



Special Educational Needs Policy
In
Holy Trinity Primary & Nursery

This policy was developed in accordance with the code of Practice in the Identification and Assessment of Special Educational Needs and within the framework provided by WELB.

This policy guides and reflects current practices within Holy Trinity Primary School for children with Special Educational Needs and was revised and updated in 2015.

Mission Statement

We are an inclusive learning school community who strive to meet the needs of all.

Aims

- To create a caring and supportive environment in which all pupils feel valued. To offer curricular, pastoral and extra- curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence
- To identify pupils with SEN as early, and thoroughly as possible, using a variety of means: teacher observation, formal and informal assessment, parental knowledge and advice from other professional agencies.
- To encourage parental involvement in all aspects of their child’s education including SEN provision.
- To involve the child, in line with their age and ability, in the planning and implementing of their SEN provision
- To ensure that a range of strategies are implemented which provide pupils with SEN access to high quality educational experiences within a broad and differentiated curriculum and where possible provided alongside their peers.
- To use available resources efficiently to maximise educational provision for pupils with SEN
- To liaise effectively with a range of support services to improve the identification of, and support, for a range of SEN in order to improve pupil outcomes.

Responsibility for SEN Provision

Board of Governors

The Board of Governors has a statutory duty to ensure that provision is made for registered pupils with special educational needs. This duty is exercised through the adoption of an agreed SEN policy which is kept under review, and regular reporting of matters relating to SEN.

Principal

The principal should:

- Keep the Board of Governors informed about SEN issues
- Work in close partnership with the SENCO
- Ensure that the Leadership Team within the school are actively involved in the monitoring and implementation of SEN within the school
- To ensure that SEN resources are deployed to maximise pupil opportunities and progress

SENCO

The school SENCo is Una Williams who has responsibility for:

- The day to day operation of the schools special educational needs policy
- Co-ordinating provision and maintaining the schools SEN register and oversight of all records on pupils with special educational needs at all stages of the Code of practice

- Establishing the SEN in-service training needs of the staff and contributing as required to their training and up-skilling including responding to their requests for advice
- Liaison with outside agencies including prioritising of pupils who access additional support and services – within and beyond school resources
- Supporting parents in their understanding of the Code of Practice, their child’s SEN and how best they can collaborate with staff to aid their child’s progress.

Class teacher

The class teacher should:

- Be fully aware of the Code of practice and its operation at each stage and inform the parent when consideration is being given to placing the child’s name on the SEN register
- Ensure effective monitoring of all pupils through observation and assessment to identify/inform the child’s SEN profile
- Ensure that they are aware of the child’s SEN through liaison with previous teacher, SENCo, parents, other professionals and awareness of the child’s SEN profile
- In consultation with parents, pupils and other professionals and considering any advice available, draw up, implement and review IEPs for pupils at stages 2 – 5 of the Code of Practice
- Develop an inclusive classroom

Classroom Assistants

The classroom assistants should:

- Work under the direction of and in partnership with the class teacher
- Be aware of all documentation and guidance relating to the child’s SEN
- Contribute to the planning and implementation of strategies to meet the child’s SEN

Pupil

The child should:

- According to age, maturity and capability, participate in all the decision making processes including contribution to target setting and review of their IEPs

Parent/Carer

The parent carer should:

- Speak with the class teacher to inform them of any significant needs or changes in need as early as possible
- Work with the school to assist the child in the achievement of their targets including contributing to the IEP

Admissions

The school has an inclusive approach to pupils with SEN and welcomes the contribution they make to the diversity of the school community.

In considering children with SEN the Board of Governors must take into account the efficient use of resources and reasonable adjustment in determining suitability for placement.

When seeking to place a pupil with a Statement, the Education Authority will take into account the wishes of the child's parent and the provision of efficient education for other children in the class or school and the efficient use of resources to determine the suitability of the placement.

Accessibility

Due to the age and design of the school currently there are areas where accessibility is unavailable.

However the school trustees have made progress in relation to accessibility for all children.

- The school has fully accessible accommodation for Preschool and Nursery children.
- All school buildings have disabled toilet and shower facilities where required
- The school are creative in accommodating pupils with disabilities within the buildings through moving classroom locations etc.
- Parents with mobility difficulties who cannot access the Mill Street building can be accommodated by staff through meetings being held in the Cornagrade building

Special Facilities, Resources and Accommodation

The school includes a range of specialists provision on behalf of the Education Authority (formally WELB) for pupils with Statements of Educational Need. These include an ASD Centre for pupils at Foundation/Key Stage 1 and Learning Support provision at Key stage 2.

Identification and Assessment of Special Educational Needs

The early identification and on-going assessment of children with SEN is the responsibility of the class teacher, in collaboration with others; using observations, experience, professional judgement and testing

Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness and available resources.

Details of how this operates are included in Appendix ??