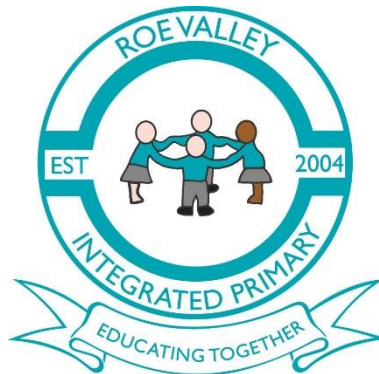




Roe Valley Integrated Primary School

Additional Needs and Inclusion Policy

Article 28 - Children have the right to a good quality education.



Signature of Chair of Board of Governors: _____

Ratified: _____

Signature of Principal: _____

Signature of SEN/AEN Coordinator _____

Reviewed and updated: December 2017

Review due: December 2019

Introduction:

All staff at Roe Valley Integrated Primary School share an **inclusive ethos**, that every pupil has the right to develop their **full potential** while being educated alongside their peers. Educational provision at RVIPS addresses children's particular and **individual learning needs and style**. We provide educational experiences which develop all pupils' **achievements** and **recognise individuality**. We **value diversity** and embrace it to support the learning of all. As an integrated school we work towards identifying and **minimising the barriers to learning** and provide **equal opportunities**. We provide a broad, balanced, relevant and appropriately challenging curriculum suitably **differentiated** to meet individual needs.

Roe Valley Integrated Primary School recognises that some pupils during their school career may have Additional Educational needs. We recognise provision must be made for children who are identified as having Additional Educational Needs and we endeavour to make every possible arrangement to provide for their individual needs. We aim to provide a broad, balanced, relevant and differentiated curriculum that will allow all children to realise their full potential, build a positive self-image and develop self-confidence and independence.

This policy describes in detail the procedures and systems which have been established for meeting the objectives of providing an integrated education for all children with additional educational needs, whilst aiming to provide the entitlement of access to a full and balanced N.I. curriculum.



Roe Valley Integrated Primary School promotes a caring and supportive environment in which:

- Self-motivated young people develop the capacity to think, question and research.
- Self-esteem, self confidence and independence are promoted.
- Parental involvement for the mutual benefit of child, parent and school is encouraged.

- The integrated and all-ability nature of the school is respected.
- A broad, balanced and relevant education is set in a clear moral framework.

Definition:

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.”

Draft NI 2005



Aims for Additional Educational Needs:

- To provide a broad, balanced, relevant and differentiated curriculum for all children
- To identify children with AEN as early as possible through a variety of means and in consultation with appropriate agencies, encouraging parental and pupil involvement during the identification, assessment and intervention
- To create a caring and supportive environment in which pupils can develop positive attitudes to their learning
- To develop and utilise all available resources in support of pupils with AEN
- To work closely with outside agencies that are relevant to the needs of the children in our school and avail of all training and support that will enhance the children's experience of teaching and learning
- To provide opportunities and experiences which will enable pupils to identify their strengths, recognise their weaknesses and build a positive self image
- To provide opportunities for formal and informal liaison with class teachers and parents, and to encourage parental involvement and cooperation in the implementation of the AEN programme so that the needs of each child will be met
- To offer experiences and opportunities which will enable pupils to develop knowledge, understanding and skills which facilitate progress, promote success and develop self-confidence

- To track each child's progress in order to facilitate specific, measurable targets (SMARTER) within their specific Education Plan
- To encourage the use of teaching strategies that are responsive to different learning styles and which promote effective learning.

Learning and Teaching:

All children have the right to a broad and balanced curriculum.

Children with AEN will be catered for in a stimulating and caring environment. Teachers will utilise a range of strategies and class management styles designed to take account of the differing abilities, interests and experiences of pupils and which will allow access to the whole curriculum for each child. Multi sensory teaching methods will be used to help the less able children. Work will be aimed at allowing pupils to progress at their own level and rate and to experience the satisfaction of success.



Language and Literacy

Language and literacy is perhaps the most cross-curricular of all subjects and as such, competence in this field is central to a pupil's being able to access the N.I. Curriculum. We recognise that many pupils with AEN have difficulties or strengths with writing, spelling and reading. It is our policy to address these areas to aid the pupil's progress across the whole curriculum. It is also recognised that some pupils with AEN will be better able to express themselves verbally and through word processing technology; opportunities to develop these areas will be provided.



Numeracy and Mathematics

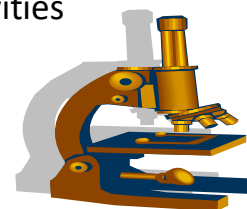
Numeracy and Mathematics is taught in a variety of ways. The policy at Roe Valley Integrated PS is for practical work to be given the highest priority. Opportunities are provided to enable pupils with AEN to

participate in a range of practical mathematical experiences. This, it is hoped, presents the subject as enjoyable and offers many avenues for success.



Science and Technology

Every pupil should have the opportunity to learn science. Activities in Science have characteristics which help pupils with AEN achieve success. They are about first-hand experience, knowledge and skills can be developed in small steps through practical activities. Science activities can capture the imagination and may help reduce behavioural challenges. Working in groups can encourage participation and interpersonal communication. Children working on a variety of activities allows them opportunities to share their strengths and help each other.



Roles and Responsibilities:

AEN provision will be the overall responsibility of the Board of Governors and the Principal. In order to facilitate the practical day to day running of the provision the Board of Governors have delegated responsibility for pupils with AEN to Mrs Claire Boyd.

The Board of Governors should:

- Ensure that all pupils AEN are addressed.
- Have regard for the Code of Practice.
- Have regard for our school policy.
- Ensure that appropriate funds and resources are delegated to AEN.

The Principal should:

- Keep the Board of Governors informed about AEN issues.
- Work in close partnership with the SENCO.
- Liaise with parents and external agencies as required.

- Delegate and monitor the SEN Budget.
- Ensure the SMT are actively involved in the management of SEN within school.
- Provide a secure facility for the storage of records relating to AEN.

The SENCO should:

- Co-ordinate the day to day provision of the school's AEN policy.
- Liaise with outside agencies and avail of support and training that is available.
- Liaise with and advise colleagues.
- Co-ordinate provision for children with AEN.
- Maintain the schools AEN register and oversee the records of all pupils with AEN.
- Organise necessary reviews and referrals.
- Liaise with parents and external agencies.
- Contribute to the in service training of staff.
- Work closely with the school Educational Psychologist and complete consultations throughout the year.

SEN Categories

The following areas encompass all aspects of SEN:

Cognitive Learning:

Dyslexia/Specific learning Difficulty

Dyscalculia (DYC)

Dyspraxia / Developmental Coordination Difficulties (DCD)

Mild Learning Difficulties(MILD)

Moderate Learning Difficulties (MLD)

Severe Learning Difficulties (SLD)

Profound and multiple learning difficulties

Unspecified learning difficulties (U)

Social and Emotional:

Social, Emotional, Behavioural Difficulties (SEBD)

Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder (ADD)

Communication and Interaction:

Speech and Language (SL)
Autism (AUT)
Aspergers Syndrome (ASP)

Sensory Difficulties

Severe / profound hearing loss
Mild/moderate hearing loss (MMHL)
Blind (BL)
Partially sighted (PS)
Multi sensory impairment (MSI)

Physical

Cerebral Palsy (CP)
Spina Bifida and / Hydrocephalus (SBH)
Muscular Dystrophy (MD)
Significant Accidental Injury (SAI)
Other (OPN)

Medical Conditions / Syndromes:

Epilepsy (EPIL)
Asthma (ASTH)
Diabetes (DIAB)
Anaphylaxis (ANXS)
Downs Syndrome (DOWN)
Other medical conditions/syndromes (OMCS)
Interaction of complex Medical Needs (ICMN)
Mental health Issues (MHI)

Other

Other (OTH)

Some children may be assigned to more than one category of AEN. Some children's needs may warrant a Statement. Some children will exhibit one or more such characteristics and yet not present learning difficulties. It is the teacher's professional judgement, in consultation with colleagues, and his/her understanding and awareness of the individual, which is central to the additional educational needs provision offered at Roe Valley Integrated PS.

All class teachers are responsible for the initial identification and assessment of AEN, they also have a responsibility for its provision within the classroom and have the support, guidance and advice of the SENCO.

Provision is made for gifted and talented children, both in terms of identification and supplying a suitable curriculum. These children may be able to work at a much higher level than most of us are aware, and we recognise that they will not be stimulated by the provision of extra quantities of work pitched at the same intellectual level of their peers. Gifted children receive a radical improvement in the quality of their work rather than the pure quantity.

‘The term Gifted and Talented is used to describe these students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group inside their particular school. Gifted and Talented pupils may also present with a learning difficulty’.
(Guidelines for Teachers NCCA/CEA 2007)

“All pupils share the right to a broad and balanced curriculum, included within the NI Curriculum. The right extends to every registered pupil of compulsory school age whether or not he or she has a Statement of SEN.

Code of Practice:

A clear and defined system for identification of AEN is set out in the Code of Practice on the Identification and assessment of special educational needs; this establishes a five stage approach. We have adopted the approach set out in the code.

Stage One

The class teacher has the initial responsibility for this – the most important and effective method of assessment in all areas of the curriculum is teacher observation. The AEN Co-ordinator updates the SEN register on a termly basis. Parents must be informed once a child has been placed on Stage One. Parents must be kept up-to-date through a twice yearly review, conducted at separate parental meetings. In normal circumstances, it will not be necessary for the AEN Co-ordinator to be present at the review meeting, the class teacher will hold a review and present findings to the SENCo. The AEN Coordinator

shall be present during stage one meetings to clarify with parents the Code of Conduct and why their child has been selected.

Stage Two

It is proposed that all pupils with suspected AEN, whose needs are not easily met through normal classroom differentiation and support from the class teacher, will initially undergo in-house assessment. An individual Education Plan or target sheet with needs specific targets is drawn up between the teacher, pupil and the AEN Co-ordinator with parental input. Class teachers follow this plan with support from the AEN Co-ordinator. Parents are present at the review meeting but they will always be informed and asked for a contribution if they wish to make one. The AEN Co-ordinator and class teacher meet termly or more frequently to discuss the progress of the child and to decide on which stage assignment. Evidence will be gathered to ensure targets (SMART) have been achieved or are required to remain as a focus for another term.

Stage Three

Where procedures at Stage Two have not precipitated satisfactory progress, the AEN Co-ordinator will initiate further support and advice from outside agencies. In Roe Valley we work hard at developing partnerships with educational, health and charitable organisations. The review of a child on Stage Three will take place termly, and will take the form of a meeting between the SENCO, class teacher and the parents. Other agencies/professionals who have had an involvement with the child will also have their views sought; they too, may well be asked by the SENCO to attend a formal meeting to discuss progress and/or next steps. We benefit in school from support from many agencies, including S&L; WEST; SEBD; Reading Centre; MLD; Educational Psychology and Services for Children. Often forms are required to be completed to access services and these are discussed and filled out with consultations between school and home.

Stages Four and Five

These stages, as identified by the code, are where the WELB takes the lead in assessing pupils and providing/reviewing Statements of Special Educational Needs. We use the Provisional Criteria for initiating assessments of Special Educational Needs 2009, to ensure a consistent approach and practice in initiating statutory assessments and

completion of SAR1 proformas. If appropriate the Board will make a statement of special educational needs

Where education plans are required **S M A R T E** targets will be set

Specific

Measureable

Achievable

Realistic

Time bound

Evaluated



Children, parents, teachers, SENCO and classroom assistants will have a clear understanding of each child's targets. A meeting will be set in place each term to discuss the child's progress, set new targets and review previous Education Plans. These will be kept within each classes Education Planning file as well as saved into the Additional Needs folder on the school's database.

Guidelines

- There is a focus in the school on preventative measures.
- Early identification and diagnosis is crucial.
- Identification and assessment of children with special educational needs is a full staff responsibility
- If problems are identified at any level within the school, teachers arrange for suitable intervention.
- Each class teacher is responsible for providing work appropriate to the child's level.
- A record of behaviour incidents is kept in the Incident Book. This highlights emergent behavioural patterns which needs attention.
- Attendance patterns are monitored and appropriate action taken.
- Parental input and support are crucial to the achievement of real success.
- The policy and procedures have been drawn up within the guidelines set out in the Code of Practice

Procedures

Assessment and record keeping procedures aim to ensure that pupils with AEN are working at the appropriate levels. Information about the progress of individual pupils is passed on from teacher to teacher, and to parents. CATS & Standardised Test scores are monitored by the AEN Co-ordinator and class teacher to ensure progress and measure success quantitatively. A pupil profile is maintained for each child in school and information made available for outside support at referral stages. Increasingly information and communication technology is being used to support learning record.

The following may be used to identify pupils' needs:

- Parental information
- Information from Nursery or other transferring school
- Cognitive ability tests
- Attainment Tests
- Summative and Formative assessments
- Key Stage assessments
- Teacher observations
- Professional reports
- Attendance records
- Statements of Special Educational Need
- Care plans
- Personal Education Plans for looked after children
- IEP Reviews
- Annual Reviews

A selection of the following tests may be used to identify and track children's progress:

- Non-Reading Intelligence Tests.
- Progress Test English
- Progress Test Maths
- CAT4
- Single Word Reading Test
- YARC Early Reading

British Picture Vocabulary Scale
Welcomm Assessment
Dysculcula
STAR Reading Test
Single Word Spelling Test
Mist

Review

- Review Date - December 2019
- Reviewed annually and updated in consultation with staff, particularly SLT and Learning Support Teacher
- Presented to and shared with the BOG regularly
- Shared with parents
- In line with whole school learning and teaching policy.