



Special Educational Needs (S.E.N.) Policy

The Board of Governors and staff of Mossley Primary School take a thorough and professional approach to their responsibilities in relation to **Special Educational Needs (SEN)**.

We acknowledge that there will be children with Special Educational Needs within the school population at any given time. We also acknowledge that the Special Educational Needs of these pupils must be addressed and that their access to the school curriculum must be accommodated. This accommodation will be made within the Statutory Code of Practice for Special Needs.

The SEND Act (2016) is currently being implemented, and at the time of publication the following guidelines are being followed with regard to SEN provision in primary schools in NI. All schools must continue to have regard to the 1998 Code of Practice on the Identification and Assessment of Special Educational Needs and the 2005 Supplement to the 1998 Code of Practice. The Board of Governors and staff of Mossley Primary School will continue to meet the needs of children with SEN under the following guidelines and policies:

- Code of Practice 1998 (DENI) – www.deni.gov.uk/the_code_of_practice.pdf
- Supplement to the Code of Practice 2005 (DENI) – www.deni.gov.uk/supplement.pdf
- Every School A Good School 2009 (DENI)
- Good Practice Guidelines 2009 (Inter-Board)
- The Disability Discrimination Act (Northern Ireland) 1995
- SEN Resource File (2011)

It is important that the information contained in this policy is sufficiently detailed to:

- *meet the needs of our children*
- *provide clear guidance to staff to determine practice*
- *inform and guide parental involvement*

To achieve the above this policy will address the following issues:

Section 1 Introduction:

- SEN Policy Statement
- Terms & Definitions
- Principles of the Code of Practice
- The Three Stages of Special Education Provision
- Parental Request for Statutory Assessment
- Categories of SEN
- Children with Medical Needs
- Aims of our SEN Provision

Section 2 Roles and Responsibilities:

- Children
- Parents
- Staff
 - *All teaching staff*



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- *Principal*
- *SENCo*
- *SEN teachers*
- *Learning Support Assistants and SEN Classroom Assistants*
- *Governors*

Section 3 Identification and Assessment of SEN:

- Teacher Observation
- SEN Registers
- School designed tests and assessment units
- Standardised Testing
- Diagnostic Testing
- Parental Interviews
- External Agencies

Section 4 Implementation:

- Monitoring, Review and Evaluation of our SEN Policy
- Staff Training and Capacity Building
- Planning
- SEN Teaching and Learning
- Recording and Reviewing pupil progress
- Annual Review Process
- Liaison with external agencies
- Inclusion

Section 5 Appendices:

- *Appendix 1 Writing Personal Learning Plans*



Section 1: Introduction

◆ SEN Policy Statement

The Code of Practice N.I. outlines the statutory requirements for schools in relation to special educational needs provision.

Mossley Primary School acknowledges that all children who have SEN, either throughout or at anytime during their school careers, must have these needs addressed; and uphold their rights to have access to a broad and balanced curriculum, including maximum access to the Northern Ireland Curriculum.

Mossley Primary School aims to encourage self-esteem and confidence to promote effective learning so that all children can experience success. We recognise that children have differing abilities and acknowledge that some may encounter difficulties in learning at some stage in their education.

Mossley Primary School seeks to promote the use of ICT in the teaching and learning of children throughout our school who are identified as having a Special Educational Need. It is our aim to

- Provide children with opportunities to enhance their learning through experiencing a variety of ICT approaches.
- To consolidate children’s learning through the use of ICT.
- To promote children’s confidence and enjoyment in the use of ICT.

Mossley Primary School also seeks to utilise ICT for administration purposes i.e. assessment, analysis of statistics etc.

All staff in the school will be made familiar with the SEN procedures.

◆ Terms and Definitions

Throughout our SEN Policy a number of terms are used. It is important that there is shared understanding and consistent usage of these terms. The terms used are those defined in the Code of Practice for Northern Ireland (1998).

Term	Definition
Special Educational Needs	<i>A learning difficulty which calls for special educational provision to be made.</i>
Learning Difficulty	<i>(a) if a child has a significantly greater difficulty in learning than the majority of children of the same age; (b) if a child has 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) if a child has 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.</i>



Special Educational Provision (SpED)

educational provision which is “additional to” or, “otherwise different from”, the educational provision made generally for other children of his age in an ordinary school.

[Code of Practice, N.Ireland,1998]

◆ **Principles of the Code of Practice (1998)**

The fundamental principles of the Code are that:-

- *The needs of all pupils who may experience learning difficulties during their school careers must be addressed; the Code recognises that there is a continuum of provision which may be made in a variety of forms;*
- *Children with special educational needs require the greatest possible access to a broad and balanced education, including the Northern Ireland Curriculum.*
- *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.”*
- *The needs of most pupils will be met in mainstream schools, and without a statutory assessment or a statement. Children with special educational needs, including those with statements, should, wherever appropriate and taking into account the wishes of their parents, be educated alongside their peers in mainstream schools:*
- *Even before a child reaches compulsory school age, he or she may have special educational needs requiring the intervention of the Boards as well as the health services;*
- *The knowledge, views and experience of parents are vital. Effective assessment and provision will best be secured where there is partnership between parents and schools, Boards and other agencies.*

Effectively this means that:

- ◆ The learning needs of the children with special needs must be addressed.
- ◆ The learning should be matched to the special needs of the children.
- ◆ The children should be taught in the context of safe and secure relationships.
- ◆ The children with special needs should have access to a broad and balanced curriculum.
- ◆ There should be a partnership between the school, the parents and the external support agencies.
- ◆ The special needs provision should be flexible and integrative, meeting individual needs.
- ◆ The children should experience success and make appropriate progress.



◆ The Three Stages of Special Education Provision

In recognising that there is a continuum of needs, the SEND Act (2016) sets out a **three stage** approach to the identification of children having learning difficulties, the assessment of their special educational needs and the making of whatever special educational provision is necessary to meet those needs. The first stage is based in school; the second stage calls on external specialists as necessary; at Stage 3 the Board shares responsibility with schools.

**N.B – Personal Learning Plans (PLP)’s are pending following the implementation of the SEND Act. Currently in school we create Individual Education Plans (IEP).*

Stages of Special Education provision	Child Placed on the SEN Register	Responsible Body
Stage 1	School provides Special Education Provision and Personal Learning Plan (PLP).	School provides provision and maintains the PLP.
Stage 2	School seeks external advice and/or assessment for the child to inform and support the child’s PLP.	School responsible but with support from EA Stage 2 services and/or the HSCT.
Stage 3	Statement.	Both School and the EA deliver SEN provision.

Prior to a teacher seeking to place a child on the SEN Register all class interventions, school policies, reasonable steps and adjustments have normally been exhausted.

Action Plan: This is led by the child’s class teacher. An action plan may be written to identify the child’s difficulty and list the actions the teachers will put in place using our Whole School Provision Map. The actions will normally take place over a period of time (possibly one or two terms). A child’s progress will be monitored and a regular review will take place. **Children on an Action Plan are not placed on the SEN register.** Following the review, the following decisions may be made:

- Take child off an Action Plan
- Continue on an Action Plan
- Proceed to Stage 1 using The Graduated Response Framework.

Stage 1: This is led by our Special Educational Needs Co-ordinator (SENCo). A Personal Learning Plan (PLP) will be drawn up by the school. As a parent you will be asked to sign the PLP to show your agreement and commitment to the plan. Further strategies will be used to address your child’s special educational needs and the school may offer more individualised or group support e.g. literacy support either within class or small group support. Stage 1 support will also be provided over a period of time (possibly two terms) to enable the strategies to be put in place so they can be



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monitored and evaluated. The PLP will be reviewed with parents on a regular basis. Following the review, school can decide to:

- Remove the pupil from the SEN register
- Remain at Stage 1
- Continue to Stage 2 using The Graduated Response Framework.

Stage 2: School will continue to be responsible for the child's SEN and will also seek outside agencies which will be dependent on the child's Special Educational Needs e.g. learning or medical. This may involve your child being referred to:

- Stage 2 Services
- Educational Psychology Service
- Health & Social Care Trust/ Allied Health Professionals.

Your child's progress will be monitored and the following can be considered:

- Remove the pupil from the SEN register
- Move back to Stage 1
- Continue at Stage 3 using The Graduated Response Framework.

Statutory Assessment If your child is not making progress the Education Authority, along with parents, school and other agencies, may consider carrying out a Statutory Assessment of your child's Special Educational Needs. A Statutory Assessment is only necessary in a minority of cases and a request for a Statutory Assessment does not always lead to a Statement of Special Educational Needs.

A Statutory Assessment is a formal and detailed process to find out what your child's special needs are and what additional help he/she may need in school.

During the Statutory Assessment process, important decisions are involved that may shape your child's schooling for some time to come and the process cannot be rushed. The decisions must be based on comprehensive information. While the Education Authority is carrying out Statutory Assessment your child will continue to receive help and support from school until the assessment process is completed.

The Education Authority will consider all of the available information and decide whether or not an assessment is required. If the decision is made not to proceed with a Statutory Assessment you will be informed of the decision in writing. If you do not agree with the decision, you will be given details of how to appeal to the Special Education Needs and Disability Tribunal.

Stage 3: This refers to the time when the Education Authority makes and maintains a Statement of Special Educational Needs for a child.



◆ Parental Request for consideration for Statutory Assessment

A request for consideration for Statutory Assessment can be made by school or by a parent. The process of a parental request for consideration for Statutory Assessment is outlined on the EA website: [Request for Statutory Assessment | SEND Plan \(eani.org.uk\)](https://www.eani.org.uk). Throughout this process, school, parents and any other professional involved with your child will be asked to provide evidence regarding your child's needs. The Education Authority will then decide to proceed with Statutory Assessment or not to proceed with Statutory Assessment.

◆ Categories of SEN

When a child is placed on the SEN register at one of the 3 stages outlined above, the Special Education Need is categorised as one or more of the following:

- 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)
 - c) Severe Challenging Behaviour associated with SLD and/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 Medical Needs

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 the key consideration centres around **“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 a medical need **and** require special educational provision to be made for them.

The Medical Register is the responsibility of the Principal.

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



◆ Aims of our SEN Provision

The SEN provision in Mossley Primary School aims to achieve the following:

- To provide a broad, balanced and relevant education as a right for all.
- To identify children with special educational needs as early as possible through a variety of means including The Graduated Response Framework and in consultation with appropriate personnel.
- To ensure that all children with special needs feel valued and have a positive self-image.
- To encourage parental involvement and co-operation between various professionals/agencies in the assessment and intervention for special needs pupils.
- To offer experiences and opportunities that allow pupils to develop knowledge, understanding and skills that ensure progress, promote success and develop self-confidence.
- To consider the views of the child when planning and implementing SEN provision taking into account their age and capacity.
- To support children participating in making decisions in all aspects of their learning.
- To develop a system for recording continued assessment, so that each pupil's performance can be monitored.
- To promote the integration of all pupils with SEN as far as is reasonably practical into the life and work of the school.
- To encourage the use of teaching strategies which are responsive to different learning styles and which ensure effective learning, using our Whole School Provision Map.
- To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their learning needs.
- To work closely with EA services and other outside agencies as appropriate to support each pupil with SEN.
- To develop and utilise all available resources in support of pupils with special educational needs.
- To recognise that our gifted and talented children require extended support.

Section 2 Roles and Responsibilities:

- ◆ Children
- ◆ Parents
- ◆ School Personnel
- ◆ The Board of Governors

Children play an active role in our approach to SEN. All children are provided with a planned programme of learning opportunities to enable them to acquire the knowledge, understanding and skills necessary to reach their full potential. As far as the child's levels of maturity and understanding will allow, all reasonable efforts should be made to ascertain the views of the child about his / her own learning difficulties and education, offering encouragement where necessary. We will endeavour to involve the children in their individualised education plans in an age-appropriate manner.



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Parents play a vital role and share real responsibilities in ensuring the effectiveness of our SEN Programme. The school recognises the unique contribution that parents can make towards their child's progress in school. Mossley Primary School seeks to promote a close partnership with all parents. The knowledge, views and experiences of parents are vital and a number of approaches are employed to ensure parents are consulted, informed and involved in our SEN Provision.

- *Parents are invited to share with school any SEN concerns they have about their child before he/she enrolls in Primary 1.*
- *Parents will receive information about specific SEN / Additional Provision Programmes and initiatives via our Parents' News and school letters.*
- *Additional information will be circulated to parents through a range of home / school communications as appropriate.*
- *Parental consent will always be sought before children participate in any of our SEN / Additional Provision Programmes.*
- *Parents will be involved in SEN Consultations in line with whole school arrangements.*
- *Parents will receive written SEN Reports in line with whole school arrangements.*
- *On occasions, parents will be invited to attend meetings re SEN issues.*
- *Parents will receive copies of the Individual Learning Plan for their child either at Parental Interviews or on request.*

School Personnel namely, *Teaching Staff, Principal, SENCo, SEN teachers, Learning Support Assistants and SEN Classroom Assistants* have important roles and responsibilities in relation to the effective implementation of our SEN Programme.

All teaching staff will

- *Be given copies of the full SEN Policy Document.*
- *Be made aware of who the Special Educational Needs Co-Ordinator (SENCo) is.*
- *Address SEN related issues as part of whole school and key stage meetings.*
- *Have additional INSET opportunities available for specific and key staff within school.*
- *Discuss the SEN Provision Mapping tool on an ongoing basis throughout the year.*
- *Be consulted as part of a planned review of our SEN provision within our School Development Plan.*
- *Be involved in the identification, assessment and planning of our SEN provision.*

Principal

- *The Principal has responsibility for the day to day management of SEN provision keeping the Governors, staff and parents informed and working closely with the SENCo.*

SENCo

The SENCo has responsibility for:

- *Co-ordinating the SEN provision.*
- *Day to day responsibility for the implementation of the SEN policy and provision.*
- *Responding to requests for advice from other teachers.*



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- *Maintaining our SEN register, with records of children with special educational needs.*
- *Establishing the SEN training requirements of the staff and contributing as appropriate to their training.*
- *Liaising with external agencies.*
- *Meeting with class teachers to collaboratively write, maintain & review Stage 3 Personal Learning Plans.*

SEN Teachers

The SEN teachers share responsibility for:

- *The delivery of the SEN provision through a range of programmes of individual and group withdrawal and through direct class contact.*
- *Contributing to reviews and IEPs of children they teach.*
- *Reporting to parents in accordance with school procedures.*
- *Responding to requests for advice from other teachers.*
- *Supporting Stage 3 children and their Learning Support Assistants by providing advice and guidance on a rolling programme.*

SEN Classroom Assistants

Our Learning Support Assistants and SEN Classroom Assistants undertake a crucial role in meeting the needs of our children.

- *Learning Support Assistants have the dual role of supporting both the designated children and the teachers with whom they work.*
- *Learning Support Assistants will function under the guidance and direction of the classroom teacher.*
- *Learning Support Assistants will be given a clear work plan with associated expectations by the class teacher.*
- *Learning Support Assistants will contribute to the preparation and provision of alternative learning activities, as appropriate, and to the support of the children in class activities.*
- *SEN Classroom Assistants will maintain a Record Booklet that will include a weekly plan of targets, daily log and evaluations. This should be available to the Class Teacher and be sent on a weekly basis to the Principal / SENCo.*

The Board of Governors play a vital role and hold real responsibilities in all aspects of our SEN Policy.

- *The Board of Governors will determine, approve and adopt the SEN Policy for Mossley Primary School.*
- *The Board of Governors, in conjunction with the Principal, will determine both the School Development Plan and the inclusion of SEN within this.*
- *The Board of Governors will be consulted as part of any planned review of our SEN Policy within this School Development Plan.*
- *The Board of Governors will be kept fully informed of issues in relation to the implementation of our SEN Policy.*



Section 3: Identification and Assessment of SEN

As stated, we acknowledge that there will be children with Special Educational Needs within the school population at any given time. Children may have barriers to learning in a number of SEN categories: Cognition and Learning; Social, Behavioural, Emotional and Wellbeing; Language and Communication; Sensory and/or Physical. Mossley Primary School makes reasonable adjustments and takes relevant and purposeful measures to meet these special educational needs in line with Best Practice Guidelines. This is in keeping with current guidance, as detailed in the Code of Practice (1998) and the Supplement to the Code (2005).

A range of methods are employed to ensure the effective identification and assessment of children who have special educational needs. These include:

- **Teacher Observation**
- **SEN Class Registers**
- **School designed tests and assessment unit tasks**
- **Standardised Testing** in English and Mathematics for all children P3-7
- **Diagnostic Testing**
- **Standardised Cognitive Abilities Testing**
- **Parental Consultation**
- **External Agencies**
- **Pre –school Contact**

Teacher Observation

The role of the class teacher is crucial to the early identification of children with special educational needs. If it becomes apparent through normal classroom work and activity that a child is performing at a level below that of his/her peers, sufficient to cause concern, the class teacher will begin to gather information designed to establish whether or not a child has a learning difficulty. This information will include observations of the child working in the normal classroom context. Teachers record and report this information by completion of a SEN Record of Concern.

SEN Class Register

Teachers discuss any changes to this register with the SENCo twice a year. It allows the teacher to position each child on the 3 stage model or as 0 as appropriate. This ensures that the needs and attainments of each child are regularly monitored and that teacher contribution and assessment is an integral part of the identification of need.

School designed tests and assessment units

Teacher observation will often be informed, challenged or confirmed by results from both school designed formative and summative assessments e.g. weekly or monthly tests, exams etc. Performance and attainment are monitored by the class teacher and Principal.

Standardised Testing in Literacy and Numeracy.

Completed annually for all children P3-7, these tests contribute to the identification of a cohort of children for further diagnostic testing and / or SEN provision. Standardised testing is monitored by the class teacher, SEN staff and the Principal. The following tests are used.

- *Literacy – Progress Test in English (PTE)*
- *Numeracy – Progress Test in Maths (PTM)*



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- *CAT 4 – Cognitive Ability Test*

Children achieving a standardised score of 85 or below are highlighted for further analysis.

Diagnostic Testing

On an annual basis the combination of the above screening approaches identifies a group of children that will access our withdrawal SEN programme. Further diagnostic testing may be employed to assist in identifying specific areas of need in individual children or small groups.

Once a learning difficulty is confirmed the child will be entered on the SEN register. The above approaches ensure that there is early, effective and consistent identification and assessment of children with special educational needs.

Parental Interviews

Parental Interviews give opportunity for the two-way exchange of information. Parents are informed of their child's progress and given strategies which they could use to support their child at home. Parents also have the opportunity to provide school with information, to express concerns or make requests relating to the special education needs of their child. Two sets of parental interviews take place each year for all children. Separate consultations take place with the SEN teachers for those children currently participating in our SEN programme of additional support. In addition to these, teachers may arrange additional consultations and parents also have the opportunity to request a meeting with the class or SEN teacher at any stage throughout the year.

External Agencies

On occasions external agencies e.g. Educational Psychology Services, Social Services etc. will make school aware of concerns re individual children. This is normally in relation to new P1 intake children or to a child transferring from another school.

Section 4: Implementation of our SEN Policy

The Board of Governors will determine and keep **under review** its policy in relation to the provision of education for children with special educational needs.

The responsibility to ensure the **day-to-day operation** of our SEN Policy monitoring, review and evaluation of the SEN Policy is embedded in practice rests with the Principal, SENCo and SEN Teachers.

In keeping with our **inclusive ethos**, it is the responsibility of all teachers to meet the needs of all children, including those with SEN and / or disability.

The SENCo has a lead and **co-ordinating role** rather than total responsibility for the identification, assessment and provision of SEN and inclusion.

Monitoring will include reviewing Year Group Medium Term Planning, PLPs, reviews and teacher consultation. Monitoring will take place on an on-going basis.

Review & Evaluation of our policy will seek to include the views of teaching staff, children, parents and governors. Review & Evaluation will take place as part of our school development plan, in response to future initiatives and current SEN legislation.



Staff Training and Capacity Building

- Induction
- Whole Staff
- SEN Staff
- Year Groups
- Learning Support Assistants / SEN Assistants

Planning:

Best practice in SEN indicates that **Personal Learning Plans/ Individual Learning Plans** should be written and maintained for each child that is at Stages 1-3 on our school's SEN register. The purpose of these Personal Learning Plans (PLP)/ Individualised Education Plan (IEP), is to guide and direct the teaching and learning provision for our children and to ensure that the planned programme meets the identified needs as closely as possible.

Development of these plans will be a collaborative process primarily involving the class and SEN teachers. Children will be made aware of the targets set and informally involved in the actual setting and reviewing of these as appropriate. Parents will have the opportunity to discuss / contribute to PLPs at parent interviews and will receive copies of the PLPs for their child.

PLPs will specifically focus on the strengths and needs of the child. PLPs will aim to reflect the diagnostic information gained from tests and teacher observations. Work will generally be contextualised i.e. relevant to the specific year group curriculum. In addition, subsequent PLPs will aim to show progression.

The collaborative development of PLPs will be reflected in the day-to-day teaching of both the SEN and class teacher. The development of a shared responsibility to match work consistently to the specific needs and abilities of individual children is crucial to the effective implementation of this policy.

SEN Teaching and Learning

Learning and teaching strategies should allow access to the whole curriculum for each child. This should involve teachers in utilising a range of teaching strategies and classroom management styles designed to take account of the differing abilities, learning styles, interests and experiences of pupils as outlined in our Whole School Provision Map. Work should be stimulating, allowing pupils to progress at his/her own level and rate and designed in such a way as to ensure that all pupils experience some measure of success. All reasonable efforts should be made to involve the child in decisions affecting their own learning so that they have greater personal responsibility for their own progress. Pupils should be provided with positive feedback and achievements celebrated. Teachers should be sensitive to the Literacy, Numeracy and Social, Behaviour, Emotional & Well-Being difficulties of SEN children in terms of how they communicate both verbally and in writing and in how they give specific instructions. Teachers should seek to ensure that learning takes place in a classroom environment that is stimulating and attractive, involving, as appropriate, the display of pupils' work.



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To complement our SEN Programmes a range of Additional Needs Support Programmes are also in place in our school. Some of these are detailed below. We believe that these have potential to make a significant and sustained contribution to raising standards in Literacy and Numeracy and we are committed to providing this extensive range of provision. Some of these may not be indicative of SEN and may not result in a child being placed on our SEN Register.

Examples of Additional Needs Support Programme

- * Individual **Every Child A Reader** programme provided through deployment of P2-7 Learning Support Assistants.

A number of SEN approaches will be used including:

Stage 1

- * **In class support** through the provision of specific classroom management strategies.
- * **In class support** through the inclusion of *reasonable adjustments* and *relevant and purposeful measures* to provide for a child with special educational needs, as outlined in our Whole School Provision Map.
- * **In class support** through SEN teachers *disseminating good practice*.
- * **Out of class support** through individual or group SEN teaching sessions e.g. Literacy, Numeracy, Behaviour Support etc.

Stages 2-3 (Support as offered at Stages 1)

- * **Out of class support** through individual services including *EA Psychology Service, EA Literacy Service, EA Primary Behaviour Support, EA Sensory Service, EA Language and Communication Service, RISE, EA AAIS and In-School Counselling*.
- * **In class support** through deployment of *SEN classroom assistants* for designated children as defined on Stage 3 Statement of Special Educational Needs.
- * **Out of class support** through individual *SEN Teaching Support – as defined on Stage 3 Statement of Special Educational Needs*.

Recording and Reviewing Pupil Progress

The **SEN Class Register** is used to monitor, record and review the progress of each individual child.

Children identified at Stages 1-3 are included on the school's **SEN Register**. This records the appropriate stage and category of SEN, the nature of SEN provision, review date in line with DENI guidance. The SENCo ensures that these records are updated and available as needed.

Personal Learning Plans/ Individualised Education Plans, as noted above, will be written and kept under review. The school will seek to foster the active participation and involvement of parents, offering encouragement to recognise their own responsibilities towards their child, emphasising the benefits of working in partnership with the school and the others involved.

On-going **reviews** of these PLPs/IEPs take place. These are formally discussed with parents twice a year in line with parental interviews. These involve the SEN and Class Teachers. Copies of the updated PLP's are given to parents.



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A review will focus on the child's progress, the effectiveness of support given and possible future action. The outcome may be that:-

- Stage 1** The child continues at **Stage 1**. If progress remains satisfactory after reviews - the child may no longer need support and the child is removed from the SEN Register.
- Stage 2** If, following a number of review periods at Stage 1, progress has not been satisfactory, the SENCo may decide to consult with the outside agencies including the Education Psychology Service. At this point a child is moved to **Stage 2** of the SEN Register, using The Graduated Response Framework.
- Stage 3** Following advice from the Educational Psychologist, a recommendation may be made to proceed with a referral for Statutory Assessment. This process will seek advice from a range of sources to outline the needs of the child. Following assessment, the EA will determine if a Statement of Special Educational Needs should be issued and if so the child will move to **Stage 3** on the Code of Practice and the SEN Register.

Annual Review Process

The Principal / SENCo will convene an Annual Review for all Statemented children who have had a statement in place for a year. These will normally take place in Term 1/2.

Liaison with External Agencies

The co-operation between the school and all external services involved in meeting the needs of children with Special Educational Needs is of paramount importance. The close co-operation of the Principal and SENCo in the process is vital.

The Principal, together with the SENCo, will advise the Special Education Department of the E.A. whenever a child moves to **Stage 2** of the process. The SENCo will continue to take a lead role, working closely with the child's teachers, and sharing responsibilities for the child with the appropriate external specialist services.

Inclusion

Inclusion is much more than being in the same place at the same time and Mossley Primary School is committed to the practical and pastoral elements of inclusion that focus on the child as a learner, and continually seeks to take action to remove barriers to both participation and learning.

It is our objective that our children with special educational needs will, as far as is possible, be educated alongside their peers. The school will ensure that they take part in the activities of the school, together with pupils who do not have special educational needs.

Our SEN children are very welcome to participate along with their peers, in the many and varied after-school clubs, provided by our staff.



It is our belief that enriched curricular and extra-curricular experiences for all our children create a climate of inclusion.

Appendix 1 Writing Personal Learning Plans (PLP)

The Purpose of Personal Learning Plans (PLPs)

Personal Learning Plans are maintained and written for all children at Stages 1-3 of the Code of Practice. The Purpose of these Personal Learning Plans is to guide and direct the teaching and learning provision for our children and to ensure that the planned programme meets the identified needs as closely as possible.

The Principles For Writing PLPs

Underpinning the writing of a Personal Learning Plan are several professional principles. While details of the precise process may vary these principles should be constant and in evidence.

- All PLPs should be **collaboratively written** and reflect the professional judgements and views of both the class and, if applicable, SEN teachers.
- For all children the class teacher is the **lead teacher** in terms of responsibility for the education of the child and therefore professionally the class teacher should have a significant role in the writing of PLPs.
- The **balance of responsibility** in contributing to the content of PLPs will depend on whether the SEN teacher has direct teaching contact with the child.
- The PLP is meant to **significantly influence** classroom and any SEN support.

The Procedure for Writing PLPs

The initial PLP for each school year is unlikely to be written until October. This allows the teacher time to assess the child and be in a position to make informed decisions regarding the writing of the PLP.

At stages 1-2 of the Code of Practice the class teacher has the responsibility to complete the review and write the PLP. If the child has been in receipt of a block of SEN support the SEN teacher involved has the responsibility to contribute to the review document and provide any help/advice on new targets and strategies.

At stage 3 of the Code of Practice the SENCo will convene a meeting with the class teacher to review current progress and discuss new targets and strategies for the new PLP.

All PLPs and review documents will be completed within a specified time frame by the SENCo in preparation for discussion with parents at Parent Interviews.

In the majority of cases PLPs are written and reviewed in two cycles.

Cycle 1 - October to February

Cycle 2 – February to October



Overview of Cycles

Cycle 1 - October to February

October

- Current PLP is reviewed.
- New PLP is written.
- Class teacher meets with Parents at October Parental Interview to discuss Review and PLP and make any necessary adjustments.
- Class teacher and parent sign the Review and PLP documents.
- Parents receive a copy of the new PLP.
- The new PLP is effective from October.

Cycle 2 - February to October

January/February

- Current PLP is reviewed.
- New PLP is written.
- Class teacher meets with parents at February Parental Interview to discuss Review and PLP and make any necessary adjustments.
- Class teacher and parent sign the Review and PLP documents.
- Parents receive a copy of the new PLP.
- New PLP is effective from February.

Both the class and SEN teacher have responsibility to take account of the other's professional judgements.

Where the nature of the child's SEN provision is not additional support the SENCo will provide advice, if required, on the appropriate content of the PLP in order to assist the class teacher in writing it.