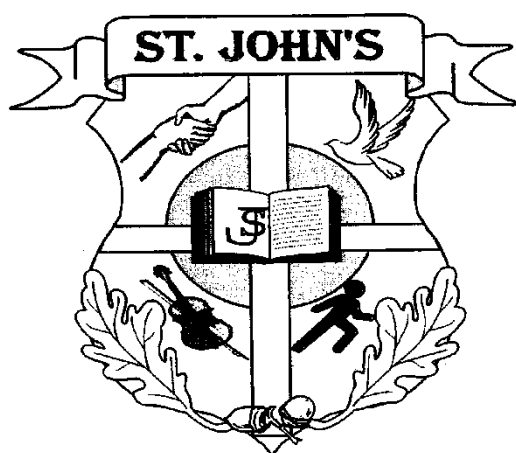


**St. John's Primary School
Bligh's Lane
Derry**



**A Policy for Special Educational
Needs (SEN)
& Inclusion
2025**

1. Mission Statement

At St. John's Catholic, Primary School, we provide a happy, nurturing, inclusive, learning, environment which delivers high quality outcomes and life-enriching experiences. We embrace diversity and encourage all to respect the environment and develop the confidence and digital skillset required to contribute to society and the local and global economy. We work collaboratively with parents/carers and community partners to promote the social, emotional, intellectual, and spiritual well-being of each individual, thereby enabling our school family to 'Learn Together' and 'Grow Together'.

2. Vision

At St. John's PS we are committed to providing equal access for all children to a broad and balanced educational experience based on the Northern Ireland Curriculum. We recognise that some children, 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 arrangement to provide for their individual needs. A graduated response embeds a child-centred ethos, ensuring resources and expertise are matched to individual needs when and where they are needed most.

The Graduated Response Framework (GRF) is a structured approach guiding schools in Northern Ireland to identify and support children and young people with special educational needs and/or disabilities. It ensures that learners and their families are actively involved at every stage, with decisions documented through a Personal Learning Plan (PLP). The six-part IPAMER cycle – Identify, Plan, Action, Monitor, Evaluate, Review - provides the day-to-day steps through which the graduated response is delivered. Each stage in the IPAMER cycle translates the strategic goals of the Graduated Response Framework into concrete tasks and decisions within schools.

3. Ethos

Our school ethos is founded on the Catholic values of respect, honesty, integrity, social justice, charity, equality of opportunity and inclusion. We believe in the rights of the child to receive the best education and one that best meets the child's needs. It is therefore the responsibility of all teachers in partnership with the children, Learning Support Assistants (LSAs), parents, Board of Governors, Education Authority and other support agencies, to implement Special Educational Needs (SEN) provision that will reduce barriers to learning. We believe that:

- each child should feel valued;
- each child should have access to a broad, balanced and differentiated curriculum;
- parents should be kept informed of their child's progress and of the measures to be taken to help the child; and
- whenever possible the child's view should be ascertained.

The Disability Discrimination Code of Practice for Schools (ECNI, 2006), states:

"...all children 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 discipline, bullying and pastoral care.

4. Legal Context

This policy takes account of the following legislation and documentation:-

[The Education \(NI\) Order 1996](#)

[Special Educational Needs and Disability \(NI\) Order 2005](#)

[The Special Educational Needs and Disability Act \(NI\) 2016](#)

Documentation:

[Department of Education Northern Ireland \(1998\) Code of Practice on the Identification and Assessment of Special Educational Needs. Bangor: DENI](#) (PDF, 644KB)

[Department of Education Northern Ireland \(2005\) Supplement to the Code of Practice. Bangor: DENI](#) (PDF, 801KB)

[Equality Commission, Northern Ireland \(2006\) Disability Discrimination Code of Practice for Schools \(SENDQ\).](#) (PDF, 761 KB)

[Department of Education Northern Ireland \(2009\) *Every School a Good School – a policy for school improvement*, Bangor: DENI.](#) (PDF, 706KB)

SEN Reform Agenda and Five year Delivery Plan (February 2025)

Department of Education Policy Statement on SEN (August 2025)

5. Definitions

For the purposes of this document the term SEN refers to those children in our school who have special educational needs and/or a disability which affects their learning.

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. (Paragraph 2.3)

6. Rationale

The legislation that currently governs practice regarding Children and Young People (C&YP) with special educational needs (SEN) is the Education Order (1996). The current Code of Practice (CoP) on the Identification and Assessment of SEN provides guidance on how the legislation is to be delivered in schools. This guidance was published in 1998.

SENDO (2005) increased the rights of Children and Young People with SEN and/or disabilities to be educated in mainstream schools and aimed to ensure that children with disabilities were not disadvantaged compared to their peers in school. This included the school being proactive in areas such as ensuring that the school is prepared, with an adapted environment and differentiated curricula, for all children who may wish to attend, including those with SEN/Disabilities.

The Supplement to the CoP was published in 2005 with updated sections of the 1998 CoP to reflect the changes following SENDO (2005).

The most recent legislation, the Special Educational Needs and Disability (SEND) Act (NI) 2016, strengthens and builds upon the duties contained within the Education Order (NI) 1996 and SENDO (NI) 2005. It places new duties on schools' Boards of Governors, the Education Authority and Health and Social Care Trusts. The SEND Act provides new rights for parents and children over compulsory school age. It is one element of the new SEN and Inclusion Framework which includes new SEN Regulations and a statutory Code of Practice as of 2021.

Whilst the SEND Act is awaiting ministerial approval, schools have been advised that they must continue to adhere to all aspects of the CoP (1998) and the Supplement to the Code of Practice (2005). However, they must record children's placement using the new, three stages of the CoP.

7. Policy Aims

The Special Needs and Inclusion Policy aims to: -

1. identify children with SEN/disability as early as possible using a variety of measures and in consultation with appropriate personnel;
2. ensure full entitlement and access for children with SEN/disability to high quality education within a broad, balanced, relevant, and differentiated curriculum;
3. ensure that all teachers have the capacity to identify children with Special Educational Needs;
4. ensure that all children with SEN/disability feel valued;
5. offer curricular, pastoral, and extra-curricular opportunities that allow children to develop their knowledge, understanding and skills thereby ensuring progress, promoting success and self-confidence;
6. offer a broad curriculum which will promote intellectual, emotional, social, and physical progress in order that children can develop as valuable members of society both now and in the future;
7. encourage parental partnerships in all aspects of SEN provision;
8. consider the views of the child when planning and implementing SEN provision taking into account their age and capacity;
9. support children in participating in the decision making aspects of their learning;
10. strive for close co-operation between all services and agencies concerned to achieve an effective multi-disciplinary approach to meeting SEN;
11. educate children with SEN, wherever possible, alongside their peers;
12. develop a recording system so that each child's performance can be monitored and reviewed appropriately;
13. encourage and/or maintain the interest of children with SEN in their education;
14. encourage a range of teaching strategies that accommodate different learning styles and promote effective learning;
15. create a caring and supportive environment in which children can contribute to the provision planned to meet their individual learning needs;
16. meet the needs of all children who have SEN by offering appropriate forms of educational provision and the most efficient use of available resources;
17. promote collaboration amongst teachers in the implementation of the SEN policy; and

18. work closely with EA services and other outside agencies as appropriate to support each child with SEN.

8. SEN and Medical Categories

The following is the list of the five overarching SEN categories and sub-categories taken from: [Department of Education Northern Ireland \(2019\) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI](#)).

- 1. Cognition and Learning (CL) – Language, Literacy, Mathematics, Numeracy**
 - a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy
 - b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy
 - c) Moderate Learning Difficulties (MLD)
 - d) Severe Learning Difficulties (SLD)
 - e) Profound and Multiple Learning Difficulties (PMLD)
- 2. Social, Behavioural, Emotional and Well-being (SBEW)**
 - a) Social and Behavioural Difficulties (SBD)
 - b) Emotional and Well-being Difficulties (EWD)
 - b) Severe Challenging Behaviour associated with SLD or PMLD (SCB)
- 3. Speech, Language and Communication Needs (SLCN)**
 - a) Developmental Language Disorder (DLD)
 - b) Language Disorder associated with a differentiating/ biomedical condition (LD)
 - c) Communication and Social Interaction Difficulties (CSID)
- 4. Sensory (SE)**
 - a) Blind (BD)
 - b) Partially Sighted (PS)
 - c) Severe/Profound Hearing Impairment (SPHI)
 - d) Mild or Moderate Hearing Impairment (MMHI)
 - e) Multi-sensory Impairment (MSI)
- 5. Physical Need (PN)**
 - a) Physical (P)

Children with a Medical Condition

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 child with a medical diagnosis or disability may or may not have a special educational need but what is key is whether the child has a "requirement for special educational provision to access the curriculum."

A child 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 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](#)).

- Epilepsy
- Asthma
- Diabetes
- Anaphylaxis

- Autism Spectrum Disorder (ASD)
- Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- Dyspraxia/ Development Co-ordination Disorder (DCD)
- Developmental Language Disorder (Medical) (DLD)
- Global Developmental Delay
- Down Syndrome
- Complex Healthcare Needs
- Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
- Depression
- Eating Disorder
- Psychosis
- Other Medical Disorder
- Cerebral Palsy
- Spina Bifida – with Hydrocephalus
- Spina Bifida – without Hydrocephalus
- Muscular Dystrophy
- Acquired Brain Injury
- Visual Impairment
- Hearing Impairment
- Physical Disability
- Other Medical Condition/ Syndrome.

9. Arrangements for Co-ordinating SEN Provision

Although meeting the needs of children with SEN is a whole school issue, the overall responsibility for managing SEN provision resides with the Board of Governors and the Principal of the school. However, to facilitate the day-to-day running of the provision the Board of Governors has delegated responsibility to co-ordinate the provision for children with special educational needs and medical needs to the Learning Support Co-ordinator (LSC) Mr Alan Ryan.

10. Roles and Responsibilities

The following section highlights the key roles and responsibilities of all those involved in SEN provision: -

Board of Governors

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 children with special educational needs.

Chapter 12 of the document '*Every School a Good School*' (DENI, 2010) relates specifically to the role of the Governor in supporting children with special educational needs. Based on this information, The *SEN Resource File* (DENI, 2011) outlines that the Board of Governors has a statutory duty to: -

- take account of the provisions in the DE Code of Practice on identifying and assessing special educational needs;
- use their best efforts to provide for children identified with SEN and notify parents of their child's special needs;
- maintain and operate a policy on SEN;
- ensure that where a registered child has special educational needs, those needs are made known to all who are likely to teach them;
- check that the teachers in the school know the importance of identifying those registered children with SEN and of providing appropriate teaching;
- allocate funding for special educational needs and disability; and
- prepare and take forward a written accessibility plan.

Principal

According to the Code of Practice (1998) the Principal should: -

- keep the Board of Governors informed about SEN issues;
- work in close partnership with the LSC;
- liaise with parents and external agencies as required;
- delegate and monitor the SEN budget;
- ensure the Senior Leadership Team (SLT) is actively involved in the management of SEN within the school;
- SLT members should ensure consistency of practice by the SLT and contribute to the realisation of the school development plan; and
- provide a secure facility for the storage of records relating to special educational needs.

Learning Support Co-ordinator (LSC)

The LSC should be responsible for: -

- the day to day operation of the school's special educational needs policy;
- the day to day operation of the school's medical needs requirements within the context of this policy;
- responding to requests for advice from other teachers;
- co-ordinating provision for children with special educational needs and medical needs;
- maintaining the school's SEN register and Medical Register and overseeing all the records on children with special educational needs/medical records;
- working in partnership with parents of children with special educational needs/medical needs;
- establishing the SEN in-service training requirements of staff, and contributing as appropriate to their training; and
- liaising with external agencies.

Class Teacher

The class teacher 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;
- create, manage, and review Personalised Learning Plans (PLPs) in consultation with the LSC; and
- involve LSAs as part of the learning team.

SEN Support Staff/ Additional Adult Assistants

Support Staff/ Additional Adult Assistants should: -

- 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.

11. The Child's View

As far as reasonably practicable, school staff seek and have regard to the child's views about their strengths, learning difficulties and education, taking into account their age and maturity. Staff should listen to the child's view about how they learn effectively and then focus on the strategies that work for them.

Key decisions for a particular child might include: -

- contributing to their own assessment, provision, and progress;
- contributing to the review of PLPs, Annual Reviews, and the transition process; and
- involving and supporting the child to participate in making decisions about matters affecting them.

The child's progress will be more effective when both they and, where appropriate, their parents are involved, and account is taken of their wishes, feelings, and perspectives.

12. Parent/Person with Parental Responsibility

At St. John's PS, we acknowledge that successful partnerships between parents, children and school play a key role in promoting a culture of co-operation, openness and transparency. These partnerships have a crucial impact on the effectiveness of special educational provision.

Teachers, pastoral staff, the LSC, and other school staff play a significant role in developing positive and constructive relationships with parents and children. We encourage this participation and value its contribution.

Class teachers inform parents when they are considering placing the child's name on the SEN register or moving the child between stages. It is therefore essential that parents inform school staff of any significant needs their child may possess as early as possible. For example, essential information may need to be made available by a parent upon a child's entry to the school.

Parents should be invited to: -

- meet with staff to discuss their child's needs;
- attend review meetings;
- inform staff of changes in circumstances; and
- support targets on IEPs/PLPs.

13. Admissions

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

The Special Educational Needs and Disability Order (SENDO) (2005) legislation strengthened the right for children with a Statement of Educational Need to attend a mainstream school place unless it is against the wishes of parents, or it is incompatible with the efficient education of others. Children who have SEN but **do not** have a statement, must, except in specific circumstances, be educated in a mainstream school (Article 3(1) SENDO, 2005).

Children with Statements of SEN are placed in the school at the request of the Education Authority (EA). When seeking to place a child with a Statement, the EA will take into account the wishes of the child's parents; 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.

14. Accessibility

Every grant-aided school and independent school is required to have a written accessibility plan which should be publicly available and accessible via the school's website. The focus in the school's accessibility plan is to: -

- increase the extent to which disabled children can participate in the school's curriculum. By way of example, this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure, and cultural activities;
- improve the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services provided or offered by the school;
- improve the delivery to disabled children of the information which is provided in writing to children who are not disabled. This should be completed within a reasonable time and take into account their disability and any preferences expressed by them or their parents;
- ensure children with disabilities have equal access to all areas of the school building, ensure the school is fully accessible to wheelchair users;
- provide a lift for easy access between floors;
- make all external entrances accessible;
- provide well-equipped facilities for personal care;
- ensure access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude, and attainments; and
- provide written information in a variety of formats upon request.

The St John's Primary School Accessibility Plan is accessible via the school website.

15. Special Facilities, Resources and Accommodation

These include: -

- additional monies in school budget for SEN;
- nurture unit;
- sensory room, and
- Learning Support Classes in Year 3 & 7

16. Annual Report

The Board of Governors report annually on all aspects of SEN provision in school. The SEN section in the Annual Report contains information on the number of children with statements; children that received provision from EA Local Impact Team or Health and Social Care Trust; and those that accessed school-delivered special educational provision. This report is made available to parents annually in the first term.

17. Identification & Assessment of SEN

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. (*Supplementary Guide of the Code of Practice paragraph 5.12 - page 44*)

In St John's PS, the following may be used to identify children's needs: -

- information from transferring school;
- teacher observation;
- standardised tests;
- diagnostic assessments;
- whole school assessment (e.g.: CAT/PTE/PTM);

- key stage assessments;
- class tests/school examinations;
- Personalised Learning Plans (PLPs);
- care plans;
- Personal Education Plans (PEPs) for Children who are Looked After (CLA);
- statements of special educational need;
- annual reviews;
- professional reports;
- expressed parental concern;
- children's contributions; and
- EWO and Social Services contributions.

Assessments that are/or may be used: -

- Renfrew Language Assessment
- WellComm Language Assessment
- Screening tests for dyslexia and dyscalculia;
- Single Word Spelling Test, NGRT NEST spelling tests;
- Young: New Non-Reading Intelligence Test (N.N.R.I.T.);
- Dyslexia Portfolio;
- Suffolk Reading Test;
- Key Words;
- Tricky Words;
- The British Picture Vocabulary Scale (BPVS);
- Middle Infant Screening Test (MIST);
- CATS
- Progress in English;
- Progress in Maths;
- Mental Mathematics;
- Mathematics Assessment of Learning and Teaching (MALT)
- Computer Based Assessments
- Pupil Attitudes to Self and School (PASS)

18. The Management of Special Educational Needs

The Three Stages of Special Education Provision

In St. John's PS, we adhere to the three stages of the Code of Practice. These stages focus on the level of intensity of the special educational provision through a graduated response which is required for a child to make adequate progress commensurate with their abilities and improve their outcomes.

Responsibility for children with SEN at each stage lies with the class teacher and the LSC, given the day-to-day role of the school in a child'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

- The majority of special educational needs will be met at this stage and responsibility lies with the school.
- The school delivers the special educational provision through a PLP and operates in mainstream schools and classes.
- Reasonable adjustments and additional strategies and approaches are implemented to meet and address the child's SEN.

The PLP should contain the core information/evidence of the school's graduated response to inform a request for involvement (RFI), if considered necessary, for access to the EA

Local Impact team (LIT) for input at Stage 2. The child will only move to Stage 2 once any external special educational provision is being implemented.

Stage 2

- This involves school-delivered special educational provision plus external provision, for example, the EA or the HSC Trust detailed in a PLP. A smaller number of children will need this provision.
- The responsibility lies with the school plus external provision from EA. This provision operates in mainstream schools and classes (and by exception in special school or Learning Support Centres for the purpose of assessment).
- Reasonable adjustments, additional strategies and approaches are implemented (in line with a graduated response) plus resources, advice, guidance, support, and training provided through the EA Local Impact Teams 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. An online form designed to guide the user through the process is used to make a request for statutory assessment; <https://statutoryassessment.eani.org.uk/>

- The PLP contains the core school information the EA will use to consider and if appropriate make, a statutory assessment.
- The child 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

- A smaller number of children will need provision at this stage.
- Children will have a statement of SEN.
- The School and EA deliver special educational provision (in line with a graduated response) plus any relevant treatment or service identified by the HSC Trust.
- A PLP is required.
- The responsibility lies with the school and the EA – with input from the HSC Trust where relevant.
- This provision operates in mainstream schools, specialist provisions attached to mainstream schools or special schools, as determined within the child's statement.
- Reasonable adjustments, the school delivered special educational provision is implemented plus EA provision as set out in the Statement (representative of a graduated response).

At Stage 3, the child has a statement and receives special educational provision as set out in the Statement.

The child's PLP should be revised, to reflect the content of the statement as it relates to the PLP including the SEN category or categories. Intended outcomes are set 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.

Any additional school provision or modifications to the curriculum (graduated response), as itemised in the statement. The child's PLP 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.

Exceptional Cases

In most cases transition through the three-staged assessment process occurs in sequence. However, in exceptional circumstances, children may demonstrate such significant or unforeseen difficulties that, with Educational Psychology, multi-professional and parental agreement, a move to a higher stage of need is necessary immediately.

19. 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 procedure is designed to: -

- gauge the child's progress towards meeting the objectives specified in the Statement of Educational Need;
- review the special provision made for the child, including placement; and
- consider the appropriateness of maintaining the statement of special educational needs.

The Annual Review is carried out by the school on behalf of the EA. The Annual Review will take place in school and is chaired by the LSC Mr A Ryan. Relevant forms and the EA's guidance for this process are available by contacting Statutory Assessment and Review Service (SARS) of the school's local EA office or they can be downloaded from the [EA website](#).

20. Record Keeping

The LSC keeps the following records in school: -

- SEN Register;
- records of concern;
- PLP reviews;
- statements/annual reviews/transition plans;
- assessment results/data;
- individual children's files;
- record of meetings with staff from the Education Authority's Local Impact Teams/Health and Social Care Trust
- minutes of meetings with parents;
- support, advice, and training provided to staff; and
- reports from psychologists or other professionals.

A Special Educational Needs folder is kept by each teacher. It contains relevant information about children in the particular class and the nature of their special needs.

21. Leadership and Management of SEN

In order to secure effective leadership and management of SEN we employ the following strategies: -

- A School Team Around the Child (ASTAC)
- Provision Mapping
- adherence to SEN and Pastoral Care Policies;
- a school community ethos which promotes inclusion and embraces diversity;
- capacity building programme for teachers & LSAs;

- effective, efficient and equitable deployment of human and financial resources including Targetting Social Needs, Teacher Professional Learning (TPL) allowances & Extended Schools to enhance educational opportunities and experiences;
- age appropriate assessment procedures;
- curriculum differentiation;
- whole school screening by the LSC;
- SEN monitoring by LSC and Principal;
- early intervention in order to remediate barriers to learning;
- external agency collaborations;
- individual and group education planning;
- counselling service;
- supportive relationships with parents and carers;
- monitoring of attendance;
- Primary Movement Programme in Years 1 – 3;
- Musical Pathways to Learning - Foundation Stage;
- Home/School liaisons;
- LSC liaises informally with class teachers, several times a term on a rolling programme;
- LSC meets with the Principal regularly;
- Internal Reading Centre;
- admission arrangements which are within the normal admissions policy of the school;
- transition meetings;
- LSC provides an annual report to the BOG;
- LSC is a member of the School Leadership Team and the Assessment Panel. In addition, the SEN department maintains a folder on children registered on the Code of Practice with details of learning and teaching provision made by outside agencies and Educational Psychology reports.

22. Provision in Teaching and Learning for SEN

The overall responsibility for identifying and making provision for a child with SEN rests with the class teacher who will continually differentiate to cater for all children appropriately.

Once children are identified as gifted, low achieving or underachieving the following early intervention and remediation strategies are deployed as required: -

- ASTAC
- Provision Mapping
- differentiation in all curricular areas;
- creative use of ICT and the latest technologies including Lexia, Read, Write, Gold, Immersive Reader, Fast Phonics and Nessy;
- Reading Eggs, Reading Eggspress, Mathletics, Maths Seeds
- use of thematic based learning and ideas for connected learning;
- a broad curriculum with strong emphasis on PE and the Arts;
- an extensive after school enrichment programme;
- a positive behaviour policy;
- Accelerated Reading programme in Years 4 – 7;
- expertise and support from external agencies to support curricular and extra curricular programmes;
- high expectations for all children;
- Reading Centre;
- sensory room;
- sensory circuits;
- Time to Read - a programme to promote confidence in reading.

23. Capacity Building and Professional Development

At St. John's PS, we believe that the professional development of all staff is essential to secure school improvement. Capacity building is arranged and provided according to DE Statutory requirements, regional initiatives and the needs of the staff. The Principal in consultation with the LSC oversees the professional development of all staff. It is essential that all staff are kept up to date with SEN developments to provide effective teaching and support for children. INSET training for the SEN team is provided periodically by the EA.

Following attendance at relevant internal or external education and training programmes, staff members disseminate the information provided to build the capacity of their colleagues.

The targeting of children with additional educational needs is also supported by the school's Extended School's Programme.

24. Monitoring the Progress of Children with SEN

It is the responsibility of the LSC to ensure that the progress of children on the SEN register is monitored. The following procedures are used to monitor children's progress:-

- in consultation with parents and children, PLPs are created, monitored and reviewed for quality, progression, and appropriateness through meeting with teachers on a regular basis;
- parents are provided with a copy of the PLP;
- a list of children targeted for intervention is compiled with details of Standardised Tests and proposed provision for these children;
- prompt meetings during the first term, give parents the opportunity to inform class teachers of any concerns or to give relevant information. Class teachers may then liaise with the LSC if necessary;
- progress is reviewed with the parent during the second term on Parents' evening. An end-of-year written report is sent to parents annually in June;
- support services liaise with class teachers and the LSC and provide a copy of the PLP. Children are reviewed periodically or on request if there is a significant change in the child's progress;
- all children will be reviewed each year as part of the staged approach;
- evidence is collated to assess the child's progress year on year;
- information gathered is used in future planning for intervention and to inform movement through the stages of the Code of Practice, adhering to a graduated response;
- children in Year 7, at Stage 3 of the Code of Practice, have their Annual Review in November; and
- children in Years 1-6, at Stage 3 of the Code of Practice, have their Annual Review in February.

25. Working in Collaboration with Stakeholders

We work with the EA Local Impact Team, where appropriate, to receive training and guidance to support the school and parents in meeting the needs of children with special educational and medical needs. Other examples of EA and other Services may include: -

- Education Psychology Service
- Sensory Service
- Nurture Advisory and Support Service
- Specialist Provision Service
- SEND Implementation and Advice Service
- Statutory Assessment and Review Service (SARS)
- SEN Early Years Inclusion Service (SENEYIS)

- Language and Communication Service and local Language Classes (St Anne's LC and Ebrington LC)
- RISE NI
- Child and Adolescent Mental Health Services (CAMHs)
- Independent Counselling Service - Aurora
- Barnardo's.

26. Resources

In addition to the resources available to teaching staff and the EA, the SEN Resource File with additional photocopiable resources is made available to LSAs working with individual children as recommended by the Educational Psychologist. The Graduated Response Framework Document has also been shared with all staff. Other resources are kept in areas allocated to SEN staff in KS1 and KS2. These resources are available to all members of staff on request both for use and consultation. Further resources are purchased as necessary in accordance with school requisition allocations.

27. Complaints

All SEN complaints will be dealt with in line with school's existing complaints policy. Any queries in relation to the special educational needs of a child with a Statement or a child who is currently being assessed for a statement of SEN, should be directed to the [EA Office](#). The SEN Link Officer should be contacted in the first instance. Contact details are available on the EA documentation issued to parents alongside the child's statement.

Dispute Avoidance and Resolution Service (DARS)

The [Dispute Avoidance and Resolution Service \(DARS\)](#) provides an independent, confidential forum to resolve or reduce the disagreement, in relation to special educational provision, between parents and school/Boards of Governors or the EA for children who are on the Code of Practice where previous attempts to do so have been unsuccessful. Parents can contact the service which is provided by [Global Mediation](#).

Involvement with DARS will not affect the right to appeal to the Special Education Needs and Disability Tribunal (SENDIST)

Special Educational Needs and Disability Tribunal (SENDIST)

The [Special Educational Needs and Disability Tribunal \(SENDIST\)](#) considers parents' rights to appeal against the decisions made by the Education Authority about their child's special educational needs whenever an agreement cannot be reached. This service also addresses claims of disability discrimination in school.

28. Monitoring and Evaluating the SEN Policy

The SEN policy will be reviewed annually. It will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. This policy will be brought to the Board of Governors for final approval.

Policy Date: __/__/__

Signature of Principal:.....

Signature of Chairperson of Board of Governors:

Review Date: __/__/__