



Ben Madigan Preparatory School

Special Educational Needs and Inclusion Policy

April 2021

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND INCLUSION.

STATEMENT OF PRINCIPLE

Children present a rich and diverse range of strengths and needs. Inclusion is achieved when this is recognized and regarded positively. Ben Madigan Preparatory School celebrates diversity and values the uniqueness of children equally, regardless of their ability, disability, gender, culture, race, ethnicity, religion, linguistic, social or other circumstances. The school community is founded on a commitment to inclusive principles. Pupils are respected and their views valued as their strengths are celebrated and they are supported in overcoming potential barriers to learning or access to any aspect of school life.

Aims

- To promote inclusion throughout the School and foster an ethos which values diversity and challenges discrimination.
- To meet the continuum of needs of pupils with a continuum of provision.
- To provide access to a broad and balanced curriculum.
- To ensure that pupils experiencing barriers to learning are identified and assessed as early as possible in their school careers.
- To employ a range of strategies for teaching and learning and ensure that a differentiated curriculum allows children to work at a pace appropriate to their ability.
- To set achievable targets within each pupil's action plan/ education plan, record outcomes and use these outcomes in devising subsequent targets.
- To use an appropriate system of assessment, record keeping and evaluation to monitor progress and inform future planning.
- To provide a stimulating and caring environment in which all children, including those with special educational needs, feel happy and confident and enjoy learning.
- To ensure that children experience success in their learning, thus promoting self-confidence and self-esteem.
- To ensure that children are actively involved in the aims and evaluation of their learning.
- To take account of the learning styles of individual children, e.g. visual, auditory, kinaesthetic, interpersonal or intrapersonal.
- To provide effective resources to meet the needs of pupils.
- To foster close liaison between class teachers and learning support staff to ensure integration of learning topics.
- To develop close working partnerships with parents.
- To promote effective communications with all staff and governors.
- To liaise closely with outside agencies to ensure appropriate provision for each child.
- To develop provision for gifted and talented children.

Definition of Special Educational Needs

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

“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:

- A specific learning difficulty e.g. (dyslexia)
- Speech and language difficulties.
- Emotional/Behavioural difficulties.
- Sensory (hearing, visual) difficulties.
- A specific medical condition (asthma)
- Prolonged absence from school.
- Fragmented education e.g. children of army personnel.
- General learning difficulty.
- Pervasive developmental disorder (Autism, Asperger’s Syndrome or Dyspraxia)
- Physical difficulties.
- Adverse social and cultural circumstances.

ARRANGEMENTS FOR CO-ORDINATING PROVISION (see Appendix 1)

Role of Governors

A school's Board of Governors has a responsibility to:

- determine and keep under review the school policy for special educational needs and disability;
- have regard to its policy in ensuring that the pupils' educational needs are met;
- ensure that children with a disability are not treated less favourably, without justification, for a reason which relates to their disability;
- report annually to parents on provision for pupils with SEN.

Role of the Principal

The Principal has a responsibility to:

- oversee the promotion of inclusive practice within the School and the management of provision for pupils with special educational needs.

Role of the Head of the Preparatory School

The Head of the Preparatory School has a responsibility to:

- ensure inclusive practice in the School;
- manage provision for pupils with SEN and/or a disability;
- keep governors fully informed about special educational provision;
- work closely with the special educational needs coordinator (SENCO).
- keep the Board of Governors fully informed
- liaise with outside agencies.

Role of SENCO / SEN Support Teacher

The special educational needs co-ordinator has a responsibility to:

- oversee and co-ordinate the operation of a whole school policy for special educational needs (SEN) and disability;
- provide in-service training, support and advice for colleagues with respect to SEN;
- maintain the SEN register and to liaise with those who have parental responsibility of such pupils;
- establish and maintain contact with other professionals who have responsibilities towards pupils with special educational needs and/or disabilities;
- co-ordinate the provision of appropriate resources;
- report to the Principal and Head of School regarding provision for pupils with special educational needs and/or a disability;
- help to identify and contribute to staff development;
- work in conjunction with the class teacher to identify, assess and monitor pupils' special educational needs;
- work in conjunction with the class teacher to draw up education plans (IEP) and identify targets for pupils who have special educational needs;
- set clear and realistic goals through SMART targets in IEPs (Specific, Measureable, Attainable, Relevant, Time bound)

- maintain an on-going monitoring role of the pupils' progress by making occasional class visits and examining records/samples of work
- co-ordinate additional support for pupils with special educational needs – e.g. Additional teaching in Literacy/Mathematics
- participate in and contribute to annual reviews regarding a pupil's progress and advise parents.
- foster links with parents of children with SEN/disability/additional needs
- make the decision, after a reasonable period of time, and in agreement with the class teacher and parent, that the pupil either no longer needs support or that they need to proceed further in the COP.
- keep abreast of current trends in SEN.

Role of Class Teacher

The class teacher has responsibility to:

- retain overall responsibility for the pupils in his/her class who have special educational needs and/or a disability;
- work in conjunction with the SENCO to identify, assess and monitor pupils' special educational needs;
- assist in the preparation, maintenance and implementation of appropriate action plans and education plans (Stages 1 and beyond);
- ensure that work is appropriately differentiated;
- participate in and contribute to reviews of pupils' progress;
- maintain close contact with parents to ensure maximum provision.

Role of Classroom Assistant

Where a classroom assistant is employed in a general support role 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 or, if appropriate, in transit to and from school transport;
- assist with classwork preparation and classroom organisation for example, photocopying, record keeping, wall displays;

Where a classroom assistant is employed to support an individual pupil who has a statement of special educational needs and/or a disability, they have a responsibility to:

- provide in-class pupil support under the direction of a class or specialist teacher, e.g. Music/PE;
- oversee the safety and well-being of the pupil at all allocated designated times;
- assist the pupil in organising their materials and equipment and moving about the school (as appropriate).
- assist a child who has feeding and/or toileting difficulties (in line with the Child Protection Policy and Staff Code of Conduct)

IDENTIFICATION OF NEED AND ASSESSMENT OF PROGRESS

Knowledge about children's aptitude and progress is obtained from a range of sources:

- information about Prep 1 pupils from nursery schools and playgroups
- gathered by the teacher responsible for Prep 1;
- information about pupils entering the school in years other than Prep 1 from previous primary schools gathered by class teacher / SENCO;
- information given to the class teacher at Parental Consultations;
- teachers' observations;
- teachers' assessments;
- running records
- baseline assessments;
- results of screening tests, standardised tests in English and Maths (PIE and PIM) administered during the school year (Prep 3 –Prep 7); end of Key Stage assessments;
- reports from Educational Psychologists at Stage 2 and/or Stage 3;
- reports from Clinical Psychologists;
- reports from Speech and Language Therapists, Physiotherapists and Occupational Therapists;
- reports from Clinical Medical Officer/Paediatric Consultant;
- reports from Social Services.

To identify need more specifically and target extra help as effectively as possible, some pupils may be given additional diagnostic tests and others may be assessed further with the assistance of external agencies.

THE 3 STAGES OF THE NEW CODE OF PRACTICE.

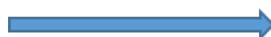
Current Code of Practice

Stage 1
Stage 2



Stage 1

Stage 3
Stage 4



Stage 2

Stage 5



Stage 3

New Code of Practice

School delivered SEN provision
PLP required
Applies to the majority of children with SEN

School delivered SEN provision plus external provision e.g. EA or HSCT
PLP required
A smaller number of children will access this provision.

Statement of SEN
Both school and EA delivered SEN provision and, as appropriate, any relevant treatment or service identified by Health
PLP required

STAGE 1	STAGE 2	STAGE 3
<ul style="list-style-type: none"> • School delivered special educational provision • PLP required • The majority of SENs will be met through this stage. • The responsibility lies with the school • In mainstream schools and classes. • Reasonable adjustments and additional strategies aimed at meeting and addressing the child's SEN. 	<ul style="list-style-type: none"> • School delivered special educational provision plus external provision e.g. the EA or HSC Trust • PLP required • A smaller number of children will need this provision. • The responsibility lies with the school plus external provision from EA • In mainstream schools and classes (and by exception in a special school or Learning Support Centre (LS Centre) for the purpose of assessment) • Reasonable adjustments, additional strategies and approaches plus resources, advice, guidance, support and training provided through the EA SEN support services to address the child's SEN. 	<ul style="list-style-type: none"> • Statement of SEN • School and EA delivered special educational provision plus any relevant treatment or service identified by a HSC Trust • PLP Required • A smaller number of children Will need this provision • The responsibility lies with the school and the EA with input from a HSC Trust where relevant. • In mainstream schools, LS Centre attached to mainstream schools or special schools (as determined within the Statement) • Reasonable adjustments, school delivered special educational provision plus EA provision as set out in the Statement.

INTEGRATION AND ACCESS TO THE CURRICULUM

In Ben Madigan Preparatory School, we aim to provide an inclusive 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.

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, mixed ability groups and through individual teaching. Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where appropriate.

Differentiation will be used to match tasks to the learner, allowing the curriculum to be delivered to all whilst catering for individual differences. This principle of differentiation applies as much to meeting the needs of gifted and talented students as to those with a learning difficulty. 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.

Differentiation may include:

- Small steps with skills broken down to make success at each step more certain, whilst allowing concepts to develop gradually
- Over learning: allowing adequate repetition and practice to ensure that concepts have been grasped and embedded
- Increased time being spent with a child/or small group of children: maximizing the use of time to allow one to one tuition on a regular basis
- Aiming to increase self-esteem through appropriate rewards and praise, building self-confidence and willingness to tackle new challenges in learning
- Providing positive feedback: celebrating and praising any improvements.

Appropriate teaching methods will be used to cater for different learning styles, in keeping with the Revised Curriculum, encouraging all pupils to learn effectively and achieve success.

Specialist resources will also be used, when appropriate, to allow access to a broad and balanced curriculum.

Reasonable steps will be taken to ensure that a disabled pupil has access to all areas of the curriculum and is not placed at a substantial disadvantage compared to pupils who are not disabled.

Some pupils may be withdrawn from mainstream classes for additional tuition. When this happens, the SEN teacher works closely with class teachers, following agreed programmes of work.

RECORD-KEEPING AND REVIEW

As already mentioned a register of SEN pupils will be maintained and updated after each IEP review.

- At the commencement of each school year a child's new class teacher will be provided with up to date information relevant only to those children in his/her class. This will include their stage on the Code of Practice, a brief outline of the child's difficulties, their previous IEPs and the IEP reviews. They will also be given some background on children who have or have had some difficulties, but who are not at that time on the SEN register.
- Class teachers will maintain their own 'register' of concerns about a child, consultation with the parents, plans of action taken to address those concerns and the outcome of those arrangements.
- The SENCO will collate written communication from parents and outside agencies, including the Board's Psychology and Special Education Schools.
- The SENCO will liaise with teachers within the school to impart information received and to update teachers on current innovations. He/ she will also report annually to the BOG and the principal.
- Any written information and records maintained by the school will be communicated only to the parents of a particular child and to those teachers directly concerned.
- Relevant information will be provided upon request to a child's new school upon transfer.
- Parents will be invited to contribute to a child's review, as will the child, the child's class teacher and classroom assistant where appropriate. Other necessary contributions may be in written form. All parents have the opportunity to consult with the teacher during parent/teacher consultations, but other meetings are often arranged.
- Data is collated, reviewed and analysed on a yearly basis on all pupils in Ben Madigan Prep. SEN pupil information is compared with information on pupils who are entitled to free school meals.

PROFESSIONAL DEVELOPMENT & RESOURCES

- Members of staff have attended a range of Special Needs courses including information and training on ASD, Dyslexia and a range of other conditions. Other training will be arranged as necessary when a need has been identified.
- Classroom assistants are given information about special needs relevant to the pupils they are working with.
- Additional resources have been acquired each year which include a range of tests, reading and literacy materials.
- All staff are aware of how to access The Resource File and have been asked to use it, as and when necessary, to inform teaching and learning and IEP writing.

PARTNERSHIP WITH PARENTS

The school values the knowledge, experience and views of parents and seeks to establish a partnership with them in the following ways:

- a speedy and informative response to enquiries and questions from parents;
- good lines of communication between teachers and parents;
- the involvement of parents in SEN provision for their children- including feedback on assessment and planning; involvement in decision making and educational reviews.

The relationship between the parents of a child and this school has a crucial bearing on the child's educational progress and the effectiveness of any school-based action. The Prep operates an open door policy and encourages parent to bring forward any concerns. Therefore, the school will take account of the wishes, feelings and knowledge of parents at all stages, by endeavouring to establish effective two-way communication in written and oral form so involving a child's parents in all aspects of provision for their child. Parents can formally have contributions recorded on their child's IEP. As partners, parents are invited to school regularly, but they are free also to come to school at any time. In fact, much help is obtained from parents on an informal basis. Notes and letters are sent and parents are welcome to view special features of their child's work.

Already established in Ben Madigan Preparatory School are the following events to ensure parents are included in many aspects of their child's education:

- Parental information evening in the May or June prior to all Prep 1 pupils starting in September.
- All parents of pupils Prep 1 - 7 are invited to attend parent/teacher meetings in October and February where IEPs are discussed and parental and pupil contributions are sought.
- Annual reviews are held for all pupils at Stage 3 in the Code of Practice.
- All parents receive a written school progress report towards the end of the final term.

LINKS WITH OTHER POLICIES

This policy should be read in conjunction with all curriculum and pastoral care policies within Ben Madigan Preparatory School.

MONITORING AND EVALUATION/FUTURE DEVELOPMENTS

The policy will be constantly monitored and annually reviewed to take account of any changes in legislation and to ensure that Ben Madigan Preparatory School endeavors to provide an inclusive environment, which meets the needs of all staff and pupils.

Annual Report

The Principal will report to the Board of Governors each year. The LSC will report to the Principal, who will forward the information to the Governors. The BOG will, in cooperation with

the Principal determine the school's general policy, establishing appropriate staffing and funding arrangements. The governors will be aware of and understand the implications of the COP for SEN, SENDO and the DDA. The nominated governor for SEN is Mrs. Ann Clements.

Complaints

Consideration of complaints from parents regarding Special Educational Needs provision will be given by the Principal, LSC/LS Teacher and Class teacher. Parents' views will be valued and their concerns given priority. Principal and LSC will address the situation and do their utmost to alleviate any distress the pupil/parents may be experiencing. External services may be consulted if the complaint is based on social/personal/medical difficulties.

Where agreement cannot be reached, the matter will be referred to the Headmaster, Mrs. H. Woods.

Advice and Information Service

An advice and Information Service exists within the BELB and NEELB to support parents of children with SEN.

Contact the Advice & Information Service via the SEN Helpline for impartial advice and information.

The SEN Helpline operates Monday – Friday from 9am – 5pm and can be reached at 028 9598 5960.

Dispute Avoidance and Reconciliation Services (DARS)

This service was established and came into effect on 1st September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO).

DARS aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors of ELBs for pupils who are on the code of Practice, in relation to special education provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS.

Members of the DARS team will facilitate the possible resolution of disagreements (in a neutral venue) but do not have the authority to resolve a dispute.

Agreement can only be reached with the approval of interested parties.

DARS is separate and independent from the Board's Special Education Department.

Involvement with DARS will not affect the right of appeal to the Special Needs Tribunal. For parents wishing to engage with the service you should make contact by telephone: 028 9072 6060 or email: DARS@globalmediation.co.uk

Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the ELB with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal or SENDIST.

SENDIST considers parents' appeals against decisions of ELBs and also deals with claims of disability discrimination in schools.

The Special Educational Needs and Disability Tribunal (or SENDIST) considers parents' appeals against the decisions of the Education Authority about children's Special Educational Needs, where the parents cannot reach agreement with the Education Authority. It also deals with claims of disability discrimination in relation to children at school.

Email: tribunalsunit@courtsni.gov.uk

Website: [Special Educational Needs and Disability Tribunal](#)

This policy will be reviewed on a bi-annual basis and updated accordingly in consultation with all staff and governors.

This policy was agreed in April 2021 and will be reviewed in April 2023.

APPENDIX 1

Academic Year 2021/2022

Board of Governor responsible for Special Education – Mrs. Ann Clements

Principal – Mrs. Hilary Woods

Head of Preparatory School – Mr. Ross Coulter

Special Educational Needs Coordinator – Mrs. Janine Chapman (appointed June 2020)

Class teachers

Prep 1 - Miss. Nicola Friel

Prep 2 - Mrs. Elaine Wilson

Prep 3 - Mrs. Joanne Lawther

Prep 4 - Mrs. Sarah Bell and Mr. Ross Coulter

Prep 5 - Mrs. Janine Chapman

Prep 6 - Mrs. Pamela Lennon

Prep 7 - Mr. Philip Ingram

Learning Support Staff

Miss Helen Crossen

Mrs Louise Caddell

Miss Katie Wallace

Miss Emma Dobbin

Appendix 2

Useful Contacts

Organisation/ Group	Contact Number	Email Address
Autism NI	028 9040 1729	info@autismNI
Barnardo's Northern Ireland	028 9067 2366	info@barnardos.org.uk
Children's Law Centre	0808 808 5678	info@childrenslawcentre.org
Department of Education - Additional Educational Needs Team	02891 279926	DE.DEWebMail@education-ni.gov.uk
Early Years – the Organisation for Young Children	02890 66 2825	info@early-years.org
Equality Commission for Northern Ireland	02890 500600	information@equalityni.org
Family Support Northern Ireland	0845 600 6483	
Mencap - Northern Ireland	0808 808 111	helpline.ni@mencap.org.uk
Nasen – the National Association of Special Educational Needs	01827 311500	info@nasen.org.uk
National Autistic Society - Northern Ireland Office	02890 687066	northern.ireland@nas.org.uk
National Deaf Children's Society	028 9035 2011 (v)	nioffice@ndcs.org.uk
Northern Ireland Commissioner for Children and Young People	028 9031 1616	info@niccy.org
Northern Ireland Council for Curriculum, Examinations and Assessment	02890 261200	info@ccea.org.uk
Northern Ireland Council for Voluntary Action	028 9087 7777	

Organisation/ Group	Contact Number	Email Address
Northern Ireland Human Rights Commission	02890 243987	info@nihrc.org
Northern Ireland Public Services Ombudsman	028 9023 3821	nipso@nipso.org.uk
PHAB	020 8667 9443	info@phab.org.uk
Royal National Institute for Blind People Northern Ireland	028 9032 9373	rnibni@rnib.org.uk
SEND Gateway		
The Special Educational Needs Advice Centre	028 9079 5779	info@senac.co.uk
The Special Educational Needs Tribunal	0300 200 7812	tribunalsunit@courtsni.gov.uk
UNICEF	0300 330 5580	

This policy will be reviewed on a bi-annual basis and updated accordingly in consultation with all staff and governors.

This policy was ratified by Belfast Royal Academy Board of Governors