



Ben Madigan Preparatory School

Special Educational Needs and Inclusion Policy

September 2022

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.

Ben Madigan Preparatory School staff are committed to providing equal access for all our pupils to a broad and balanced educational experience based on the Northern Ireland Curriculum. We recognise that some pupils during their school career may have special educational needs and/or a disability. In the interests of these children, we will endeavour to make every reasonable arrangement to provide for their individual needs.

The legislation that currently governs practice regarding children and young people (C&YP) with special educational needs (SEN) is the Education Order (1996). The current Code of Practice on the Identification and Assessment of SEN provides guidance on how the legislation is to be delivered in schools and was published in 1998.

SENDO (2005) increased the rights of C&YP with SEN and/or disabilities to be educated in mainstream schools and aimed to ensure that children with disabilities were not disadvantaged compared to their peers in school. This included the school being proactive in areas such as ensuring that the school is prepared with an adapted environment and differentiated curricula for all children who may wish to attend, including those with SEN/Disabilities.

The Supplement to the CoP was published in 2005 and updated parts of the 1998 CoP to reflect the changes following SENDO (2005).

The most recent legislation, the Special Educational Needs and Disability Act (NI) 2016, strengthens and builds upon the duties contained within the Education Order (NI) 1996 and SENDO (NI) 2005. It places new duties on the schools Board of Governors, the Education Authority and Health and Social Care Trusts. It provides new rights for parents and children over compulsory school age. It is one element of the new SEN and Inclusion Framework which include new SEN Regulations and a new statutory Code of Practice as of 2021, awaiting ministerial approval.

NB: In the interim, schools have been advised that they must continue to adhere to all aspects of the Code of Practice (1998) and the Supplement to the Code of Practice (2005), except for recording children under the new three stages of the Code of Practice.

Aims

- To promote inclusion throughout the School and foster an ethos which values diversity and challenges discrimination and that all pupils with SEN/ disability feel valued.
- To meet the continuum of needs of pupils with a continuum of provision.
- To provide access to a broad and balanced curriculum which will promote intellectual, emotional, social, and physical progress in order that pupils can develop as valuable members of society both now and in the future.
- To ensure full entitlement and access for pupils with SEN/disability to high quality education within a broad, balanced, relevant, and differentiated curriculum.
- To educate pupils with SEN, wherever possible, alongside their peers.
- 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 and the views of the child are considered when planning and implementing SEN provision taking into account their age and capacity.
- 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.
- To work closely with EA services and other outside agencies as appropriate to support each pupil with SEN.
- To strive for close co-operation between all services and agencies concerned to achieve an effective multi-disciplinary approach to meeting SEN.

Definition of Special Educational Needs

For all involved in a child's education it is important that there is a clear understanding of the terms 'special educational needs,' 'learning difficulty' and 'special educational provision, as defined in Article 3 of the 1996 Order.

Special Educational Needs

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

Learning Difficulty

A child has a learning difficulty if:

- (a) they have a significantly greater difficulty in learning than **the majority of** children of the same age;
- (b) they have 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) they have 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.

Special Educational Provision

Special educational provision (SpEP) is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in ordinary schools.

Disability

The following definition of disability is taken from the Disability Discrimination Act (1995):

A disability is when someone has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. (Paragraph 2.3)

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.

SEN and Medical Categories

The following is the list of the five overarching SEN categories and sub-categories taken from: [Department of Education Northern Ireland \(2019\) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI](#)).

- 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)
- b) Severe Challenging Behaviour associated with SLD 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 a medical condition

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 what is key is "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 both a medical need and require special educational provision to be made for them.

The Medical Register is the responsibility of Fiona Gouk, School Secretary

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

ARRANGEMENTS FOR CO-ORDINATING PROVISION (see Appendix 1)

Although meeting the needs of pupils with SEN is a whole school issue the overall responsibility for managing SEN provision resides with the Board of Governors and the principal of the school. However, to facilitate the day-to-day running of the provision the board of governors has delegated responsibility to co-ordinate the provision for pupils with special educational needs to SENCo/ LSC

Role of Governors

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

The role of the Board of Governors of a mainstream school is to exercise its functions in relation to the school with a view to ensuring that provision is made for registered pupils with special educational needs.

Chapter 12 of the document '*Every School a Good School*' (DENI, 2010) relates specifically to the role of the governor in supporting pupils with special educational needs. Based on this information, The *SEN Resource File* (DENI, 2011) outlines that the Board of Governors has a statutory duty to:

- take account of the provisions in the DE Code of Practice on identifying and assessing special educational needs;
- use their best efforts to provide for pupils identified with SEN and that parents are notified of their child's special needs;
- maintain and operate a policy on SEN;
- ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to teach them;
- check that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching; and
- allocate funding for special educational needs and disability; and
- prepare and take forward a written accessibility plan.
- 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:

According to the Code of Practice (1998) the principal should:

- keep the board of governors informed about SEN issues;
- work in close partnership with the SENCo;
- liaise with parents and external agencies as required;
- delegate and monitor the SEN budget;

- ensure the senior leadership team (SLT) are actively involved in the management of SEN within the school;
- SLT members should ensure consistency of practice and contribute to the realization of the school development plan; and
- provide a secure facility for the storage of records relating to special educational needs.

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- 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 (soon to be Learning Support Co-ordinator)

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 / SEN Support Staff/ Additional Adult Assistants

Where a classroom assistant is employed in a general support role he/she has a responsibility to:

- work under the direction of the class teacher;
 - be involved in planning;
 - look for positives by talking to the child about his/her strengths;
 - provide practical support;
 - listen to the child/speak to staff on the child’s behalf;
 - explain boundaries and operate these consistently and fairly;
 - keep records and attend meetings; and
 - share good practice.
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- 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)

Pupil views

In school, as far as reasonably practicable, we seek and have regard to the child's views about their strengths, learning difficulties and education, taking into account their age and maturity. We seek and listen to their views about how they learn effectively and then focus on the strategies that work for them.

Key decisions for a particular pupil might include:

- contributing to their own assessment, provision, and progress;
- contributing to the review of IEPs, Annual Reviews, and the Transition process; and
- involving and supporting the pupils to participate in making decisions about matters affecting them.

Seeking their views and supporting them to participate in making decisions about their learning is good practice. The child's progress will be more effective when both they and, where appropriate, their parents are involved, and account is taken of their wishes, feelings, and perspectives.

Parent/person with parental responsibility

At Ben Madigan Preparatory School, we acknowledge that successful partnerships between parents, pupils and school play a key role in promoting a culture of co-operation, openness and transparency and have a crucial impact on the effectiveness of special educational provision. Seeking the views of the child or young person also plays a key role in helping us understand individual needs.

Teachers, pastoral staff, LSCs, and other school staff all have a significant role in developing positive and constructive relationships with parents and pupils. We encourage this participation and value its contribution. It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN register or moving the child between stages. It is essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, essential information may need to be made available by a parent upon a child's entry to the school.

Parents should be invited as necessary to:

- meet with staff to discuss their child's needs;
- attend review meetings;
- inform staff of changes in circumstances; and
- support targets on IEPs.

Accessibility

Every grant-aided school and independent school is required to have a written accessibility plan which should be publicly available and accessible via the school's website. The focus in the school's accessibility plan is to:

- increase the extent to which disabled pupils can participate in the school's curriculum. By way of example, this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure, and cultural activities;
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services provided or offered by the school; and
- improve the delivery to disabled pupils of the information which is provided in writing to pupils who are not disabled. This should be completed within a reasonable time and take into account their disability and any preferences expressed by them or their parents.

At present:

- access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude, and attainments; and
- written information can be provided in a variety of formats upon request.

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.

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 (PTE/ PTM/CAT4) 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.
- individual education plans;
- care plans;
- personal education plans for children who are looked after;
- statements of special educational need;
- annual reviews;
- professional reports;
- parental contributions;
- pupil contributions;

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 and approaches 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.

Exceptional Cases

In most cases transition through the three-staged assessment process occurs in sequence. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a higher stage of need is necessary immediately.

The Annual Review

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a statement of special educational needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual Reviews should be seen as part of the process of continuous monitoring of the child's progress. The Annual Review procedure is designed to:

- gauge the child's progress towards meeting the objectives specified in the Statement;
- review the special provision made for the child, including placement; and
- consider the appropriateness of maintaining the statement of special educational needs.

The annual review is carried out by the school on behalf of the EA.

The Review will take place in school and is chaired by the principal (or another person as delegated by the principal).

Relevant forms and the EA's guidance for this process are available by contacting Statutory Assessment and Review Service (SARS) of the school's local EA office or they can be downloaded from the [EA website](#).

Record Keeping and Review

The SENCo keeps the following records in school:

- SEN Register;
- records of concern;
- individual education plans/(PLP)reviews;
- statements/annual reviews/transition plans;
- assessment results/data;

- individual pupil files;
- record of liaison/meetings with staff from the Education Authority's SEN Support Services/Health and Social Care Trust
- minutes of meetings with parents; and
- support, advice, and training provided to staff.

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.

Monitoring the Progress of Pupils with Special Educational Needs

It is the responsibility of the SENCo to ensure that the progress of pupils on the SEN register is monitored. This may be achieved by considering that:

- individual education plans are monitored and reviewed for quality, progression, and appropriateness through meeting with teachers on a regular basis;
- evidence is collated to demonstrate whether the pupil is making progress; and

- information gathered is used in future planning for intervention and to inform movement either up or down through the stages of the Code of Practice.

Professional Development

The principal in consultation with the SENCo oversees the professional development of all staff in his/her school. It is essential that all staff are keep up to date with SEN developments to provide effective teaching and support for pupils.

Following attendance at relevant internal or external education and training programmes, staff members should be encouraged to disseminate the information provided to build the capacity of their colleagues.

Partnership working

In school we work with a range of EA Pupil Support Services, where appropriate, to receive training and guidance to support the school and parents in meeting the needs of children with special educational and medical needs. Examples of EA Pupil Support Services may include:

- Autism Advisory and Intervention Service (AAIS)
- Sensory Service
- Special Educational Needs Inclusion Service (SENIS)
- Literacy Service
- SEN Early Years Inclusion Service (SENEYIS)
- Language and Communication Service

Other services may include:

- Behaviour Support and Provisions
- Education Psychology Service

Other Support Services (for example)

- RISE NI
- Barnardo's
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Independent Counselling Service for Schools (ICSS)
- Other (please specify)

INTEGRATION AND ACCESS TO THE 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.”

All schools should have an inclusive ethos and actively seek to promote the inclusion of all children. Schools should approach inclusion as an integral part of all school policies including the school's SEN policy, school development plan, the school's accessibility plan and policies relating to e.g., discipline, bullying and pastoral care.

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.

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.

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 2022/23

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

Principal – Mrs. Hilary Woods

Head of Preparatory School – Mrs. Janine Chapman (Acting Sept 2022 – Dec 2022)

Mrs. Rebekah Dallas (Jan 2023 -)

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

Class teachers

Prep 1 – Mrs. Nicola Henry

Prep 2 – Mrs. Janine Chapman (SENCO)/ Mrs. Sarah Bell (Sept 2022)/ Mrs. Louise Kelly (Oct –
Dec 2022)

Prep 3 - Mrs. Joanne Lawther

Prep 4 – Miss Jenny Kennedy

Prep 5 – Mr. James Creighton

Prep 6 - Mrs. Pamela Lennon

Prep 7 - Mr. Philip Ingram

Learning Support Staff

Miss Helen Crossen

Mrs. Louise Caddell

Mrs. Maureen Thompson

Miss Erin Murphy

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

5th October 2022_____