**ST PATRICK’S PRIMARY SCHOOL, HILLTOWN**



**Special Educational needs policy**

**APRIL 2021**

**Progress through partnership**

**SUMMARY STATEMENT**

The staff and governors of St Patrick’s Primary School believe that all children who experience difficulty in learning should have their special needs addressed and should have the greatest possible access to a broad and balanced curriculum, matched to their needs, abilities and aptitudes.

Our Special Needs Policy mirrors our belief that children who have learning, medical or social and emotional difficulties should be given the opportunity to grow, develop and achieve their full potential.

**Mission Statement**

St Patrick’s Primary School, Hilltown, will provide a well ordered and caring environment in which the children can work and play. As part of a believing community committed to a Catholic way of life, we believe that all are equal in the sight of God and that each child should have the opportunity to ‘walk tall’ within themselves, knowing that they are important, whatever their individual talents and abilities. We strive to work in conjunction with the home and parish so that children can reach their full potential as well as growing in their own self-esteem, confidence and self-discipline. Children will be helped to develop an attitude of caring for and sharing with others, as well as cultivating a healthy tolerance for everyone’s beliefs and respect for their property and environment. We encourage shared responsibility among our pupils and reinforce good behaviour by actively encouraging and promoting qualities like patience, gentleness and a sense of ‘fair play’. We recognise the need for pupils to progress through a well-defined programme for work in all areas of the curriculum. Pupils will have access to relevant teaching and learning through a variety of teaching approaches. We will provide pupils with stimulating, enjoyable, rewarding and demanding experiences. We will match the curriculum to individual needs, with provision being made for more able children and those with special needs. Pupils will be encouraged to produce their own personal best, dependent on individual ability and aptitude. Resources in the school will be of a high standard and renewed as appropriate. The teaching and non-teaching staff, along with the principal and pupils will work in harmony to maintain a high standard of work, personal achievement and good behaviour. Our school motto is ‘Progress through Partnership’.

Our school is a UNICEF Rights Respecting School and Article 29 of the United Nations Convention on Rights of the Child (CRC) underlines our school’s vision:

‘Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.’

**OBJECTIVES OF THIS SEN POLICY**

1. To identify children with learning difficulties as early as possible.

2. To differentiate the curriculum in the classroom where necessary.

3. To formulate programmes of remediation to suit particular needs.

4. To keep relevant records of progress of children who have learning difficulties.

5. To liaise and co-operate with parents, recognising their statutory rights.

6. To liaise and co-operate with outside agencies involved in the education of children with

 special educational/medical needs

7. To ensure that children with special needs are included in all aspects of school life and have equal access to all activities.

8. To develop and make use of all resources in support of pupils with SEN /disability.

9. To effectively monitor and evaluate our provision for pupils with SEN/disability.

**ROLE OF SEN COORDINATOR**

The designated teacher, Miss Catherine Murphy, is responsible for:-

 1. Day to day operation of the school’s SEN Policy.

 2. Liaising with and advising colleagues.

 3. Coordinating provision for children with SEN.

 4. Maintaining the school’s SEN register and overseeing records for all children on the

 Register through Sims.

 5. Liaising with parents and external agencies.

**ADMISSION ARRANGEMENTS**

St Patrick’s Primary School accepts all children who fulfil the admission criteria as stated in the Admissions Policy. Children at all stages of the Code of Practice are welcome, provided that in the case of a statemented child the school is confident it has the resources to provide the necessary help. Support will be sought from external agencies – Educational Psychology, Behaviour Support Team, Peripatetic Services, Language and Communication Team, Occupational Therapy, CAMHS, RISE NI and Bolster Community.

This is in line with SENDO legislation.

**ARRANGEMENTS FOR CO-ORDINATION OF PROVISION**

Children with difficulties will be placed on the Special Needs Register and parents notified. Education Plans will be drawn up by the class teacher, assisted by the SENCo. These will provide specific targets for pupils to work towards, along with strategies for the implementation of these targets. Education Plans will be evaluated regularly and shared with designated classroom assistants. Parents will meet with the class teacher three times each year and with the SENCo as required. Parents will receive copies of all Education Plans.

**ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH SEN**

The successful day to day operation of the SEN Policy depends on the effective deployment of teachers, classroom assistants and SENCo. At present we have eight classroom assistants who are deployed throughout the school to support children with special needs. Current provision for SEN pupils includes:

* Spld teaching twice weekly for identified pupils
* Reading Partnership programme
* Sensory-Motor group
* Small-group withdrawal
* Numeracy Catch-Up programme
* Raising Achievements Programme
* Identification and teaching for high-achievers
* Use of Nessy programme for Spld
* Dyslexia friendly school
* Use of IXL Maths and IXL English Programme
* Use of Lexia Literacy Programme
* Wheelchair access
* Hygiene Room
* Disabled toilet

**IDENTIFICATION AND ASSESSMENT ARRANGEMENTS**

 1. Child identified by class teacher or screened through testing.

 2. Assessed by class teacher/SENCo using normative, diagnostic and criterion referenced

 tests.

 3. Differentiated programme provided in the classroom (Stage 1 on the Code of Practice).

 4. Child moves to Stage 2 COP. Education Plan drawn up by class teacher, assisted by

 SENCo. Differentiation continued and individual/small group help for specified period

 of time. External support services sought and provided.

 5. Progress reviewed three times each year.

 6. Proceed to Stage 3 of COP, if appropriate.

**REVIEW PROCEDURES**

Education Plans are reviewed three times yearly. If targets are met sooner or if the child is obviously not going to meet targets the teacher/SENCo may decide to review sooner and move the child to the next stage of the COP, back to a former stage or off the register. Parents will be involved in the review procedure and are required to sign each review.

**ARRANGEMENTS FOR PROVIDING ACCESS TO A BALANCED AND BROADLY BASED CURRICILUM**

All of our children have access to the full NI Curriculum. Those who require help with literacy and/or numeracy are provided with it as far as possible without any other aspect of the curriculum being neglected. Curriculum coordinators are aware of those children with Special Educational Needs and assist with the development of good practice within the context of their subjects. Classroom assistants are closely involved in the education of the pupils with whom they are placed. It is essential that they have time with the class teachers to receive direction and evaluate progress. This will take place at specified times, for example, School Assembly time or at the end of the morning or afternoon sessions. If necessary, funding will be made available from the special needs budget to facilitate this.

**CRITERIA FOR EVALUATING THE SUCCESS OF THE SCHOOL’S SEN POLICY**

Through regular staff meetings, formal and informal, the success of the SEN policy is frequently discussed and evaluated. This policy is reviewed, revised and updated according to the changing resources and needs in the school.

**ARRANGEMENTS FOR CONSIDERING COMPLAINTS**

Parents are given the opportunity of meeting the principal, SENCo and class teachers at review time or at any other time by prior arrangement. Problems will be discussed and acted upon. Serious problems regarding a child’s education will be referred through the principal to the appropriate channels. Parents will be made aware of DAR’s reconciliation process and the Special Educational Needs Advice and Information Service.

**INTERVENTION**

Children who appear to have difficulties are identified as early as P.1. They are placed on Stage 1 COP and with the help of the P.1/P.2 classroom assistant receive as much 1:1 help as possible in the classroom. The P.1 and P.2 classroom assistants are trained in Reading Partnership and their expertise is also put into practice in their classrooms.

From P.3 upwards children who score below 85 in Maths and English NFER tests are placed on the Special Needs Register and Education Plans are drawn up and implemented for them. These children are provided for mainly through differentiated curriculum in the classroom. As far as possible they will also be withdrawn for 1:1 support or in small groups by teachers during some part of the school year. Help is given with literacy and numeracy difficulties.

**ARRANGEMENTS FOR SEN INSERVICE TRAINING INCLUDING USE OF TEACHERS AND FACILITIES BEYOND THE SCHOOL**

The staff of St Patrick’s avail of any opportunities that arise for professional development. One full-time teacher has trained in Reading Recovery. We have a trained Teaching Assistant. Three classroom assistants attended Reading Partnership training. Other teachers have attended courses on Autism, Dyslexia, Dyspraxia, Inclusion, Down Syndrome, use of Numicon, ICT for pupils with SEN. The SENCo attends courses for SEN coordinators. We have a close working relationship with the Educational Psychologist and the Peripatetic Reading Service and seek advice from members of the E.A. Special Education Team, the Behaviour Support Team, Language and Communication Team, Occupational Therapists and RISE NI.

**PARTNERSHIP WITH PARENTS**

Our school motto is ‘Progress Through Partnership’. Most parents know that they have a responsibility to participate in their children’s education and the most effective provision will be made when they are open and confident, working in partnership with the school. All parents, but especially those whose children experience difficulties in school, are encouraged to meet with the teachers to discuss the best ways to help these children move forward and access the curriculum to the best of their abilities.

**PUPIL PARTICIPATION**

We encourage our pupils to be involved in the decision making processes which affect them. Good relationships are promoted and positive self-esteem is fostered. Pupils’ views will be sought and pupils will know their targets on their Education Plans. SEN pupils will be given opportunities to experience and celebrate success.

**RESOURCES**

**Tests**  M.I.S.T. P.2.

 S.W.S.T. P.3 – P.7

 PTE and PTM Tests P.3 – P.7

 N.G.R.T P.3 – P.7

 CAT P.4

**Reading Schemes** Storyworlds/Literacy World

 Ginn 360/Oxford Reading Tree

 Heinemann Rapid Readers

 Oxford Guided Reading Scheme

 Lighthouse Series/PM Books

 Rigby/Wellington Square

 All Aboard/Jolly Phonics Readers

 Epic Digital Reading books

**Hand-writing** Collins Primary Focus Hand-writing Scheme

**Spelling**  Jolly Phonics Spelling Scheme

 Prim-Ed Spelling

**Phonics** Jolly Phonics

**Mathematics** New Heinemann/Heinemann Maths

 Basic Maths

 Prim-Ed Maths

 Ready Steady Go

**ICT**  Interactive White board resources

 Seesaw

 IXL Maths and English Programme

 Lexia Literacy Programme

 Nessy

 Variety of software

 Starspell Spelling Scheme

 Wellington Square

 Atlas