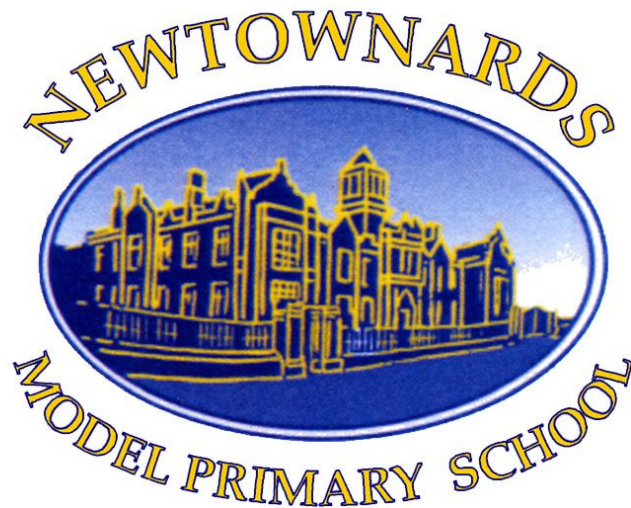


**SCHOOL POLICY
FOR
SPECIAL EDUCATIONAL NEEDS AND
INCLUSION**



**NEWTOWNARDS MODEL
PRIMARY SCHOOL**

SCHOOL POLICY FOR EDUCATIONAL NEEDS AND INCLUSION

1. RATIONALE

Newtownards Model Primary School is committed to providing an appropriate and high quality education for all children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced curriculum, and should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Newtownards Model Primary School is committed to inclusion. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners who:

- need support with English as an additional language
- have special educational needs
- are disabled
- are gifted and talented
- are 'looked after' by social services

This policy describes the way we meet the needs of children who experience barriers to their learning. These may relate to sensory or physical impairment, learning difficulties or emotional or social development.

This policy has been developed within the context of the following current legislation, policy and guidelines:

- The Education (Northern Ireland) Order 1996
- The Code of Practice on the Identification and Assessment of Special Educational Needs. (DE,1998)
- Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) (DE, 2005)
- The Supplement to the Code of Practice on the Identification of Special Educational Needs (DE, 2005)
- Guidance for schools: Recording Children with Special Educational Needs (DE, 2005)
- Disability Discrimination Code of Practice for Schools (Equality Commission, 2006)
- ‘Supporting Pupils with medication needs,’ Guidance Document from the Department of Education and the Department of Health, Social Services and Public Safety (2008)
- Provisional Criteria for Initiating Statutory Assessments of Special Educational Need (ELBs Regional Operative, 2006)
- Good Practice Guidelines (ELBs Regional Operative, 2009)
- The Resource File to support children with Special Educational Needs (DE, 2010)
- ASPIRE (Self Study Module to support the implementation of the Resource File), (2012)
- The SEN Review

- The Way Forward for Special Educational Needs and Inclusion (DE,2009)
- Special Educational Needs and Inclusion (The Northern Ireland Assembly Committee for Education Official Report (Hansard), January 2012 and May 2012. (The Development of The SEN Review proposals).

The Code of Practice 1998 was issued by the Department of Education under Article 4 of the Education (NI) Order 1996 and became operative in September 1998.

The term “Special Educational Needs” is defined in the legislation as “a learning difficulty which calls for special educational provision to be made”. “Learning difficulty” means that a child has significantly greater difficulty in learning than the majority of children of comparable age, or has a disability which hinders his or her use of the kind of facilities generally provided in ordinary schools. “Special educational provision” means educational provision which is different from and additional to provision made generally for children of comparable age.

We recognise that the definition of SEN embraces a breadth of learning difficulties varying in type, duration and severity. We recognise that special educational needs can arise as a result of:

- Cognitive and Learning – dyslexia, dyscalculia, dyspraxia, mild learning difficulties, moderate learning difficulties, severe learning difficulties.
- Communication and Interaction- Speech and language difficulties, Autism
 - Social, Emotional and Behavioural- SEBD, ADD/ADHD
- Sensory – hearing, visual, multi-sensory impairment
- Medical- Epilepsy, Asthma, Diabetes, Anaphylaxis, Down Syndrome, complex medical needs, mental health issues, such as, ME (Myalgic Encephalomyelitis)
- Prolonged absence from school
- Fragmented education e.g. children of army personnel
- General learning difficulty

- Physical difficulties- Cerebral Palsy, Spina bifida, Muscular dystrophy, significant accidental injury, other.
- Adverse social and cultural circumstances

*Code of Practice

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our foundation and key stage one pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Newtownards Model Primary School, we aim to identify these needs as they arise and to provide teaching and learning contexts which enable every child to achieve his or her full potential.

Newtownards Model Primary School sees the inclusion of children identified as having special educational needs as an equal opportunity's issue, and we will aim to promote inclusion in all aspects of school life.

2. OBJECTIVES

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.

2. To ensure the spiritual, physical, emotional, moral, social and academic development of all children with special educational needs.
3. To provide a caring environment in which these children can feel happy, confident and enjoy learning.
4. To ensure that children with special educational needs have access to a full, broad and balanced N.I. curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate, and are offered equal opportunities alongside their peers to achieve a level appropriate to their age, aptitude, ability and attainment. To especially promote each child's basic communication in literacy and numeracy.
5. To ensure equality of opportunity for children with special educational needs and to eliminate prejudice and discrimination against them.
6. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
7. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN in-school provision or who are at stages 3,4 or 5 of the Code of Practice.
8. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
9. To ensure that we are able to meet the needs of as wide a range of pupils as possible and provide, within the means available, the best possible resources to meet the needs of these pupils.
10. To enable children to transfer to post primary education equipped with the basic skills of literacy, numeracy and social independence.

11. To involve parents/carers at every stage in developing plans to meet their child's special needs. This will include parent input in the planning of targets for their child's IEP. To involve governors and other outside agencies to ensure adequate provision for children with special educational needs.
12. To ensure that all pupils with SEN are identified and assessed as early as possible and as quickly as is consistent with thoroughness. To develop an appropriate system of assessment, record keeping and evaluation to monitor progress. To maintain pupil profiles and records of achievements.
13. To involve the pupils in setting and reviewing their own targets. This will include recording pupil comments on the IEP relevant to the targets which have been set.

3. SPECIALISMS AND SPECIAL FACILITIES

The Special Needs Co-ordinator: Mrs C. Ringland

Learning Support teachers

Mathematics: - Mrs R Thompson (P2-P7)

Literacy - Mrs C Ringland (P2 – P7)

English as an additional language:- Mrs R Thompson

Classroom assistants for some children with statements.

Special facilities

Two rooms are set aside in the school, one for Mathematics and the other for English. Children will have regular timetabled contact time with learning support teachers, either individually, or as part of a small group. On occasions the learning support teacher may work with children in the classroom.

A wide range of materials, games, books and computer software is available for these rooms.

4. ARRANGEMENTS FOR CO-ORDINATING PROVISION (1)

Role of Governors

The school's Board of Governors has a responsibility to determine and keep under review the school policy for special educational needs, and to ensure that the pupils' special educational needs are met. It will report annually to parents on provision for pupils with special educational needs including details about the yearly allocation of resources. The Board of Governors have a responsibility to:

- determine and keep under review the SEN policy of the school
- publish information about the school's SEN policy, including admission arrangements e.g. school prospectus
- report annually to parents on SEN provision available within the school

Role of Principal

The Principal has a responsibility to:

- manage provision for pupils with special educational needs
- keep governors fully informed about special educational provision
- work closely with the Special Educational Needs Co-Ordinator (SENCO).
- chair the annual review meetings

Role of the SENCO

The Special Educational Needs Co-ordinator has a responsibility to:

- oversee and co-ordinate the operation of school policy for special educational needs

- to act as a readily available resource for the teaching staff with respect to special needs education
- provide support and advice for colleagues
- maintain a register of pupils with special educational needs
- liaise with other professionals who have responsibilities towards pupils with special educational needs
- compile appropriate resources
- to ensure SEN is an integral part of the School Development Plan
- report to the Principal and Senior Management Team (SMT) regarding provision for pupils with special educational needs
- help to identify and contribute to staff development
- work in conjunction with class teachers to identify pupils' special educational needs
- to organise annual review meetings
- to report regularly to the Principal regarding the SEN programme within the school
- to complete I.E.P.'s in conjunction with class teachers and learning support team
- to meet with parents and pupils to discuss and support needs and progress
- to report annually to the Board of Governors

Role of Learning Support Teachers

The Learning Support Teachers have a responsibility to:

- work in conjunction with the SENCO to identify pupils' special educational needs
- work in conjunction with the SENCO and class teachers to draw up education plans and identify targets for pupils who have special educational needs
- provide support in the classroom for pupils with special educational needs
- provide withdrawal support for pupils with special educational needs
- participate and contribute to reviews regarding a pupil's progress

- review each child's progress on an agreed date
- carry out diagnostic tests on individual children
- regularly monitor the progress of individual children
- provide feedback to teachers on diagnostic tests, progress and follow up work
- provide class advice/support for SEN children

5. ARRANGEMENTS FOR CO-ORDINATING PROVISION (2)

Role of Class Teacher

The class teacher has a responsibility to:

- identify pupils with possible special educational needs
- retain overall responsibility for the pupils in his/her class who have special educational needs
- work in conjunction with the SENCO to identify pupils' special educational needs
- maintain and implement appropriate action plans (stage 1) and education plans (stage 2 and beyond)
- review each child's progress on an agreed date
- ensure that work is appropriately differentiated
- participate and contribute to reviews regarding a pupil's progress
- be aware of the school's SEN policy and the stages of the Code of Practice
- to ensure classroom assistants are working appropriately with individual children
- to liaise closely with parents/carers
- to attend appropriate INSET courses
- to complete I.E.P.'s in conjunction with the learning support teachers
- to complete record of concern sheets and liaise with the SENCO and learning support team
- to provide learning experiences which are appropriate to pupils with special needs.

Role of Classroom Assistant (SEN)

Where a classroom assistant is employed in a general support role (such as in a mainstream class) he/she has a responsibility to:

- provide in-class pupil support under the direction of the class teacher
- undertake supervision of pupils, for example in the playground and on class visits
- assist with classwork preparation and classroom organisation, for example photocopying, record keeping and wall displays

Where a classroom assistant is employed to support an individual pupil who has a statement of special educational needs or has been given support by the board he/she has a responsibility to:

- put this child and their needs first
- provide support as described in individual statement of special educational needs
- provide in-class pupil support under the direction of the class teacher
- oversee the safety and well being of the pupil
- assist the pupil in organising his/her materials and equipment and in moving about the school
- liaise closely with parents/carers, SENCO and class teacher
- attend in-service training courses which will better equip the assistant to fulfil his/her role
- to act in accordance with the Code of Practice

5. ARRANGEMENTS FOR CO-ORDINATING PROVISION (3)

- The SENCO and Learning Support Team will meet with each class teacher at least three times per year to review I.E.P.'s, set targets and discuss special needs or any concerns
- At other times, the SENCO will be alerted to newly arising concerns through the school's record of concern form
- The SENCO and/or Learning Support team will discuss issues arising from these forms with the class teacher
- **Where necessary, reviews/parental interviews will be held more frequently than twice a year**
- Targets arising from I.E.P. meetings and reviews will be used to inform and support whole class approaches to inclusion e.g. differentiation and varied teaching styles

- The SENCO, together with the Principal, will monitor the quality and effectiveness of provision for pupils with SEN through meetings, reviewing teachers' planning, class teacher observations and looking at class books.
- Class teachers will deliver learning support primarily through differentiated teaching methods. Additional support will be provided by the SENCO and Learning Support Teachers. This support is funded from the school's financial resources.
- Learning Support teachers, class teachers, SENCO, support staff and outside agencies will liaise and share developments in order to inform the review process and assist with forward planning

6. IDENTIFICATION AND ASSESSMENT

We value the importance of early identification of SEN/DIS for

- Raising concerns
- Gathering information
- Diagnostic assessments

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

- information from nursery schools, playgroups and primary schools which the children have previously attended
- information from parents is gathered twice yearly through parent interviews and the compiling of annual pupil profiles and relevant information is recorded in 'Parent View' section of the IEP.
- teachers' observations
- teachers' checklists including class tests and end of topic assessment
- baseline and Key Stage assessments along with Literacy, Maths and diagnostic tests (see 6.1 Formal Testing Arrangements)
- class analysis sheets targeting pupils who are underachieving
- screening tests - hearing, sight, by school nurse
- we also refer to the findings of outside agencies, specialists reports including the Social Services at Risk Register, Psychologists Reports, Medical Reports, Statements or Referrals

If information suggests that a child may have special educational needs, then we may make use of diagnostic tests or seek advice from other agencies, such as the Board's SEN support services, to help gain a more detailed understanding of particular difficulties. This enables us to target extra help more effectively.

If class teachers have a concern that a child who they teach may have special educational needs, they take the following action:-

1. Complete a Record of Concern
2. Inform the SENCO and parents
3. Put an Education Plan into place with a maximum of 5 SMART targets.
4. Use diagnostic tests to confirm their classroom observation if it is a learning difficulty, usually helped by Maths or Literacy Learning Support teacher

Based on the observations and assessment data, and following discussion with the class teacher, SENCO, learning support team and parent, the child may be recorded as needing one of the following:

1. Differentiated work/support within the class (Stage 1)
2. Additional support through in school provision (Stage 2)
3. Additional support through outside agencies (Stages 3,4 or 5)

7. STRUCTURE OF SPECIAL EDUCATIONAL PROVISION

Our special educational provision adopts a staged approach consistent with the Code of Practice.

Stage 1 – Class Provision

Pupils who have been identified as having special educational needs will in the first instance receive special help within the normal classroom setting for a pre-defined period (Stage 1). The agreement of parents is needed to place a child on the register at Stage 1. The children who are normally on the register for learning difficulties are those who are identified as falling below the provision for the lowest group and require individualised differentiation within the class. The differentiation may involve

modifying learning objectives, teaching styles and strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which:

- closes the attainment gap between the child and his/her peers
- prevents the attainment gap from growing wider
- is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- ensures full access to the curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates an improvement in the child's behaviour

Stage 2 – In school Provision

If review of this provision indicates that the child continues to have difficulties, an Individual Education Plan (IEP) at Stage 2 may be drawn up by the Learning Support team in co-operation with the child's teacher and implemented for a pre-determined period (Stage 2). In school provision would be required where there is evidence that:

- there has been little or no progress made with existing interventions
- additional support is required to develop literacy and/or numeracy skills
- additional support is required for emotional, behavioural or social development
- additional support is required for sensory or physical impairments
- additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at this level.

1. Children who have needs similar to other children with SEN within the class
2. Children who we consider to have more severe or longer term needs which are likely to require further professional advice

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the in school provision to plan for each child to have individual targets where necessary. Provision will run concurrently with differentiated class work.

The responsibility for planning for these children remains with the class teacher in consultation with the SENCO and learning support team. Every child receiving in school provision will have an individualised education plan.

Monitoring will be carried out by all those involved using the school's standard pro forma. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information and adjustments will be made to the provision for the child if and when appropriate.

Individual education plans will be reviewed twice a year, although some pupils may need more frequent reviews which will be carried out as and when necessary. Parents/carers will be invited to contribute and will be consulted about further action.

As part of the review process, the SENCO, learning support team and staff may conclude that, despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made for the school, by agreement with parents, to ask for help and assessment from services outside the school, such as the Education Psychology Service or other support agency eg Ascet or behavioural centres.

Stage 3 – Involve Outside Agencies

Provision at this level always includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will contribute to the planning, monitoring and reviewing of the child's progress. A child may have access to a specialist unit which provides help for specific learning difficulties.

The school uses the definitions below to help formulate decisions at this level:

- continues to make little or no progress in the areas of concern
- continues working at curriculum levels significantly below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional, physical, behavioural or social needs which regularly and significantly interfere with the child's or other children's learning
- has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- continues to have communication needs that interfere with the development of social relationships and act as a barrier to learning.

It is very likely that an assessment of the child will be carried out by an Educational Psychologist or a Health Professional at Stage 3.

Stage 4 – Statutory Assessment

If strategies employed at Stage 3 have not been sufficient to meet the child's needs, the school, by agreement with parents, may ask the Board to initiate a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

Newtownards Model Primary School will submit evidence to the Board which will then make a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school or whether additional services and support are required. This judgement will be made using the SEELB's current criteria for making a statutory assessment.

Stage 5 – Statement of Special Educational Needs

A statement is written by SEELB containing:

- details of the child
- an outline of special educational needs (including abilities and difficulties)
- educational and development objectives (timescale, provision required, information for setting of short term targets etc.)
- details of non educational needs
- details of provision to address non educational needs

There will be an annual review, chaired by the Principal, to review the appropriateness of the provision and to recommend to the SEELB whether any changes should be made, either to the statement or to the physical resources required by the child. This review is in consultation with parents, SEELB, teachers and other agencies. The school will support the needs and objectives outlined in the Statement of Special Educational Needs.

The five stages can be summarised as follows:-

Stage 1	Class teacher/SENCO/ Learning Support teachers	Special help within the class
Stage 2	SENCO/Class teacher/ Learning Support teachers	Education Plan - timetabled help
Stage 3	School and outside specialist(s)	Education Plan
Stage 4	Board and School	Statutory Assessment
Stage 5	Board and School	Statement of SEN

8. INTEGRATION AND ACCESS TO THE CURRICULUM

As far as possible, special educational provision is made in normal classroom settings where children will experience learning across the breadth of the curriculum in whole class groups, ability groups and mixed ability groups and through individual teaching.

Some provision may take the form of additional teacher support in the mainstream classroom or through withdrawal of pupils from mainstream classes for special tuition. When this happens, support staff work closely with class teachers following agreed programmes of work.

We provide timetabled withdrawal for pupils from P2 - P7 for literacy and maths. These withdrawal groups range from individual to small group settings.

9. ARRANGEMENTS FOR SEN AND INCLUSION IN-SERVICE TRAINING

- The SENCO/learning support team attend meetings to update and revise developments in special educational needs and inclusion.
- Meeting special needs and inclusion issues are targeted through the School Development Plan.
- Special Needs and Inclusion training is provided where necessary, by the SENCO, through staff meetings and INSET days.
- All members of staff have access to professional development opportunities and may apply for special needs or inclusion training where a need is identified
- Support staff are encouraged to extend their own professional development and attend relevant training provided in school

10. FACILITIES AND SUPPORT SERVICES OUTSIDE SCHOOL

- The Educational Psychologist visits the school following discussion with the SENCO as to the purpose of each visit. Two consultations are arranged annually for September and February to discuss and review pupils who have been identified by the class teacher, learning support teacher and SENCO.
- The SEELB SEN support service provides specific information, shares resources and provides in-service training
- Staff from the Sensory Impairment Team visit school regularly to support children, both with and without statements, who have visual or hearing impairments. They advise staff on strategies to deal with and meet the needs of these children.

- The Autistic Spectrum Disorder support team come to observe children in school to advise teachers about specific strategies that can be used to help children with this disorder in the class
- The Behaviour Support Team provide an advisory service to teachers
- The SENCO liaises frequently with a number of other outside agencies, some of which are listed below:
 - Speech therapists
 - Social Services
 - School Nurse
 - Community Paediatrician
 - Physiotherapists
 - Psychiatrists
 - Occupational Therapists
 - Education Welfare Officer
 - Additional Services for Children in Education Team (ASCET)
 - The Cottown Outreach Support service for Spld
 - Others

Parents/carers are informed if any outside agency is involved

Newtownards Model Primary School is pleased to welcome any professional service that can offer support and advice to the Staff, Special Needs children and their parents.

11. PARTNERSHIPS WITH PARENTS

We value the knowledge, experience and views of parents and seek to establish a partnership with them in making appropriate provision for all pupils.

Arrangements for responding to enquiries and questions from parents

Parents should approach the class teacher in the first instance and a record of concern may be completed if required. If a child is receiving special provision in Maths or

Literacy then the Learning Support teacher/s will hold interviews twice yearly with the parents e.g. (October and February). Other meetings can be arranged when members of staff, i.e. Learning Support teacher and/or SENCO and/or class teacher will meet with the parents. On occasions the presence of the principal may be necessary.

Parents will be notified before their child's name is added to the Special Needs Register and thereafter kept informed of their child's progress. A letter will also notify any movement to a different stage on the register. At all stages of the Code of Practice, parents will be kept informed and encouraged to be actively involved in their child's learning.

Concern procedures can be summarised as follows:

- I have a concern about my child's SEN/DIS provision
- I can talk to the class teacher
- If I am still concerned, I can talk to the SENCO
- If I am still concerned, I can talk to the Vice Principal
- If I am still concerned, I can talk to the Principal
- If I am still concerned, I can write to the Chairman of the Board of Governors

Arrangements for passing information to parents

- Parent meetings at commencement of school year
- P2 Parent workshop in October
- School reports - annually in June
- Special needs report annually in June
- Twice yearly parental meetings - October and February with Learning Support Teachers where parents receive a copy of their child's Individual Education Plan and have an opportunity to discuss targets as well as offer additional information to help with the planning of new targets.
- Open door approach to arranging other interviews

Arrangements for involving parents in provision for their children

- Liaise with class teacher as to how they can help to reinforce class work at home
- Discuss IEP targets as well as the outcomes of each target with parents
- Encourage parents to attend any appointments arranged with outside agencies
- If parents refuse a referral of their child at Stage 3 or beyond they will be asked to confirm their refusal in writing

Complaints from parents about the SEN provision within the school will be dealt with at the first stage by the Principal. If the problem is not resolved to the satisfaction of parents an appeal may be lodged with the Board of Governors who will investigate the complaint.

12. LINKS WITH OTHER SCHOOLS

P1 teachers will meet staff from pre-school settings prior to pupils starting school.

Concerns about particular needs will be brought to the attention of the SENCO.

The school establishes links with the secondary level schools to which the pupils transfer. Special Needs documentation is passed to appropriate staff (SENCO or Year 8 Head) to ensure a continuation of provision. This also happens where a child transfers to another primary school during Key Stage 1 or 2. Where possible the SENCOs will meet and discuss how best the pupils' needs can continue to be met.

13. INCLUSION PRINCIPLES

- Staff at Newtownards Model Primary School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is flexibility in approach in order to find the best placement for each child
- Where appropriate, links with partner special schools are made and children included into mainstream school on a full or part time basis. Meetings and planning between schools take place to ensure continuity of provision

14. ARRANGEMENTS FOR PROVIDING ACCESS TO LEARNING AND THE CURRICULUM

- The school will ensure that all children have access to a broad and balanced curriculum, and that the NI Curriculum is flexible enough to meet the needs of every child.
- Learning opportunities will be engaging, rewarding and effectively differentiated and the teaching styles will be diverse
- Staff will work in such a way that the children they are supporting do not feel isolated. They will encourage peer tutoring and collaborative learning
- Differentiation takes a variety of forms within teacher planning. Learning outcomes are always made explicit and activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may be used if and when appropriate
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where appropriate
- The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils

15. ACCESS TO INFORMATION

- All children requiring information in formats other than print will have these provided
- Printed materials may be adapted so that children with literacy difficulties can access them
- Alternatives to paper and pencil recording may be provided where appropriate
- Newtownards Model Primary School uses a range of assessment procedures within lessons to ensure children with SEN are able to demonstrate their achievements appropriately

16. ADMISSION ARRANGEMENTS

- Children with SEN are considered for admission to the school on exactly the same basis as children without SEN
- There are two P1 classes: pupils are allocated to each class by gender and age to ensure parity among all classes. Children identified prior to joining our school, as having SEN will also be matched to each class to ensure a balance of both provision and opportunity
- Arrangements for the P1 intake of children with SEN are the same as for all children. However, arrangements are flexible enough to allow for any outstanding needs to be addressed
- Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss provision that can be made to meet their identified needs

17. INCORPORATING DISABILITY ISSUES INTO THE CURRICULUM

- The PDMU curriculum includes issues of disability , difference and valuing diversity
- The library and class library resources are regularly reviewed to ensure they include books that reflect the range of SEN

18. TRIPS AND AFTER SCHOOL ACTIVITIES

- Newtownards Model Primary School tries to make all trips inclusive by planning in advance and using accessible places. We take all year groups on local trips each year. P6 and P7 have a residential trip. We provide additional adult support for individual children as required
- All children are welcome at after school activities

19. RECORD KEEPING

- The SENCO and class teacher will keep copies of records of concern

- A register known as the SEN register will be kept detailing those children who have SEN and outlining their stage of progression according to the Code of Practice
- Class teachers, SENCO and Learning Support Team will keep records of their own testing through informal assessments, reviews, standardised or diagnostic tests

20. ICT

Refer to ICT guidance and policy.

It is important that SEN pupils are given opportunities to develop the range of skills necessary for them to be at ease with Information Technology and be competent in its use.

- Computer/Laptops

The computer/laptops will be used in each class using appropriate and suitable software to give pupils opportunities to explore, manipulate and represent learning through a different medium.

- I pads
- Interactive Whiteboard
- Other ICT tools should be used to enhance thinking where appropriate e.g. CD's, CD-Roms, digital camera, data projector.

21. ALLOCATION OF RESOURCES

Two rooms are set aside, one for literacy and the other for maths where two Learning Support teachers are based.

At times the atrium is used to work with small groups.

Please find below a list of most of the SEN resources.

Literacy:

- Reading Schemes eg: Rapid Readers, Sunshine Spirals, Dandelion Launchers, Floppy Phonics
- Alpha to Omega literacy books and worksheets
- Stile trays

- Phonic games
- Reading flashcards
- High frequency word games
- Laptops
- Wordshark ICT Programme to develop reading and spelling skills
- Multi-sensory equipment to help develop literacy skills

Numeracy:

- Number lines
- Variety of multi-sensory materials to assist with maths activities to include number and topic work
- Laptops
- I pads with numeracy apps
- Stile Trays

22. TESTS

Class	Literacy	Maths	Testing Date
P1	Alphabet names of Lower case letters. Key words- ORT High Frequency words first 20	Numbers 1-10 NFER 5 *Others Early Maths Diagnostic Kit P1	May
P2	Early Literacy Test Early Language Skills High Frequency word list Upper and lower case letters Individual letter sounds	Numbers 1-20 Numeracy Progress Test: Baseline	Sept/Jan/June Maths English
P3	PTE GL High Frequency words Wraps	PTM Numeracy Progress Test: Level 1	Sept/Jan/June May- PTE PITM

P4	PTE Key Stage 1 Assessment *Others Literacy Probe Salford Reading and Comprehension GL Single word spelling test	PTM Numeracy PT Level2 Key Stage 1 Assessment	Sept/Jan/June May- PTE PTM
P5	PTE GL *Others Literacy Probe Salford GL Single word spelling test	PTM Numeracy PT Level 3	Sept/Jan/June May- PTE PTM
Class	English	Maths	Testing Date
P6	PTE Salford Reading/Comp GL Single word spelling test	PTM Numeracy PT level 4	Sept/Jan/June May- PTE PTM
P7	PTE Salford Reading/Comp GL Single word spelling test Key stage 2 assessments	PTM Numeracy PT level 5	Sept/Jan/June May PTE PTM

Notes

All classes use informal testing to keep running assessment records.

Tests for dyslexia are Neale Analysis, NRIT, Bangor test, Dyslexia Screening, Dyslexia Portfolio

*Others – A selection of diagnostic tests are administered as appropriate

LINKS WITH OTHER POLICIES

This policy is integral to all school policies.

It has key links with policies such as Child Protection, Anti-Bullying, Health and Safety, Positive Behaviour and a number of curriculum policies such as literacy/ numeracy/assessment and all pastoral policies.

DEVELOPMENT, MONITORING, REVIEW AND EVALUATION OF POLICY INCLUDING FUTURE DEVELOPMENTS.

This policy has been drawn up in consultation with staff, parents and pupils as appropriate and anyone else as appropriate. It will be monitored, evaluated and updated annually to take cognisance of future developments and changes in the legislation.

It has been adopted by The Board of Governors on:

Date: _____