

SEN POLICY  
FOR

ST. MALACHY'S P.S.  
AND NURSERY UNIT

CAMLOUGH

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# SECTION 1

## INTRODUCTION

### *Definition of SEN*

“Special Educational Need” is defined as “a learning difficulty which calls for special educational provision to be made.”

### *Definition of Disability*

“Someone who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.” Part 1 of Disability Discrimination Act 1995

As defined by the “*Code of Practice on the Identification and Assessment of Special Educational Needs*,” a pupil has Special Educational Needs if: they have a significantly greater difficulty in learning than the majority of pupils of the same age and/or have a disability which either prevents or hinders them from making use of educational facilities generally provided for pupils of the same age in ordinary schools.

### *The Rationale on which the school’s policy and practice is based*

In St Malachy’s we believe that all children should have access to a broad and balanced education in order to achieve their full potential. We recognise that some children have Special Educational Needs and will require additional assistance to fulfil this aim. It is our commitment, therefore, to provide this support through partnership between the school and parents, with external agencies and the effective deployment of resources.

### **Aims of SEN Policy**

- Develop a support system based on the “Code of Practice” for SEN
- Provide a broad, balanced and relevant curriculum for those with SEN.
- Ensure all staff recognise their responsibilities to those with SEN
- Take reasonable steps to ensure that the child’s education is compatible with efficient education of other children.
- Provide equality of opportunity regardless of race, gender, creed or class
- Ensure that no child with a disability /SEN is treated less favourably or disadvantaged in comparison to those who have no disability/SEN
- Encourage inclusive practices.
- Ensure that those with SEN are appropriately integrated into the life of the school.
- Ensure that all children with SEN/disability have a positive self image.
- Early identification of SEN.
- Promote a positive learning environment to offer the maximum opportunity for all children to achieve their potential.
- Deploy a range of teaching strategies suited to age, ability and aptitude.
- Provide a range of relevant learning experiences and a variety of teaching resources to meet a variety of needs.
- Involve parents in the education of their children.
- Promote a partnership with parents.
- Enable pupils to become active partners in their learning
- Promote a partnership with specialist support services e.g. educational psychology, Health and Social Services.
- To monitor, evaluate and review our policy.

## **Roles and Responsibilities**

### **The Board of Governors** (CoP para2.3-2.6)

The named BOG representative for SEN is Fr Dunne

Responsibilities:

- Implement and monitor SEN policy having regard to the Code of Practice.
- Report annually to parents regarding SEN
- Determine school policy with the principal regarding staffing and funding arrangements.

### **The Principal, Mr Kearns.**

Responsibilities:

- Establish quality provision
- Determine school policy with governors re staffing and funding.
- Ensure staff participation in policy development.
- Ensure adequate INSET.
- Ensure policy is delivered and monitored.
- May consult EA about policy.
- Ensure confidentiality as appropriate.
- Inform governors on SEN issues.

### **The SENCOs, Mrs. K Magee and Miss K McManus**

Responsibilities:

- Ensure day to day operation of the special needs policy.
- Maintain the SEN register and oversee the records on all pupils with SEN.
- Liaise with and advise fellow teachers.

- Co-ordinate provision for children with SEN.
- May liaise with parents of pupils with SEN.
- Contribute to in-service training for staff.
- Establish links with outside agencies.
- Ensure effective links with post primary schools.
- Ensure a whole school approach to SEN
- Inform new members of staff.
- Review policy and procedure.
- Job Description (**Appendix 1**)

### **The Class Teachers 2019/2020**

Mrs. K.Magee - Nursery

Mrs.M.Dickson – P.4/5	Miss B.Frame – P.4
Mrs. D. Dooley P.1	Mrs. Woods – P.5
Miss N.Sloan – P.6	Mrs N King – P.2/3
Mrs.C. Mulholland – P.3	Mr G. Barry – P.6/7
Miss K McManus – P.2	Miss E.Nugent – P.7

#### Responsibilities:

- Collect accurate SEN information
- Liaise with SENco/SEN teacher/other support services
- Liaise with parents/guardians of pupils with SEN
- Involve pupil
- Write/assist in writing education plans
- Implement appropriate programme/education plan to address the needs of the children.
- Present materials appropriate to pupil's age, maturity, learning need /disability
- Monitor progress
- Advise substitute teachers of children with SEN.
- Manage the day to day work of the CA/GA.
- Follow the agreed procedure for withdrawal of children with CA/GA. (**Appendix 2**)
- Assist in devising SEN policy
- Ensure other policies acknowledge SEN

### **Classroom Assistants**

### **SEN Assistants**

	Mrs Elaine Woods (Nursery)	
	Miss Majella Murphy (P.1)	
	Miss Linda Mc Quade	
	Miss Emma Hannaway	
	Mrs Natalie Reel	
	Miss Christine Kinney	
	Mrs Bernie Flynn	
	Miss Bernie Mc Quade	
	Mrs Michelle McEneaney	
	Mrs Christine Kearney	
	Miss Nicole O' Callaghan	
	Miss Eibhlin Nugent	
	Mrs Geraldine Torley	

#### Responsibilities:

- Work in partnership with the teacher
- Assist the teacher in delivering quality practice for SEN
- Be involved in children's provision, monitoring and reviewing, under the direction of the teacher.
- Support children with statements to whom you are allocated.

### **Parents**

#### Responsibilities:

- Active participation and involvement
- Work in partnership with school and other agencies

### **Pupils**

Responsibilities:

- Take some responsibility for their own progress

### **Secretary**

Responsibilities:

- Disseminate information on a “NEED TO KNOW” basis.

### **Admission Arrangements**

The admission arrangements for pupils to are set out in our admissions policy. The admission of pupils with statements is co-ordinated through the EA and measured against:

- The wishes of the parents
- The suitability of the placement of the pupil.
- The suitability of the placement for other pupils in the same setting.
- The efficient use of EA resources.

### **Special Facilities**

- Wheel chair access
- Indoor handrails for steps
- Two toilets for the disabled
- SEN room



## SECTION 2

### *Identification of SEN*

The school believes that early identification of difficulties is the most effective means of ensuring appropriate and useful intervention.

In line with the Code of Practice and the breadth of SEN, we identify pupil difficulty through a range of methods:

- The professional judgement of staff
- Information from parents
- Information from previous teachers
- Information from Health & Social Services
- Informal assessment e.g. class tests, checklists
- Observations
- Formal assessment – NFER Literacy and Numeracy, CATS4, Assessment Units, WRIT, Wellcomm
- Standardised scores
- Diagnostic testing – Mist, Quest
- Consultation with Educational Psychology
- Consultation with Special Education

**See APPENDIX 3 - Criteria for placing a child on SEN register**

### *Assessment and Review*

- A “Record of concern” may be completed before a child is placed on the register. (**APPENDIX 4**)
- Initial registration form is completed. (**APPENDIX 5**)
- A child may be placed on the register after thorough analysis and consultation with the parents. Parents receive the board’s advice and information leaflet. (**APPENDIX 6**)

Teachers refer to the document “Good Practice Guidelines” (Nov. 2009) to assist them to meet the Special Educational Needs of pupils at the school-based stages of the Code of Practice.

- The main area of SEN and appropriate SEN category are identified. **(APPENDIX 7)**
- After review, children may progress through stages of the COP **(APPENDIX 8)**  
SENCO will use the document “Provisional Criteria for initiating Statutory Assessments of Special Educational Need and for Making Statements of Special Educational Need” (Nov. 2009).
- Responsibility for pupils within stages 1-3 of the COP is at school level with support from outside agencies and with Boards and schools at stages 4 and 5.
- Reviews of education plans focus on educational outcomes and inform future planning and inform movement up or down through the COP stages. **(APPENDIX 9)**

### **Record Keeping**

- Standardised tests results are on Assessment Manager.
- The SEN register, policy, mapping provision and Education plans are on the intranet.
- The SENCO keeps A4 files on Stage 3, 4 and 5 children and copies of correspondence on other children in the SEN Store.
- Blank and copies of completed Application forms for Literacy screening, requests for an educational psychologist’s consultation, and stage 4 application forms are kept in the SENCO’s filing cabinet.
- Class teachers keep education plans in folders and return them to the SENCO at the end of the year.
- Folders of children with SEN who come off the register are kept by the SENCO
- Folders of children who transfer to another Primary School or to St. Paul’s are stored in the store.

### **Monitoring**

- The Principal reports on progress to the BOG. He meets with the SENCO and ensures that all teachers are adequately trained.

- If required, the SENCO submits an action plan in September, reports on the progress of the plan twice during the year and completes a summative report in June.
- The SENCO updates the SEN register as necessary. Changes generally take place after testing or reviews with parents. Children can be registered at any time during the year.
- Children with Statements of SEN have an annual review of their statements.
- Principal and teachers monitor test scores and report concerns to the SENCO.
- Involvement of parents e.g. attendance at reviews is monitored and reported to Mr. Kearns.
- Reviews and Education plans are monitored by the SENCO.
- IEPs are monitored for progression. At annual “book looks” evidence of children’s work is examined.
- SEN children may receive in class support or be withdrawn
- The use of classroom assistants will be monitored. Where applicable, the baseline test scores of child with a classroom assistant will be compared to their summative scores.
- The inclusion of SEN children in all areas of school life e.g. feis, sports day, assemblies, school trips, is monitored. Class teachers keep a record of this inclusion.
- In-class provision for children with SEN is monitored by classroom observations e.g. PRSD.
- In the Nursery and in the FS, teachers carry out observations which often lead to action for specific children.
- Teachers record differentiation in their teaching notes.
- Teachers evaluate learning and teaching at the end of each week.

### **Evaluation**

Teachers collaborate and liaise with the SENCO in devising Education plans which will target areas of intervention. The effectiveness of the Education Plans will be reviewed each term by evaluating the child’s progress. The child’s parents are invited to this review. The BOG evaluates the success of the education which is provided to pupils with SEN in the following ways:

- Information retrieved through monitoring and evaluation systems in school.
- Arrangements for reporting to governors

Other Indicators:

- SEN pupil attendance
- Number of children on the register/analysis of the register.
- The impact of staff training on strategies and provision

### **Inclusion and integration**

“Inclusion is about the quality of children’s experience; how they are helped to learn, achieve and participate fully in the life of the school.”  
Removing Barriers to Achievement (2004)

The school ensures that every child can access all aspects of school life and provision in line with SENDO. Class teachers give additional support to those children in their classes who are experiencing learning difficulties. They will offer pupils the opportunity to develop at an appropriate pace and in relation to their age, ability and aptitudes. Work is differentiated and a range of strategies are employed including the use of assistive technology, appropriate withdrawal and group work. Our SEN policy links closely with other policies in supporting pupils such as Child Protection, Health and Safety and Positive Behaviour.

### **Procedures for addressing concerns**

In addition to involvement at review, any parent with a query or concern about their child’s progress may speak to the child’s teacher, who will, when necessary, refer them to the SENCO and/or the Principal.

Complaints are dealt with according to the school’s Complaints Procedures.

EA Advice and Information service – parents are given leaflets when children are registered (**APPENDIX 6**)

DARS (Dispute avoidance & Resolution Service) leaflet is available for parents (**APPENDIX 10**)

## SECTION 3

### **Continuing Professional Development**

- Principal oversees the professional development of all staff
- Principal ensures necessary training if required for teachers and classroom assistants
- SENCo attends SEN cluster Meetings and disseminates and shares knowledge with other staff.
- Teachers who attend SEN courses write a course report and report back to staff.
- SEN Course Reports are on the intranet.
- A record is kept of staff training.

### **Internal Partnerships**

- Important dates for SEN are included in the school's fixed dates list which is compiled in September for all the staff.
- Class teachers meet classroom assistants regularly to plan.
- SENCo meets teachers regularly

### **Partnership with parents**

Parents are

- Asked to identify any special educational need their child may have on entry into school
- Informed of progress through discussions with the class teacher, comments in homework books and through formal parent/teacher meetings

- Are made to feel welcome in school and are free to highlight any concern they may have regarding their child with the class teacher
- Are notified if it is felt their child may have a special educational need
- Are informed of the targets on their child's IEP
- Are kept fully involved and informed if there is a need to refer the child on for specialist support

### **Pupil Participation**

- Good relationships are promoted
- Where appropriate, pupils are involved in the decision making process.
- Positive self esteem is fostered.
- The views of the pupils are sought.
- They know their targets.
- They have an opportunity to experience and celebrate success.

### **Partnership with other schools**

Every effort will be made to access relevant information on children with SEN transferring in from other primary schools.

Our school will provide copies of IEPs and other reports for other schools when our pupils transfer.

Information regarding children with SEN is passed on to St Paul's High School (or other secondary school). There is an annual meeting in June with Mrs. Mary Mc Mahon SENCO in ST. Paul's to help facilitate the transition to Secondary school.

The teacher (Mr. Dáithi Murray) responsible for the induction of first years visits our school during Term 3 of Primary 7 to meet prospective pupils and consult the class teacher.

### **Partnership with specialist support**

The school recognises that children with SEN may require a variety of forms of support. In order to ensure that every child will receive the most effective support from the appropriate agency, the school will, when necessary, liaise and work closely with the following agencies:-

EA Curriculum Advisory and Support Services  
EA Psychology Service  
EA Peripatetic Service  
Education & Welfare Service  
Southern Health & Social Services  
Speech Therapy Services  
ACE

In all cases the parent has a veto on these services and every effort should be made to ensure full co-operation between all concerned for the betterment of the pupil.

The SEN policy is a working document. As such it will be reviewed annually to accommodate changes in legislation, procedures and organisation of provision and to evaluate its success.

The following criteria will be used to evaluate the success of the policy.

### **Review of Policy**

- The teachers feel confident about their planning and intervention strategies and necessary information is accessible to them through an efficient system of record keeping.
- The children feel secure in their learning and have opportunities to experience success
- Early identification procedures enable effective intervention.
- Parents are well informed and actively involved in supporting their children's learning.

## APPENDICES

Appendix 1 - Special Needs Co-ordinator's Job Description

Appendix 2 – Procedures for withdrawal by the CA/GA

Appendix 3 – Criteria for placing a pupil on SEN register

Appendix 4 - Record of Concern

Appendix 5 – Registration form

Appendix 6 – EA's advice and information leaflet

Appendix 7 – SEN categories

Appendix 8 – Stages of the COP

Appendix 9 – IEP template

Appendix 10 – DARS leaflet



## **Appendix 1**

### **Special Needs Co-ordinator** **Job description**

The Special Needs Co-ordinator will be responsible for the implementation of the Code of Practice.

The key areas of responsibility will be:

- To work in consultation with the Senior Management Team to write a SEN policy and keep it under review.
- To be responsible for the day to day operation of the school's SEN policy ensuring a whole school approach to SEN.
- To liaise with and advise fellow teachers.
- To co-ordinate provision for children with Special Educational Needs.
- To maintain the school's SEN register and oversee the records on all pupils with Special Educational Needs.
- To liaise with parents of children with Special Educational Needs.
- To contribute to the in service training of staff.
- To establish links with relevant external agencies.

- To manage, organise and maintain appropriate resources.
- To attend relevant courses and keep staff informed of changes.
- To provide information on SEN policy to staff, parents, governors and others as required.
- To liaise with post-primary schools.

## **Appendix 2**

### **Withdrawal**

If a teacher feels a pupil would benefit from a short period of withdrawal from class, the following points should be considered:

Proposed system should be discussed with parents and parental permission should be obtained.

- School should have a policy on withdrawal or include it within special needs policy.
- Withdrawal should be a structured activity.
- Withdrawal should be timetabled for a short period each day - pupil should be in the classroom as much as possible.
- Teachers should organise a designated area of the school for the classroom assistant and pupil to work in.
- Withdrawal should be used to reinforce areas of numeracy and/or literacy. It can also be used to complete activities outlined by therapists.
- Work completed during withdrawal should be planned by teacher and discussed with classroom assistant. Classroom assistant should be aware of the resources required to complete the work with the pupil.
- Feedback on progress should be at least once per week. A short period of time should be set aside for teacher and classroom assistant to meet and discussed the planned activities and the progress made.

### Appendix 3

#### **Criteria for placing a child on the SEN register**

‘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 the development.’ (Code of Practice 1998 paragraph 2.14)

#### Early Years/FS

- Initial observations,
- Results of Wellcomm (Nursery)
- Baseline testing in P1/2
- Child known to other services

All of the above will help teacher professional judgement decide whether a child should be placed on COP.

#### KS1/KS2

If a child has obtained a SS of 85 or below they should be placed on COP:

- 70-85 – Mild Learning Difficulties
- <70 – Moderate Learning Difficulties

Parents must be informed and consent attained.

Children should only stay on Stage 1 for no more than a year – either taken off COP or moved to Stage 2.

2 successful IEPs and if scores have improved – children to be taken off register.

**Appendix 4**

**Record of Concern**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

DOB: \_\_\_\_\_

Reason for Concern

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

Actions taken by teacher

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

Teachers Name: \_\_\_\_\_

Date: \_\_\_\_\_

Review Date: \_\_\_\_\_

## Record of Concern

Pupil: _____ DOB: _____ Age: _____ Class: _____	
Teacher: _____ Date: _____	
Length of time here if newcomer pupil _____	
Attendance _____ (either % or number of days from sims)	
Area of concern:	
Learnin <input type="checkbox"/> difficulties	Specific <input type="checkbox"/> learning Difficulties
Social, <input type="checkbox"/> Emotional/Behavioural	Physical <input type="checkbox"/> Difficulties
Sensory <input type="checkbox"/> difficulties	Medical <input type="checkbox"/> Condition/Syndrome
Comm <input type="checkbox"/> cation and Interaction	Other <input type="checkbox"/>
Reason for Concern:	
Comment on pupil's strengths and weaknesses: <i>Please add any available scores from tests</i>	
Action Taken To Date	
Received by SENCO: Signed _____ Date: _____	
Action	
Pupil n <input type="checkbox"/> placed on register	Parent <input type="checkbox"/> onsulted
Pupil p <input type="checkbox"/> ed on register at stage 1	In pers <input type="checkbox"/>
Pupil p <input type="checkbox"/> ed on register at stage 2/3	In writ <input type="checkbox"/>
	By phd <input type="checkbox"/>
Date: _____	By: _____ Date: _____
Notes:	

## Appendix 5

### Stage 1

Tick which of the following actions will be taken. Inform parents and SENco of decision.

- No special help needed but keep under review or
- Remove from the register or
- Move to appropriate stage, further advice and support needed or
- Period of special help and attention and in particular, carefully differentiated teaching, within the normal classroom work. Record nature and aims of provision, targets, monitoring arrangements and review date.

## **Appendix 6**

### ***Introduction***

Many children have special educational needs at some stage of their development. A child has 'special educational needs' if he/she has a learning difficulty, which calls for special educational provision to be made for him/her. This means a child may require extra support to help him/her.

### ***Aim***

The aim of the Advice and Information Service is to ensure that parents of children with Special Educational Needs (SEN) know where and how to access information and advice in relation to the needs of their children so that they can make appropriate and informed choices and decisions.

An Advice and Information Service has been set up in each of the five Education and Library Boards.

### ***Website***

Most of the Advice and Information is available on a Regional website [www.education-support.org.uk](http://www.education-support.org.uk) with local links and information for each Education and Library Board. The SELB website is [www.selb.org/specialeducation](http://www.selb.org/specialeducation).

If you prefer to speak directly to the Advice and Information Officer in Southern Education and Library Board please telephone ☎ 028 3741 5355

## **SOUTHERN EDUCATION AND LIBRARY BOARD**



### **Special Educational Needs Advice And Information Service**

**For information on:**

- ❑ Specific Special Educational Needs
- ❑ Regional and local support agencies and services
- ❑ The statutory assessment process
- ❑ Educational support for children with special needs



**Regional Website:**

[www.education-support.org.uk](http://www.education-support.org.uk)

**SELB Special Education Website:**

[www.selb.org/specialeducation](http://www.selb.org/specialeducation)



☎ 028 3741 5355

## **Appendix 7**

## Main areas of Special Educational Need and Appropriate SEN categories

The SEN categories and their descriptions which are set out below are intended to help schools and Education and Library Boards (ELBs) prepare for data collection.

1. Cognitive and Learning
  - (a) Dyslexia/SpLD (DYL)
  - (b) Dyscalculia (DYC)
  - (c) Dyspraxia/DCD (DCD)
  - (d) Mild Learning Difficulties (MILD)
  - (e) Moderate Learning Difficulties (MLD)
  - (f) Severe Learning Difficulties (SLD)
  - (g) Profound and multiple Learning Difficulties (PMLD)
  - (h) Unspecified (U)
2. Social, Emotional and Behavioural
  - (a) SEBD
  - (b) ADD/ADHD (ADD)
3. Communication and Interaction
  - (a) Speech and language difficulties (SL)
  - (b) Autism (AUT)
  - (c) Asperger's (ASP)
4. Sensory
  - (a) Severe/profound hearing loss (SPHL)
  - (b) Mild/moderate hearing loss (MMHL)
  - (c) Blind (BL)
  - (d) Partially sighted (PS)
  - (e) Multi-sensory impairment (MSI)
5. Physical
  - (a) Cerebral palsy (CP)
  - (b) Spina bifida and/or hydrocephalus (SBH)
  - (c) Muscular dystrophy (MD)
  - (d) Significant accidental injury (SAI)
  - (e) Other (OPN)
6. Medical conditions/ syndromes
  - (a) Epilepsy (EPIL)
  - (b) Asthma (ASTH)
  - (c) Diabetes (DIAB)
  - (d) Anaphylaxis (ANXS)
  - (e) Down (DOWN)
  - (f) Other medical conditions/ syndromes (OMCS)
  - (g) Interaction of complex medical needs(ICMN)
  - (h) Mental health issue (MHI)
7.
  - (a) Other (OTH)

## Description of SEN categories of Special Need



## **1. Cognitive and learning**

Pupils should only be recorded in the COGNITIVE and LEARNING area of special need when placed on the school's SEN register.

### **1(a) Dyslexia/SpLd (DYL)**

Dyslexia is best described as a continuum of difficulties in learning to read, spell or write, which persist despite appropriate learning opportunities. These difficulties are not typical of performance in most other cognitive and academic areas.

There may be associated difficulties in such areas as:

- Phonological processing
- Short term memory
- Sequencing number skills
- Motor function
- Organizational ability

### **1(b) Dyscalculia (DYC)**

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Their difficulties are not typical of their performance in most other cognitive and academic areas. A wide spectrum of difficulty obtains in this area but 'most dyscalculic pupils have cognitive and language abilities in the average range.' (British Dyslexia Association, 2005)

### **1(c) Dyspraxia/ DCD (DCD)**

DCD (Developmental Co-ordination Disorder) describes children with marked impairment in the development of motor co-ordination that is not explainable by mental retardation or a known physical disorder. The diagnosis is made only if this impairment significantly interferes with routine activities of daily life or with academic achievement. (Polatajko et al, 1995)

Pupils with DCD are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions. (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

### **1(d) Mild learning difficulties (MILD)**

Pupils in this category normally have their learning needs met through the school's own resources. Their needs can be met by differentiated programmes of work, and by educational programmes. Pupils with mild learning difficulties will have attainments below expected levels in most areas of the curriculum.

### **1(e) Moderate Learning Difficulties (MLD)**

Pupils with moderate learning difficulties will usually have cognitive ability and/or attainment levels at or below the second percentile, that is, significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. They are usually in receipt of additional Board funded provision.

Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

### **1(F) Severe Learning Difficulties (SLD)**

Pupils with severe learning difficulties have very significant intellectual or cognitive impairments. Their cognitive and/or attainment levels are normally at or below the 0.01 percentile.

This has a major effect on their ability to participate in the school curriculum without support. Pupils with SLD may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. They will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. The majority remain dependant on adults for all aspects of their care. Some pupils may communicate through use of sign and symbols but most will be able to hold simple conversations. Their attainment levels may be expected to remain at or below level 1 of the national curriculum for much of their school careers.

### **1(G) Profound and Multiple Learning Difficulties (PMLD)**

Pupils with profound and multiple learning difficulties have complex learning need. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, for their learning needs and usually for their total personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, other by very simple language. Their attainments are likely to remain below level 1 of the National Curriculum for the duration of their school career.

### **1(H) Unspecified (U)**

Pupils who are in receipt of additional educational provision but who cannot be recorded under categories 1(a) to 1(g) above should be included here. It is possible that an assessment/diagnosis of their special educational needs has not yet been undertaken.

## **2. Social, Emotional and Behavioural**

Pupils should only be recorded in the Social, Emotional and Behavioural area of special need when placed on the school's SEN register.

### **2(a) SEBD**

Pupils with SEBD have learning difficulties as defined within the Code of Practice. They may fail to meet expectations in school and in some, but by no means all, cases may disrupt the education of others. Such difficulties may result, for example, from abuse or neglect, physical or mental illness, sensory or physical impairment, a specific learning difficulty or psychological trauma. In some cases they may arise from, or are exacerbated by, circumstances within the school environment. They may manifest themselves in a wide variety of forms, sometimes depending on the age of the child – including withdrawn, depressive or suicidal attitudes, difficulty in communicating, obsessional preoccupation with eating habits, school phobia, substance misuse, disruptive, antisocial and unco-operative behaviour and frustration, anger and threat of or actual violence which requires physical intervention. SEBD may be associated with frustrations resulting from other learning difficulties.

Pupils with SEBD cover the full range of ability and continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum.

At the milder end of the continuum, pupils may have difficulties with social interaction and find it difficult to work in a group or cope in unstructured time. They may have poor concentration, temper outbursts and be verbally aggressive to peers and adults.

Other pupils may display similar signs of low esteem, under achievement and inappropriate social interaction, but with outwardly challenging behavioural outbursts. They may be withdrawn, quiet and find it difficult to communicate.

### **2 (b) ADD/ADHD (ADD)**

AD(H)D is a developmental disorder that occurs in 1-3% of the population. It is not related to intelligence but is more likely to affect boys than girls from all walks of life. There is a strong genetic component in the condition which manifests itself in the signs of inattention, hyperactivity and impulsiveness. It presents a barrier to learning due to children's difficulty in controlling their behaviours. It is unlikely that a diagnosis of AD(H)D will be made unless the condition is present for at least six months, is severe enough to interfere with age appropriate functioning, is not explained by developmental level or another condition and cannot be explained by other factors such as laziness, lack of sleep, too much television or food additives.

### **3. Communication and interaction**

Pupils should only be recorded in the communication and interaction area of special need when placed on the school's SEN register.

Please note that pupils whose first language is *NOT* English should be recorded here unless they also have a special educational need in this area.

#### **3(a) Speech and Language difficulties (SL)**

Pupils with speech and language difficulties cover the whole ability range. Pupils may have specific language impairment which is not typical of their other abilities. Linguistic difficulties may also be associated with developmental delay or learning difficulties. Pupils in this category may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their articulation may be poor and unintelligible and/or they may have a severe stammer. Pupils with language impairments find it hard to understand and/or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas.

#### **4. 3(b) Autism (AUT)**

It is recognised that autism covers a wide spectrum but it should be noted that pupils who are diagnosed with Aspergers should be recorded in the next category.

Pupils with autism will have difficulty:

- Understanding and non-verbal and verbal communication
- Understanding social behaviour, which affects their ability to interact with children and adults
- Thinking and behaving flexibly, which may show in restricted obsessional or repetitive activities.

Pupils with autism cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.

Pupils with autism may have difficulty in understanding the communication of others and in developing effective communication themselves. Many are delayed in learning to speak and some never develop meaningful speech.

Pupils find it difficult to understand social behaviour of others. They are literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that do not meet their needs or when routines are changed. This can lead to inappropriate behaviour.

Some pupils with autism have a different perception of sounds, sights, smell, touch and taste and this affects their response to these sensations. They may have unusual sleep and behaviour patterns.

Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively. They find it hard to generalise skills and have difficulty adapting to new situations and often prefer routine.

### **3(c) Aspergers (ASP)**

Pupils with Asperger's syndrome exhibit similar difficulties to those described under autism. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism. They may not have any clinically significant delay in language or cognitive development.

Pupils with this disorder may have impairment in social interactions and communication skills. They may also develop stereotyped behaviour, interests or activities.

## **4 Sensory**

Pupils should only be recorded in the SENSORY area of special need when placed on the school's SEN register.

Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. Some children are born deaf while others may become deaf later due to, for example, an illness. The most common type of deafness is conductive deafness. Sensori-neural or severe deafness is the other main form of deafness while 'mixed deafness' or a combination of both may occur.

For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.

#### **4(a) Severe and profound hearing loss (SPHL)**

Pupils who should be included within this category will usually have a hearing loss of 71 to 95+ decibels.

#### **4(b) Mild/Moderate hearing loss (MMHL)**

Pupils who should be included within this category will usually have a hearing loss of 20 to 70 decibels.

**Visual impairment** refers to a range of difficulties from minor impairment through blindness. Pupils with visual impairment cover the whole ability range. For educational purposes, pupils are considered to be visually impaired if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.

#### **4(c) Blind (BD)**

It should be noted that less than 10% of those registered blind are totally blind, most having some useful residual vision.

Pupils who are blind or have very limited useful sight require tactile methods of learning, such as braille and 3-D representations, together with making optimal use of their hearing. A pupil who uses braille is often described as 'educationally blind'. The World Health Organisation (WHO) definition of blindness based on visual acuity scores suggests that a pupil is blind will have a score of  $<3/60$ . It is unusual for a child who is blind to be placed in a mainstream class.

#### **4(d) partially sighted (PS)**

Within the educational context, 'partially sighted' is generally used to mean pupils who have vision useful for all school tasks but require adaption to teaching methods and differentiated materials. They may require enlarged print or a mix of learning methods. According to the WHO definition it may be expected that their visual acuity may have a range from  $<6/18$  to  $>3/60$ .

**Pupils whose vision is corrected by spectacles should not be recorded in this category.**

#### **4(e) Multi-sensory impairment (MSI)**

Pupils should only be recorded as MSI if their sensory impairment is their greatest need.

Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities. Pupils need teaching approaches, which make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Pupils with multi-sensory impairment have much greater difficulties in accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation.

### **5 Physical**

**Pupils should only be recorded in the PHYSICAL area of special need when placed on the school's SEN register.**

There is a wide range of physical disabilities affecting pupils within the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe.

#### **5(a) cerebral palsy**

Include in this category pupils who have a medical diagnosis of cerebral palsy.

#### **5(b) Spina bifida and/ or hydrocephalus (SBH)**

Include in this category pupils who have a medical diagnosis of spina bifida and/ or hydrocephalus.

#### **5(c) Muscular dystrophy**

Include in this category pupils who have a medical diagnosis of muscular dystrophy.

#### **5(d) significant accidental injury (SAI)**

Include in this category pupils who as a result of a significant accidental injury are being provided with special educational provision on a long term basis, to assist them in accessing the curriculum and the school facilities. Pupils with an acquired brain injury could be included here as appropriate.

### **5(e) Other (OPN)**

Include in this category any other physical disability, not mentioned in 5(a) to 5(d) but which forms a barrier to learning.

## **6 medical conditions/syndromes**

Pupils should only be recorded in the MEDICAL CONDITIONS/SYNDROMES area of special need when placed on the school's SEN register.

A medical diagnosis does not necessarily mean that pupils have SEN. It depends on the impact the condition has on their educational needs. Include under headings 6(a) to 6(e) those pupils who have the relevant medical diagnosis which impacts significantly on their access to learning.

### **6(a) Epilepsy**

### **6(b) Asthma**

### **6(c) Diabetes (DIAB)**

### **6(d) Anaphylaxis (ANXA)**

### **6(e) Down (DOWN)**

### **6(f) other medical conditions/syndromes (OCMS)**

Include in this category other less common conditions/ syndromes which have been medically diagnosed such as Russell Silver, Ushers, Tourette, Prader Willi, which nevertheless impact significantly on pupils' access to learning. Please note this list is not exhaustive.

### **6(g) Interaction of complex medical needs (ICMN)**

Include in this category pupils whose medically diagnosed conditions or syndromes are not included under 6(a) to 6(f) but which impact significantly on their access to learning.

### **6(h) Mental Health Issues**

Include in this category pupils with a medical/psychiatric diagnosis in the area of mental health which impacts significantly on their access to learning.

## **7 Other**



Pupils should only be recorded under OTHER when placed on the school's SEN register.

This category should only be used for very unusual Special Educational Needs which are substantially different from any of the types of need described under areas 1-6 above.

7(a)Other (OTH)

Managing SEN Student Data

#### DE Special Educational Needs Codes

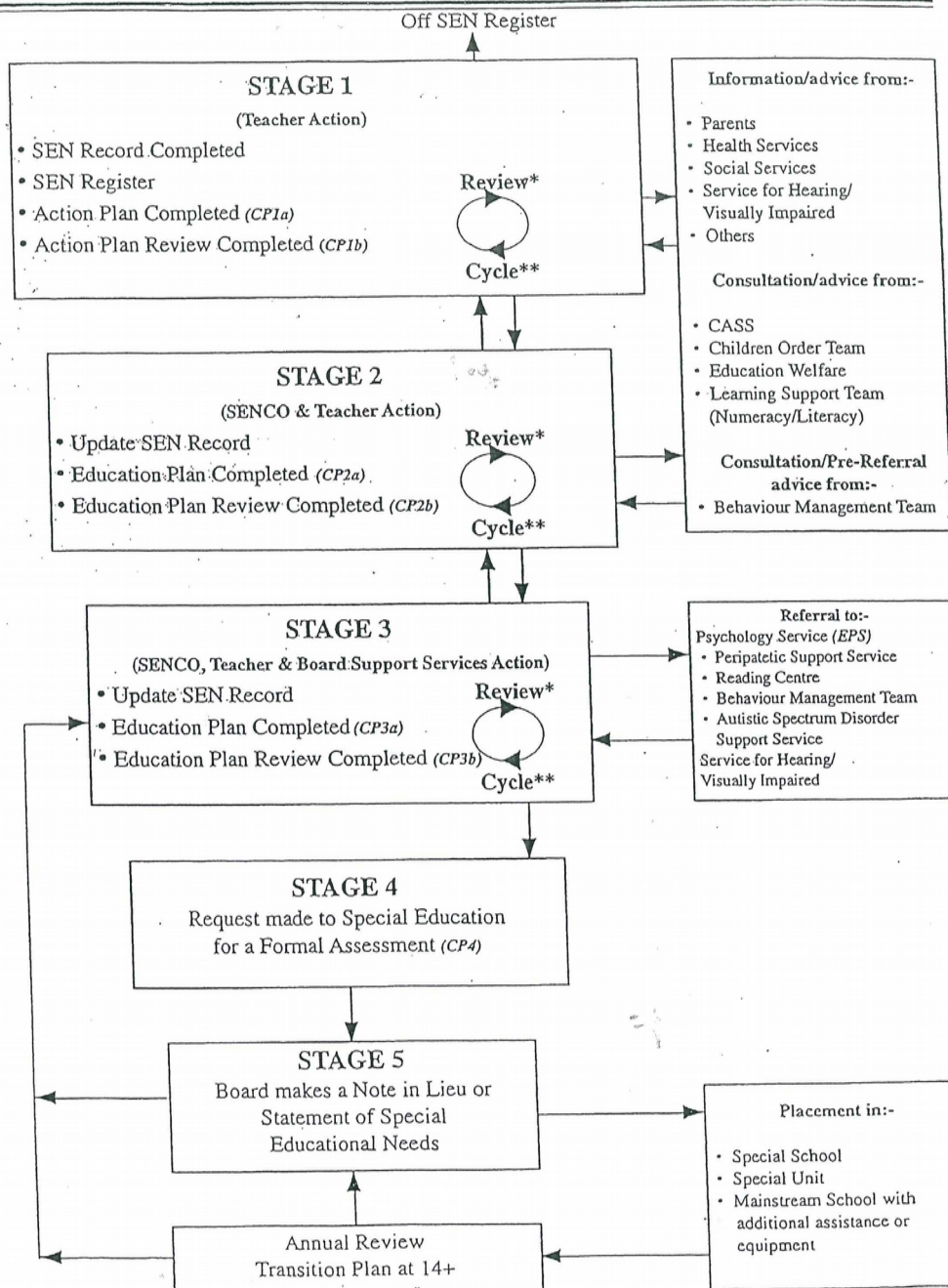
SEN Need Type		SEN Status
<b>Cognitive and Learning</b>		<b>1 &amp; 2 only</b>
	Dyslexia/SpLD	1-5
	Dyscalculia	1-5
	Dyspraxia/DCD	1-5
	Mild Learning Difficulties	1-5
	Moderate Learning Difficulties	1-5
	Severe Learning Difficulties	1-5
	Profound & Multiple Learning Difficulties	1-5
	Unspecified	1-5
<b>Social, Emotional and Behavioural</b>		<b>1 &amp; 2 only</b>
	SEBD	1-5
	ADD/ADHD	1-5
<b>Sensory</b>		<b>1 &amp; 2 only</b>
	Severe/profound hearing loss	1-5
	Mild/moderate hearing loss	1-5
	Blind	1-5
	Partially sighted	1-5
	Multi-sensory impairment	1-5
<b>Physical</b>		<b>1 &amp; 2 only</b>
	Cerebral palsy	1-5
	Spina bifida and/or Hydrocephalus	1-5
	Muscular dystrophy	1-5
	Significant accidental injury	1-5
	Other (Physical)	1-5
<b>Medical conditions/syndromes</b>		<b>1 &amp; 2 only</b>
	Epilepsy	1-5
	Asthma	1-5
	Diabetes	1-5
	Anaphylaxis	1-5
	Down	1-5
	Other Medical conditions/syndromes	1-5
	Interaction of complex medical needs	1-5
	Mental health issues	15
<b>Other</b>		<b>1 &amp; 2 only</b>

## Appendix 8

Diagram I

# Procedures and Practice

**Southern Education  
and Library Board**



\* Pupils may remain at the same stage of the Code of Practice for as long as necessary. Usually two reviews will precede a move to another stage.  
 \*\* In exceptional cases a fast track may be possible. Refer to Code of Practice paragraphs 3.17 & 3.18 and the SELB Stage 4 Statutory Assessment Guidelines.

## Appendix 9

**ea** Education Authority

Údarás Oideachais

Lear Owerance

### EDUCATION PLAN (Primary School)

<b>Name:</b>  <b>Class Teacher:</b> <b>Supported by:</b>	<b>Year:</b> <b>D.O.B:</b>	<b>Strengths and successes:</b>  <b>Nature of difficulty:</b>	<b>Start Date:</b> <b>EP No</b> <b>Review Date:</b> <b>Stage of C.O.P:</b>
<b>Core Targets:</b>		<b>Possible teaching strategies/resources to include school support arrangements:</b>	<b>Monitoring:</b>
<b>Parents/Carers need to</b> _____ <b>Signature:</b> _____			
<b>Other Professionals:</b> _____ <b>Signature:</b> _____			
<b>SENCO Signature:</b> _____		<b>Class Teacher Signature:</b> _____	

Education Authority, Southern Region, SEN School Support Service

**ea** Education Authority  
 Údarás Oideachais  
 Lear Owerance

**Review Sheet**

Core Targets:	Outcomes:		Future Actions:	

<div>                 Parent (s) / Guardian (s) Involved             </div> <div>                 At meeting <input type="checkbox"/> </div> <div>                 In writing <input type="checkbox"/> </div> <div>                 By telephone <input type="checkbox"/> </div> <div>                 Parent signature: _____ Date: _____             </div> <div>                 SENCO/Teacher signature: _____ Date: _____             </div>	<b>Other Comments:</b> _____ _____ -	<b>Off Register</b> <input type="checkbox"/>  <table> <tr> <td><b>Remain at Stage</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> <td><b>4</b></td> <td><b>5</b></td> </tr> <tr> <td><b>Move to Stage</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> <td><b>4</b></td> <td><b>5</b></td> </tr> </table>	<b>Remain at Stage</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Move to Stage</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Remain at Stage</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>									
<b>Move to Stage</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>									

**Appendix 10**

**Parent/Guardian Referral Form**

**Dispute Avoidance and Resolution Service (DARS)**

**The purpose of this form is to collect initial information.**

Name of the child/young person _____	DOB _____
Name(s) of parent(s)/guardian(s) _____	
Address (including postcode) _____	
_____	
Tel: Home _____	Work _____ Mobile _____
What special educational provision is being made for your child/young person?	
_____	
_____	
Does he/she have a statement of special educational needs? _____	
If yes, SEN no. _____	

School attended _____	EA _____
Address _____	
_____	
Area(s) of disagreement (list in point form) _____	
_____	
_____	
Have you discussed your query with anyone in school? _____	
If yes, with whom? (include relevant date(s))	
_____	
_____	
Signed _____	Parent(s)/Guardian(s)      Date _____

**Please forward the completed form to: DARS Manager, EA Southern**  
**3 Charlemont Place, The Mall, Armagh BT61 9AX**  
**Tel: 02837512383    Fax: 02837512599**

