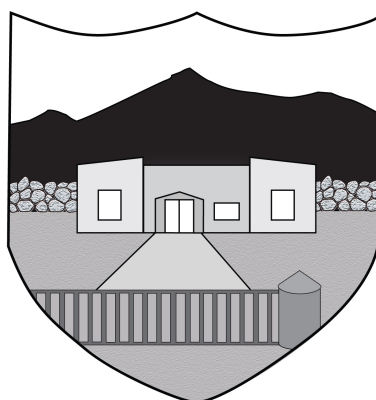


Brackenagh West Primary School



Special Educational Needs Policy

Summary Statement

Brackenagh West Primary School aims to provide a stimulating environment in which every child is given the opportunity to develop to their full potential intellectually, physically, socially and emotionally. We recognise the right of every child to a broad and balanced education, irrespective of ability. We will strive to make appropriate provision for all children with SEN, in partnership with parents and other agencies.

We in BWPS recognise that there is a continuum of Special Educational Needs which we aim to address. It is our intention to ensure full entitlement and access for SEN pupils to high quality education within a broad and balanced curriculum so that they can reach their full potential and enhance their self-esteem.



Definition of Special Needs

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

A child has a learning difficulty if he/she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in ordinary schools



Objectives

- To introduce assessment procedures which are aimed at identifying learning difficulties as early as possible
- To develop a range of teaching approaches appropriate to meet the needs of the pupils with learning difficulties
- To implement an effective record - keeping system within the school
- To seek the co-operation of parents in order to enhance the learning opportunities of the children
- To maintain a flexible approach to providing for children with learning difficulties
- To monitor current practice to ensure that the provision is effective
- To employ an appropriate range of resources in the most effective way



Basic Information about the School's SEN Educational Provision

Role of SEN Co-ordinator (Mrs K Annett)

Brackenagh West P S recognises that the SENCO within our school is a full time teacher. This obviously restricts her access to pupil/teacher needs. Her aim is to identify and address pupil's needs fairly, efficiently and sensitively within the resources and time available to her.

The SENCO will be responsible for:

- The day to day operation of the school's SEN policy
- Liaising with and advising fellow teachers
- Managing learning support teachers/classroom assistants
- Co-ordinating provision for the child with SEN
- Maintaining the school's SEN register and overseeing the records on all pupils with SEN
- Liaising with parents
- Contributing to in-service training of staff
- Liaising with external agencies
- Assessment, information gathering, assisting teachers to draw up IEPs
- Review procedures

The Role of the Class Teacher

The Code of Practice sets out a 5 stage approach to the identification, assessment and provision for a child's special educational needs.

The first three stages are school based (known as **School Action**), with the primary responsibility for the identification and delivery of teaching support to meet a child's special educational needs remaining with the class teacher.

Class teachers should maintain a close working relationship with the SENCO at each stage of the process.

The first three stages are:

- **Stage 1:** Teachers identify and register a child's educational needs and, consulting the schools SEN co-ordinator, take initial action. Children are placed on Stage 1 when their class teacher expresses a concern or as a result of a testing system within the school. Support is provided within the classroom. Parents are informed at this stage.
- **Stage 2:** The SEN co-ordinator takes lead responsibility for collecting and recording information and for co-ordinating the child's special educational provision, working with the child's teacher.
- **Stage 3:** Teachers and the SEN co-ordinator are supported by specialists from outside the school.

To ensure a whole school approach provision will be made for regular liaison between staff.

Stages 4 and 5 are known as **School Action Plus**.

- **Stage 4:** SELB considers the need for a statutory assessment and, if appropriate, makes a multi disciplinary assessment.

- **Stage 5:** SELB considers the need for a statement for special educational needs and, if appropriate, makes a statement and arranges, monitors and reviews provision.

The Role of the Principal

- To ensure that the staff are aware of their role in dealing with children with Special Educational Needs.
- To encourage staff to increase their knowledge about working with such children, e.g. by attending relevant in-service training courses.
- To monitor and evaluate school progress in the area of provision for Special Needs.
- To agree with the staff regarding the allocation of time, finances, staffing and other resources for Special Needs provision.
- To liaise with other professionals, when appropriate, regarding children with Special Needs.
- To meet with parents of such children when required.

The Role of the Board of Governors

It is the role of the BOG to facilitate quality provision for children with Special Needs by aiming to secure the best possible environment for the children particularly regarding provision of resources and maximum class sizes.

Liaison with External Agencies

Links with external agencies such as Educational Psychologist, Health Visitor, Medical Officer, Speech Therapist, Nurse and Doctor are already established in BWPS. Contact with these bodies are made as and when the occasion demands. Information from such sources will be made available to parents where appropriate.

Partnership with Parents

Parents are regularly informed of their child's progress. When specific difficulties are identified, meetings with the SENCO, class teacher and the parent will be ongoing so that all possible support will be given both at home and in school. Parental involvement will be regarded as important to help their child work towards achieving their full potential.

Admission Arrangements

Each case will be viewed individually. The school will consider if it can clearly meet the needs of a particular child. The views of external agencies will also be taken into consideration as well as those of the parents.

We will support entry to the school by any child where integration of that child will not seriously disadvantage other children in our school and is compatible with the interests and education of other children.

SEN Resources

The SENCO will identify areas which need to be addressed. Such issues will be framed within the Management Development Plan which may then have implications in terms of finance, support teaching, personnel, in-service training etc.

Individual class teachers have a range of resources which are suitable which can be adapted for children with SEN.

As part of our future development planning we are currently intending to expand the range of SEN resources available throughout the school.

Arrangements for P7 Pupils Changing School

Schools admitting a pupil with Special Needs from BWPS will be provided with appropriate records and relevant information. The following are examples of the type of information that may be available:

- Stage of Code the pupil is at
- Standardised test results or profiles
- Records of Achievement which will be a cumulative record and will be an effective method of reporting the pupil's achievement in both academic and non academic fields both inside and outside of school
- Observations about the pupil's behaviour
- Any information already available from the Health and Social Services or any other source

Criteria for Evaluating the Success of the School's SEN Policy

When considering the success of the policy the staff will consider the effectiveness of the schools system for:

- Identification
- Assessment
- Provision
- Monitoring and record keeping

Arrangements for providing access to a balanced and broadly based curriculum

Review Procedures

When children, who have been identified as having special educational needs, are placed on the register their progress will be regularly monitored and reviewed. If necessary education plans will be drawn up in consultation with the class teacher. If satisfactory progress is made the staff involved may decide that the pupil no longer needs additional help. The child will subsequently be removed from the Special Educational Needs Register.

Provision

The needs of slow learners will be reflected in curriculum planning at a number of levels. At policy level a statement regarding Special Needs will be included in each new Policy Document. Individual teachers will be encouraged to provide for all abilities within the classroom context.

Each class teacher will use a variety of differentiation.

Example: by task
by input
by outcome
by texts/resources used
by classroom assistants (as directed by the class teacher)

Integration of Pupils with Special Needs

All pupils will be entitled to equal access to the N. I. Curriculum. No pupil will be debarred from an activity unless designated medical grounds pertain.

Arrangements for considering complaints

Parents are encouraged to contact the school if they feel their child's needs are not being met. This should be done in the following way:

First Contact	-	Class Teacher
Second Contact	-	SENCO (Mrs Annett)
Third Contact	-	Principal (Mr Peacock)

Literacy Assessment Procedures

YEAR	TEST NAME	TIME ADMINISTERED
1	Baseline BVPS Benchmarking RWInc testing	On entry to school May May/June When required
2	Benchmarking RWInc testing	Sept, May/June
3	Benchmarking PIE (digital)	Sept, May/June May
4	CAT PIE (digital)	Second Term May
5	PIE (digital)	May
6	CAT PIE	First term May
7	PIE	May



Numeracy Assessment Procedures

YEAR	TEST NAME	TIME ADMINISTERED
3	PIM (digital)	May
4	PIM (digital)	May
5	PIM (digital)	May
6	PIM (digital)	May
7	PIM (digital)	May

