships with Parents**

Killylea PS recognises the need for the support of parents and we value the knowledge, experience and views of parents and seek to establish a partnership with them in making appropriate provision for all pupils. This partnership may be of benefit in establishing good work habits at home.

Parents should:

- Work in partnership with the school and other professionals involved;
- Provide information which will help the school in understanding the child's needs;
- Support the implementation of the IEP and
- Participate in reviews of progress.

Parents may arrange to see the Class teacher/SENCO/Principal if they are concerned about their child's progress.

#### **Arrangements for passing information to Parents**

- Parents receive a pupil profile each year;
- Parent/teacher INCAS interview in October/November
- SENCO /Teacher and parent each term (if pupil is on an IEP)
- Open Morning in January
- Parents are informed in writing if their child requires additional support (Stage 2) or if support is discontinued.
- Parents receive a copy of their child's Individual Educational Plan and IEP review.
- Monthly newsletters
- School Website: [www.killyleaps.co.uk](http://www.killyleaps.co.uk)

### **12. Links with other Schools and Agencies**

#### **Contact with/Information from feeder schools**

All information received will be passed to the appropriate class teachers/SENCO

#### **Contact with/Information to follow-on schools**

Information held on individual pupils will be passed on to next school.

#### **Contact with other Agencies (e.g. H & SS, ELB, CHARITIES)**

The school will maintain/make contact with other agencies as appropriate.