



Building a Legacy

Andrews Memorial Primary School

Policy on Special Educational Needs

Our school ethos

Andrews Memorial believes in the potential of every child: to create; to achieve; to celebrate; to make a difference. We believe in blending and balancing the traditional elements of literacy and numeracy with a stimulating, up-to-date and challenging curriculum. We recognise the potential for ICT to enhance learning across the curriculum. We aim to ensure that we provide a welcoming, caring and happy learning environment, in and beyond the classroom; also that we deliver learning that is valued by the whole school community and which develops an understanding and an appreciation of the world around us.

Ultimately, we hope to nurture well-rounded young people, who can engage with each other and with adults; who respect everyone and who have a sense of moral responsibility.

We believe it is our duty to:

- ✓ Enthuse and enable pupils to reach their full potential by developing independence, self-discipline, self-confidence and self-esteem*
- ✓ Create a positive atmosphere of encouragement and high expectations*
- ✓ Build and nurture relationships between home, school and the community*
- ✓ Provide a well-balanced, exciting and meaningful curriculum in a safe, caring and happy environment*
- ✓ Promote an ethos of engagement and achievement built on effort*
- ✓ Instil a sense of purpose in making a contribution to life in and beyond school*

Building a Legacy

Introduction

Andrews Memorial Primary School is committed to providing equal access for all our children to a broad and balanced school experience. We believe in the holistic development of the child and take cognisance of the child's needs and wants throughout their time at our school. We recognise that some pupils during their school career may present with Special Educational Needs and/or a disability. Therefore, we will endeavour to make every reasonable adjustment to provide for their individual needs.

Current Legislation

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 school's Board of Governors, the Education Authority (EA) 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 includes 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.

Definitions

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)

Key Principles of Inclusion

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, for example, The Promotion of Positive Behaviour, Anti-bullying and Pastoral Care.

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 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

Aim

The aim of this policy is to provide a structured and coherent procedure for the identification and provision of Special Educational Needs and/or disability in Andrews Memorial. Communication between school and home is key to developing the trusting relationships we desire in order to ensure that effective provision is in place. Therefore, we aim to:

- ✓ Identify pupils with SEN/disability as early as possible in consultation with all parties eg Educational Psychology, the child's parents/guardians, EA Services, and outside agencies;
- ✓ Ensure as full access as possible for pupils with SEN/disability to a high quality school experience within a broad, balanced, relevant and differentiated curriculum;
- ✓ Ensure that all pupils with SEN/disability feel valued and supported in all areas of school life;

- ✓ Offer curricular, pastoral, and extra-curricular opportunities that allow pupils to develop their knowledge, understanding, awareness, and skills so ensuring progress, promoting a sense of pride, success and self-confidence;
- ✓ Offer a broad and rich 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;
- ✓ Encourage parental input and clear communication between home and school in all aspects of SEN provision;
- ✓ Consider the views of the child when planning and implementing SEN provision taking into account their age and capacity;
- ✓ Develop a recording system so that each pupil's performance can be monitored and reviewed appropriately;
- ✓ Encourage a range of teaching strategies that accommodate different learning styles and promote effective learning;
- ✓ Create a caring and supportive learning environment in which pupils can contribute to the planned provision in relation to their individual learning needs and styles;
- ✓ Communicate with teachers and SEN Classroom Assistants in the implementation of the SEN policy; and
- ✓ Work closely with EA services and other outside agencies as appropriate to support each pupil with SEN.

In short, we aim to deliver on our school ethos as published in this policy.

Arrangements for Co-ordinating SEN Provision

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 Julie Hanafin (SENCo).

Roles and Responsibilities

The following section highlights the key roles and responsibilities of all those involved in SEN provision:

Board of Governors

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.

The SEN Link Governor for 2021-22 academic year is: Mrs Carol Nixon

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.

Principal

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 School Leadership Team (SLT) are actively involved in the management of SEN within school;
- Ensure that SLT members should aim for 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.

SENCo (soon to be Learning Support Co-ordinator)

In all mainstream schools, a designated teacher who usually assumes the title of the Special Educational Needs Co-ordinator (SENCo) should be responsible for:

- The day to day operation of the school's Special Educational Needs policy;
- Responding to requests for advice from other teachers;
- Co-ordinating provision for pupils with Special Educational Needs;
- Maintaining the school's SEN Register and oversee all the records on pupils with Special Educational Needs;
- Working in partnership with parents of children with Special Educational Needs;
- Establishing the SEN in-service training requirements of the staff, and contributing as appropriate to their training; and
- Liaising with external agencies.

Class Teacher

The class teacher should:

- Be aware of current legislation and attend appropriate training;
- Work in conjunction with the SENCo to identify learning difficulties/needs;
- Keep up to date with information on the SEN Register through liaising with SENCo;
- Gather information through observation and assessment;
- Develop an inclusive classroom;
- Work closely with other staff to plan for learning and teaching;
- Draft, manage, and review IEPs in consultation with the SENCo; and
- Involve Classroom Assistants/Additional Adult Assistants as part of the learning team.
- Develop open communication with parents regarding the child's needs and progress.

SEN Support Staff/ Additional Adult Assistants

Support Staff/ Additional Adult Assistants should:

- 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;
- Attend/avail of training
- Keep records and attend meetings; and
- Share good practice.

Pupil views

In school, as far as reasonably practicable, we seek and take cognisance of the child's views pertaining to 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 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 Andrews Memorial, we acknowledge that successful and trusting relationships 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 also plays a key role in helping us understand individual needs.

The whole school community has a significant role in developing positive and constructive relationships. The communication between school and home is vital to ensure the child's needs are being met as effectively as possible.

It is the school's (SENCo's) responsibility to inform parents when the SENCo/LSC is 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;
- Provide the school with the necessary documentation regarding a diagnosis;
- Attend parent teacher consultations;
- Inform staff of changes in circumstances; and
- Support targets on IEPs.

Admissions

The admission arrangements with respect to the majority of pupils with SEN must be consistent with the school's general arrangements for all other pupils. Andrews Memorial operates a fully inclusive admissions policy.

The Special Educational Needs and Disability Order (SENDO) (2005) legislation strengthened the right for children with a Statement to a mainstream school place unless it is against the wishes of parents, or it is incompatible with the efficient education of others. Children who have Special Educational Needs but do not have a Statement, must, except in specific circumstances, be educated in a mainstream school (Article 3(1) SENDO, 2005).

Children with Statements of SEN are placed in the school at the request of the Education Authority (EA). When seeking to place a pupil with a Statement, the EA will take into account the wishes of the child's parents 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. This arrangement is in line with SENDO legislation.

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.

Accessibility Plan

With reference to the fact that this is an interim policy, the list of measures below refers to the realities of our school environment at present. Further review, together with further guidance on this policy, will result in a more detailed document/policy being put in place. Please note that there are two buildings in which the curriculum is accessed and delivered, the main school building and the Andrews Memorial Hall.

At present:

- pupils with disabilities have equal access to ground and first floor areas of the Andrews Memorial Hall;
- the ground and first floor of the Andrews Memorial Hall school is fully accessible to wheelchair users;
- there is lift access to the first floor of the Andrews Memorial Hall
- ***there is no wheelchair access to the stage area of the Andrews Memorial Hall***
- pupils with disabilities have equal access to all ground floor areas of the main school building;
- the ground floor of the main school building school is fully accessible to wheelchair users;

- *there is no lift access to the first floor area of the main school building*
- *all pupils have equal access to the outdoor learning spaces on the school site*
- there are well-equipped facilities for personal care in both buildings;
- there is equal access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude, and attainments; and
- *written information cannot yet be provided in a variety of formats upon request*
- there is a nurture room on the first floor of the main school building

Annual Report

The Board of Governors receive an annual report on all aspects of SEN provision in school. It contains information on: the number of Statemented pupils; pupils that received provision from EA Pupil Support Services or Health and Social Care Trust; and those that accessed school-delivered Special Educational Provision.

This report is compiled by the SENCo.

Identification and Assessment of Special Educational Needs

It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.

(Code of Practice 1998, paragraph 2.14)

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

(Supplementary Guide of the Code of Practice paragraph 5.12 - page 44)

In Andrews Memorial, the following may be used to identify and/or respond to pupils' needs:

- Information from transferring school
- Teacher observation and judgement
- Discussions between class teacher and SENCo
- Discussions with class teacher, SENCo and parents
- Diagnostic assessments (Nessy, Diagnostic Reading Assessment)
- Standardised tests (CAT4/PtE/PtM)

- Individual Education Plans
- Care plans
- Personal Education Plans for children who are looked after
- Statements of Special Educational Needs
- Annual Reviews
- Professional reports
- Parental contributions
- Pupil contributions

Implementation of Individual Education Plans

This section outlines the current practice in Andrews Memorial regarding Individual Education Plans (IEPs). These are to be replaced by Pupil Learning Plans (PLPs) once training and rollout has been completed.

Decisions regarding the need for the drafting and implementation of an IEP are made by the school and are based on the following:

- Use of classroom observations/qualitative data
- Use of quantitative data where appropriate/relevant
- Discussions between class teacher and SENCo
- Discussions with class teacher, SENCo, and parent

Copies of IEPs are supplied to parents for their reference and discussed during parent teacher consultations or at other times as necessary. Parents are invited to sign the classroom copy which is the teacher's working copy. A copy is also stored electronically. Use of an IEP may be initiated or discontinued throughout the year in accordance with the above criteria.

The Management of Special Educational Needs

The Three Stages of Special Education Provision

In Andrews Memorial, we adhere to the three stages of the Code of Practice when recording on SIMS. Current IEPs and referrals made to Educational Psychology are named as Stages 1-5. Teaching staff and Classroom Assistants/Additional Adult Assistants have

received training from the SENCo on the three stages. A parent leaflet has also been made available to the SENCo for distribution to parents where appropriate.

The three stages focus on the level of intensity of the Special Educational Provision required for a child to make adequate progress commensurate with their abilities and improve their outcomes. Responsibility for pupils with SEN at each stage lies with the school (class teacher), given the day-to-day role of the school in a pupil's teaching and learning, with increasing EA involvement when required. A summary of the three stages of Special Education Provision is set out below:

Stage 1 includes:

- School delivered Special Educational Provision
- A PLP is required (currently IEP)
- The majority of Special Educational Needs will be met at this stage
- The responsibility lies with the school
- Operates in mainstream schools and classes
- Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN

The PLP (currently IEP) should contain the core information/evidence of the school action to inform a request, if considered necessary, for access to EA SEN Services at Stage 2. The child will only move to Stage 2 once any external Special Educational Provision is being implemented.

Stage 2 includes:

- School-delivered Special Educational Provision plus external provision, for example, the EA or the HSC Trust
- A PLP is required (currently IEP). A smaller number of children will need this provision
- The responsibility lies with the school plus external provision from EA
- Operates in mainstream schools and classes (and by exception in special school or Learning Support Centre (LS Centre) for the purpose of assessment
- Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN

In the event of a child not making progress, despite the external support from the EA, the child may require consideration for a Statutory Assessment. A new online form designed to guide the user through the process is used to make a request for statutory assessment. The PLP (currently IEP) contains the core school information the EA will use to consider and if appropriate make, a statutory assessment.

The pupil will remain at Stage 2 when a request for a Statutory Assessment is being considered, is being made and, if appropriate until a Statement is made.

Stage 3 includes:

- Pupils with a statement of SEN
- School and EA delivered Special Educational Provision plus any relevant treatment or service identified by the HSC Trust
- A PLP is required (currently IEP)
- A smaller number of children will need this provision
- The responsibility lies with the school and the EA - with input from the HSC Trust where relevant
- Operates in mainstream schools, LS Centres attached to mainstream schools or special schools (as determined within the child's Statement)
- Reasonable adjustments, the school delivered Special Educational Provision are implemented plus EA provision as set out in the Statement

At Stage 3, the child has a Statement of Special Educational Needs and is receiving Special Educational Provision (as set out in the Statement).

The pupil's PLP (IEP) should be revised, to reflect the content of the statement (as it relates to the PLP (IEP) including the SEN category (or categories); setting intended outcomes based on the objectives of the Special Educational Provision and the nature and extent of the EA's provision including any relevant service and treatment the HSC Trust are to provide; and any additional school provision or modifications to the curriculum, as itemised in the Statement; the pupil's PLP (IEP) will be subject to half-termly monitoring, review and evaluation and will form the key basis of educational information to inform the Annual Review of 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

The SENCo keeps the following records in school:

- SEN Register
- Records of Concern (current recording practice to be updated)
- 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
- Support, advice, and training provided to staff

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 consultation with the teachers when required;
- 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 the school. It is essential that all staff are kept 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 Andrews Memorial 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. These services are:

- 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

- RISE NI - currently accessed by school
- Barnardo's - currently accessed by parents on an individual basis
- Child and Adolescent Mental Health Services (CAMHS) - not currently accessed
- Child Development Clinic (CDC) - not currently accessed
- Independent Counselling Service for Schools (ICSS) - not currently accessed

Complaints

All complaints regarding SEN in Andrews Memorial will be dealt with in line with school's existing complaints procedures.

Any queries in relation to Special Educational Needs of a child with a Statement or who is currently being assessed for a Statement of Special Educational Needs, can be directed to EA South Eastern Area. Please contact your SEN Link Officer in the first instance. Contact details should be on the EA documentation issued to you alongside your child's Statement.

Dispute Avoidance and Resolution Service (DARS)

The [Dispute Avoidance and Resolution Service \(DARS\)](#) provides an independent, confidential forum to resolve or reduce the disagreement, in relation to Special Educational Provision, between parents and school/Boards of Governors or the EA for pupils who are on the Code of Practice where previous attempts to do so have been unsuccessful.

Parents can contact the service which is provided by [Global Mediation](#).

Involvement with DARS will not affect the right to appeal to the Special Education Needs and Disability Tribunal (SENDIST)

Special Educational Needs and Disability Tribunal (SENDIST)

The [Special Educational Needs and Disability Tribunal \(SENDIST\)](#) considers parents' right to appeal against the decisions made by the Education Authority about their child's Special Educational Needs whenever an agreement cannot be reached.

This service also addresses claims of disability discrimination in school.

Monitoring and evaluating the Policy on Special Educational Needs

This Policy on Special Educational Needs will be reviewed annually. It will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. This policy will be brought to the Board of Governors for final approval.

Policy Date: September 2022

Signature of Principal: _____

Signature of Chairperson of Board of Governors: _____

Review Date: March 2023

This Policy on Special Educational Needs takes account of the following legislation and documentation:

Legislation:

- [The Education \(NI\) Order 1996](#)
- [Special Educational Needs and Disability \(NI\) Order 2005](#)
- [The Special Educational Needs and Disability Act \(NI\) 2016](#)

Documentation:

- [Department of Education Northern Ireland \(1998\) Code of Practice on the Identification and Assessment of Special Educational Needs. Bangor: DENI](#) (PDF, 644KB)
- [Department of Education Northern Ireland \(2005\) Supplement to the Code of Practice. Bangor: DENI](#) (PDF, 801KB)
- [Equality Commission, Northern Ireland \(2006\) Disability Discrimination Code of Practice for Schools \(SENDO\)](#). (PDF, 761 KB)
- [Department of Education Northern Ireland \(2009\) *Every School a Good School - a policy for school improvement*, Bangor: DENI](#). (PDF, 706KB)