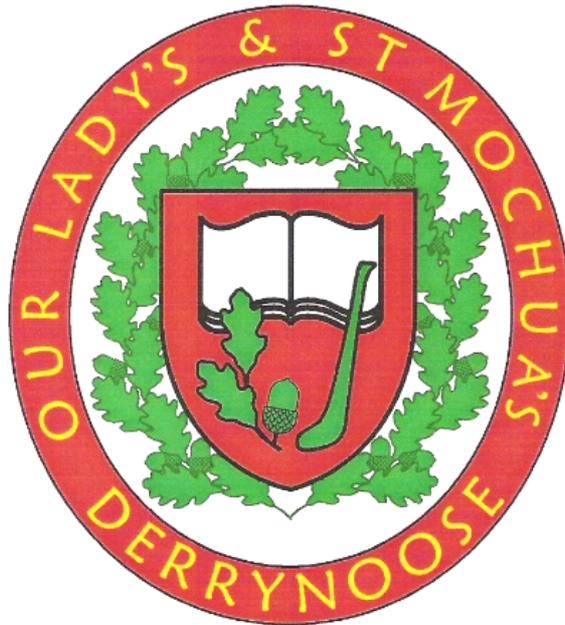


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# Our Lady's and St. Mochua's P.S Derrynoose



## Policy for SEN and Inclusion 2025

# **Our Lady's & St Mochua's PS**

## **Policy for SEN and Inclusion**

### **2025**

#### **MISSION STATEMENT**

Our Lady's & St Mochua's Primary School believe the school to be a vital part of the Catholic Community. We are firmly committed to the aims of Catholic Education, to developing positive pastoral care systems in our school and to establishing close links with the home, the parish and the wider community. Through our agreed vision, **Reaching for the future... A voice today...** we aim to ensure that our commitments are realised.

#### **Definitions**

For all involved in a child's education it is important that there is a clear understanding of the terms 'special educational needs,' 'learning difficulty' and 'special educational provision,' as defined in Article 3 of the 1996 Order.

#### **Special Educational Needs**

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made.

#### **Learning Difficulty**

A child has a learning difficulty if:

- (a) they have a significantly greater difficulty in learning than the majority of children of the same age;
- (b) they have a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools; or
- (c) they have not attained the lower limit of compulsory school age and is or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory school age.

#### **Special Educational Provision**

Special educational provision (SpEP) is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in ordinary schools.

#### **Disability**

The following definition of disability is taken from the Disability Discrimination Act (1995): A disability is when someone has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

#### **SEND Act 2016**

The Special Educational Needs and Disability Act NI became law in March 2016.

The SEND Act NI 2016 aimed to give effect to the legislative changes necessary to support the policy for a revised SEN and Inclusion Framework.

There is a strong focus on both improving and on listening to the voice of the child and on the participation of children, young people and their parents in decision-making both at individual and strategic levels with a particular change for post 16 pupils with statements.

There is a stronger focus on both improving and on measuring outcomes for children and young people with SEN or disabilities.

It includes specific guidance on publishing an EA Plan of support for children and young people with SEN or disabilities

### **Key Principles of Inclusion**

The Disability Discrimination Code of Practice for Schools (ECNI, 2006), states: "...all pupils have a right to the same opportunities in the whole of their educational life." All schools should have an inclusive ethos and actively seek to promote the inclusion of all children. Schools should approach inclusion as an integral part of all school policies including the school's SEN policy, school development plan, the school's accessibility plan and policies relating to e.g., discipline, bullying and pastoral care.

### **The following areas encompass all aspects of SEN/Disability:**

#### **1. Cognitive and Learning**

- a) Dyslexia/Specific Learning Difficulty (DYL)
- b) Dyscalculia (DYC)
- c) Dyspraxia/Developmental Coordination Difficulties (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 learning difficulties (U)

#### **2. Social, Emotional and Behavioural**

- a) Social, Emotional and Behavioural Difficulties (SEBD)
- b) Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder  
(ADD)

#### **3. Communication and Interaction**

- a) Speech and Language Difficulties (SL)
- b) Autism (AUT)
- c) Asperger's Syndrome (ASP)

#### **4. Sensory Difficulties**

- a) Severe/profound hearing loss (SPHL)
- b) Mild/moderate hearing loss (MMHL)
- c) Blind (BL)

- 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**

Children who have an identified medical condition will be recorded on the school's medical register. Those who do not require special educational provision will be recorded on the Medical register only and will not be placed on the SEN register. A pupil with a medical diagnosis or disability may or may not have a SEN but what is key is "does the pupil have a requirement for special educational provision to access the curriculum." A pupil can be recorded on both the SEN register and medical register if they have both a medical need and require special educational provision to be made for them. The Medical Register is the responsibility of Mrs M McClelland and Mrs S Gollogly. The following is the list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population taken from Department of Education Northern Ireland (2019) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI).

- a) Epilepsy (EPIL)
- b) Asthma (ASTH)
- c) Diabetes (DIAB)
- d) Anaphylaxis (ANXS)
- e) Down Syndrome (DOWN)
- f) Other medical conditions/syndromes (OMCS)
- g) Interaction of Complex Medical Needs (ICMN)
- h) Mental Health Issues (MHI)

## **7. Other**

- a) Other (OTH)

*Guidance for Schools: Recording Children with Special Educational Needs – SEN Categories (Department of Education)*

## **Policy Aims**

1. To identify pupils with SEN/Disability as early and thoroughly 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. To offer curricular, pastoral and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills so 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 an Education Plan (EP) is to be effectively implemented. To 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 must 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/or maintain interest of pupils with SENs in their education
10. To encourage a range of teaching strategies that accommodate different learning styles and promote 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 and 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 EA 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 will be 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 **Mrs M McClelland and Mrs S Gollogly (LEARNING SUPPORT COORDINATORS)**

### **Board of Governors**

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

The following section provides an overview of Governor's responsibilities from this document as highlighted in 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:

- Ensure a Personal Learning Plan (PLP) is prepared for all pupils with identified SEN
- Designate a teacher as having responsibility for coordinating SEN provision (Learning Support Coordinator)
- To tell the EA about change of circumstances affecting a child getting EA support
- Inform parents & pupils over compulsory school age of the arrangements relating to disagreements between them and the Board of Governors
- To ensure teachers take 'all reasonable steps'
- To ensure those concerned with pupil's education all know about pupil with SEN (but need to recognize right to privacy)

### **Principal (Code of Practice 1998)**

The Principal will:

- Keep the Board of Governors informed about SEN issues
- Work in close partnership with the Learning Support Coordinator
- 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 will 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

### **Learning Support Coordinator**

The Learning Support Coordinator will be 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
- Maintain the school's SEN register and oversee all the records on pupils with special educational needs
- Liaison with parents of children with special educational needs
- Establishing the SEN in-service training requirements of the staff, and contributing as appropriate to their training
- Liaison with external agencies.

### **Class Teacher**

The class teacher will

- 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 EPs in consultation with the Learning Support Coordinator
- Involve classroom assistants as part of the learning team

### **Learning Support Staff**

The Learning Support Staff will work under the direction of the Learning Support Coordinator.

He/she will:

- 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 PLP which inform learning and teaching
- Monitor and review progress
- Be involved in the Annual Review process and
- Attend professional development training

Learning Support Staff will also

- Work under the direction of the class teacher
- Be involved in planning

- Look for positives by talking to the child about his/her strengths
- Provide practical support
- Listen to the child/speak to staff on the child's behalf
- Explain boundaries and operate these consistently and fairly
- Keep records and attend meetings and
- Share good practice

### **Pupil Views**

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

(Supplement to the Code of Practice – pars 1.19)

Key decisions for a particular pupil might include:

- Contributing to the assessment
- Contributing to education plans through setting targets as evidenced in the Personal Learning Plan
- Working towards achieving agreed targets e.g. Via our Marking for Improvement children will be encouraged and directed towards achieving their targets and this will be celebrated via our celebration of success i.e. classroom points, weekly marks, termly certificates etc.
- Contributing to the review of PLPs, Annual Reviews and the Transition process in Year 7 E.g. Pupil Views Proforma

### **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 Mrs McClelland, Mrs Gollogly or the class teacher of any significant needs their child may possess. They will 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.

We will 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 will 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 EPs

## **Admissions**

The admission arrangements with respect to the majority of pupils with SEN will be 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 relevant Education and Library Board.

When seeking to place a pupil with a Statement, the Board 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 SEND legislation.

## **Accessibility**

- At present pupils with SEN/Disabilities have equal access to all areas of the school building.
- The school is fully accessible to wheelchair users; and/or
- There is a well-equipped SEN teaching/resource base
- We have one disabled toilet and a separate hygiene room for personal care and/or additional disabilities.
- Access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude and attainments.

## **Annual Report**

The BOG will report each year on SEN provision in the school. Information for this report will be collated by the Learning Support Coordinator 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 will be identified as early as possible and assessed as quickly as is consistent with thoroughness'  
*(Supplementary Guide of the Code of Practice paragraph 5.12 - page 44)*

In Our Lady's & St Mochua's Primary School, the following may be used to identify pupils' needs:

- Parental information
- Information from Nursery School or other transferring school
- Cognitive ability tests
- Attainment tests
- Summative and formative assessment

- Standardised Assessments
- Teacher observation
- Professional Reports
- Statements of Special Educational Need
- Care Plans
- Personal Education Plans for looked after children and
- IEP Reviews
- Annual Reviews

### **Pathway for Success: The Management of Special Educational Needs**

Within our school we have developed two 'pathways for success' in order to ensure that children with Additional Needs receive the support they need to reach their full potential.

#### **Pathway 1: Whole School Educational Provision**

In our school we will have children who will experience some difficulties with their learning. Their needs may not meet the criteria to be placed on our Special Needs Register but they may still require additional support. These children will be placed on our Whole School Educational Provision Register where specific support will be offered via our Class Action Plan and Class Passport for Learning. The Class Passport for Learning will ensure that the child's needs are identified and that strategies are highlighted to assist them with their learning. Their passport for learning will be prepared by the Learning Support Coordinator in conjunction with the Class Teacher and will be shared with the child and his/her teacher and parent.

#### **Pathway 2: Special Educational Needs Provision**

In our school we will have children who will have significantly greater difficulty in learning than the majority of children of 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

In Our Lady's & St Mochua's Primary School, we follow the three stage approach as set out in The Code of Practice (2016).

This approach recognises that there is a continuum of SEN.

This means that their needs are met by the school with the help of outside agencies and/or specialists as required.

These stages focus on the level of intensity of the special educational provision required for a child to make adequate progress commensurate with their abilities and improve their outcomes. Responsibility for pupils with SEN at each stage lies with the school, given the day-to-day role of the school in a pupil's teaching and learning, with increasing EA involvement when required. A summary of the three stages of special education provision is set out below:

**Stage 1 includes:**

- School delivered special educational provision;
- A PLP is required (currently IEP);
- The majority of special educational needs will be met at this stage;
- The responsibility lies with the school;
- Operates in mainstream schools and classes; and
- Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN.

The PLP should contain the core information/evidence of the school action to inform a request, if considered necessary, for access to EA SEN services at Stage 2. The child will only move to Stage 2 once any external special educational provision is being implemented.

**Stage 2 includes:**

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust;
- A PLP is required (currently IEP). A smaller number of children will need this provision;
- The responsibility lies with the school plus external provision from EA;
- Operates in mainstream schools and classes (and by exception in special school or Learning Support Centre (LS Centre) for the purpose of assessment; and
- Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN.

In the event of a child not making progress, despite the external support from the EA, the child may require consideration for a statutory assessment. A new online form designed to

guide the user through the process is used to make a request for statutory assessment. The PLP (currently IEP) contains the core school information the EA will use to consider and if appropriate make, a statutory assessment.

The pupil will remain at Stage 2 when a request for a statutory assessment is being considered, is being made and, if appropriate until a Statement is made.

**Stage 3 includes:**

- Pupils with a statement of SEN;
- School and EA delivered special educational provision plus any relevant treatment or service identified by the HSC Trust;
- A PLP is required (currently IEP);
- A smaller number of children will need this provision;
- The responsibility lies with the school and the EA –with input from the HSC Trust where relevant;
- Operates in mainstream schools, LS Centres attached to mainstream schools or special schools (as determined within the child’s statement);
- Reasonable adjustments, the school delivered special educational provision are implemented plus EA provision as set out in the Statement.

**At Stage 3**, the child has a statement and is receiving special educational provision (as set out in the Statement).

The pupil’s PLP (IEP) should be revised, to reflect the content of the statement (as it relates to the PLP (IEP) including the SEN category (or categories); setting intended outcomes based on the objectives of the special educational provision and the nature and extent of the EA’s provision including any relevant service and treatment the HSC Trust are to provide; and any additional school provision or modifications to the curriculum, as itemized in the statement; the pupil’s PLP (IEP) will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the annual review of the statement.

**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 will 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 SENs.
- 
- Relevant school staff will undertake the Review on behalf of the Board.
  - The Review will take place in school, chaired by the Principal (or other person as delegated).
  - Relevant forms and 5EA guidance for this process is available from Special Education

### **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.

### **Record Keeping**

The following are some of the records that the Learning Support Coordinator will keep:

- SEN Register
- Records of Concern
- Education plans/Reviews
- Statements/Annual Reviews
- Assessment results/data
- Individual Pupil Files
- Record of liaison/meetings with Board/Health Services
- Minutes of meetings with parents
- Staffs' Support, Advice and Training Records

## **Monitoring the Progress of Pupils with SENs**

It is the responsibility of the Learning Support Coordinator to ensure that the progress of pupils on the SEN register is monitored. This is done in the following ways;

- EPs monitored for quality, progression and appropriateness through meeting with teachers on a regular basis.
- Evidence that the pupil is making progress.
- Quality reviews of EPs and other relevant and purposeful measures that focus on educational outcomes to inform future planning and inform movement either up or down through the Code of Practice Stages.

## **Professional Development**

The Principal oversees the professional development of all staff in his/her school in consultation with the Learning Support Coordinator.

The Learning Support Coordinator will keep a record of all training relating to SEN.

It is essential that all staff keep up-to-date with developments in the whole area of SEN in order to provide effectively for pupils.

Any staff attending INSET will disseminate the training with colleagues.

## **Partnerships**

In Our Lady's & St Mochua's Primary School we have developed partnerships with each of the following:

### **EA Support Services**

Autistic Spectrum Disorder (ASD)

Behaviour Support

Language & Communication

Specific Literacy Difficulties (SPLD)

Visual Impairment

Interdisciplinary Services e.g: Multi Agency Support Teams for Schools ( MASTS)

ACE

### **Other Support Services (for example)**

Child & Adolescent Mental Health Services (CAMHS)

Child Development Clinic (CDC)

Barnardos

Counselling Services

## **Complaints**

All complaints regarding SENs should be made following the school's existing complaints procedures.

## **SEN Advice and Information Service**

EA have set up an SEN Advice and Information Service to provide support in relation to children with Special Educational Needs.

Details of this service can be found on EA website.

## **Dispute Avoidance and Resolution Service (DARS)**

DARS was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or EAs for pupils who are on the Code of Practice, in relation to special educational 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 separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from Special Education Section.

Involvement with DARS will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). Parents/Guardians may contact this service directly.

## **Special Educational Needs and Disability Tribunal (SENDIST)**

Where agreement cannot be reached between a parent and the EA with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). This body considers parents' appeals against decisions of EAs and also deals with claims of disability discrimination in schools.

## **Monitoring and Evaluating the Policy**

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

*Policy Date September 2025*

*Signature of Principal*

*Signature of Chairperson of Board of Governors*

*Review Date September 2025*