



Special Educational Needs and Inclusion Policy Document



**Our Lady Queen of Peace Primary
School**

March 2017

Our School is a Rights Respecting school and Article 29 of the United Nations Convention on the Rights of the Child (CRC) underlines our SEN Policy:

“Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and others cultures, and the environment”

MISSION STATEMENT



We are a Catholic, co-educational school seeking to promote, throughout the school community, a caring ethos.

Through the development of positive and secure relationships, within and outside the classroom, we create the opportunity for our children to thrive in a rich and varied environment.

In achieving this we recognise that each child is a valued and unique member of God's community.

SCHOOL AIMS

In our loving Catholic ethos we aim,

- To promote the spiritual, moral, cultural, intellectual and physical development of our pupils.
- To give each pupil an awareness of his/her talents, skills and abilities.
- To provide opportunities for pupils to achieve success in a variety of contexts, promoting positive self-esteem and self-image.
- To create a love of learning, a knowledge of how to learn, and the motivation to produce his/her best work.
- To provide a broad and balanced curriculum appropriate to the needs of each pupil at his/her stage of development.
- To develop an attitude which leads to self-discipline, independence, courtesy, good manners and respect for everyone.
- To develop a wider understanding of the wider world in which we live, of the interdependence of individuals, groups and nations, and a tolerance of other religions and ways of life.
- To foster and develop close relationships between home, school and community.



For the purposes of this document the term SEN refers to those pupils in our school who have Special Educational Needs and/or a disability which affects their learning. As well as considering the suggestions provided, any policy must be personal to our school and be developed as the result of a consultation process with all stake holders. It must be comprehensive, accurate, fit for purpose and linked to our school's Development Plan.

Our policy will take account of the following documentation:

Code of Practice 1998 (DENI)

http://www.deni.gov.uk/the_code_of_practice.pdf

Supplement to the Code of Practice 2005 (DENI)

<http://www.deni.gov.uk/supplement.pdf>

Disability Discrimination Code of Practice (2005)

http://www.deni.gov.uk/disability_discrimination.pdf

Every School A Good School 2009 (DENI)

http://www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/03-every-school-a-good-school-a-policy-for-school-improvement.htm

Good Practice Guidelines 2009 (Inter-Board)

<http://www.neelb.org.uk/parents/special-education/publications/>

Data Protection Act 1998 for Northern Ireland

<http://www.legislation.gov.uk/ukpga/1998/29/schedule/11/crossheading/northern-ireland>

All stakeholders will have access to a copy of our school's policy.

Therefore, it is essential that our SEN policy should be accurate, up to date, and reflect the day to day management of SEN within the school



Special Educational Needs (and Inclusion) Policy

Rationale/Vision

Our Lady Queen of Peace Primary School is committed to providing equal access for all our pupils to the Northern Ireland Curriculum (NIC). We recognise that some pupils during their school career may have special educational needs and/or a disability. In the interests of these children we will endeavour to make every reasonable adjustment to provide for their individual needs. A29

Definitions

Learning Difficulty

'Learning difficulty means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. Special education provision means educational provision which is different from, or additional to, the provision made generally for children of comparable age.'

(Code of Practice 1998 paragraph: 1.4)

Disability

'Someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities.'

Disability Discrimination Act (1995)



SEN Provisions of SENDO

'The new law will strengthen the right to an ordinary school place for children with a Statement, 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 an ordinary school.'

Article 3(1) SENDO 2005

Key Principles of Inclusion

'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)

In order to make sure that we meet our pupils' needs and include them in all aspects of school life, this SEN policy links closely with all our other policies in supporting pupils such as: Positive Behaviour, Child Protection and Health and Safety. It also links with our policies for pupils with Additional Needs who may also have SEN. It also is referenced around the rights of the child as designated by UNICEF.





The following areas reflect the *Guidance for Schools: Recording Children with Special Educational Needs - SEN Categories (Department of Education)*

1. Cognitive and Learning

- a) Dyslexia/Specific Learning Difficulty
- b) Dyscalculia
- c) Dyspraxia/Developmental Coordination Difficulties
- d) Mild Learning Difficulties
- e) Moderate Learning Difficulties
- f) Severe Learning Difficulties
- g) Profound and Multiple Learning Difficulties
- h) Unspecified learning difficulties

2. Social, Emotional and Behavioural

- a) Social, Emotional and Behavioural Difficulties
- b) Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder

1. Communication and Interaction

- a) Speech and Language Difficulties
- b) Autism
- c) Asperger's Syndrome

4. Sensory Difficulties

- a) Severe/profound hearing loss
- b) Mild/moderate hearing loss
- c) Blind
- d) Partially sighted
- e) Multi-sensory impairment

5. Physical

- a) Cerebral Palsy
- b) Spina Bifida and/or Hydrocephalus
- c) Muscular Dystrophy
- d) Significant Accidental Injury
- e) Other

6. Medical Conditions/Syndromes

- a) Epilepsy
- b) Asthma
- c) Diabetes
- d) Anaphylaxis
- e) Down's Syndrome
- f) Other medical conditions/syndromes
- g) Interaction of Complex Medical Needs
- h) Mental Health Issues

7. Other

Guidance for Schools: Recording Children with Special Educational Needs - SEN Categories (Department of Education)



Policy Aims

1. To identify pupils with SEN/Disability as early and accurately as possible using a variety of means and in consultation with appropriate personnel.
2. To ensure full entitlement and access for pupils with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum.
3. To ensure that all pupils with SEN/Disability feel valued. To offer curricular, pastoral and extra curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.
4. To offer a broad 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.
5. The support of parents and pupils is crucial if an individual Education Plan (IEP/GEP) is to be effectively implemented. WE aim to encourage parental involvement in all aspects of SEN provision. We also will consider the wishes of the child when planning and implementing SEN provision. When considering the wishes of the child, his/her age and understanding will be taken into account.
6. To strive for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach to meeting needs of the pupils.
7. To educate pupils with SEN/Disability, wherever possible, alongside their peers.
8. To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately. (A12 RRSA- children from P3 onwards sign and evaluate the individual plans).
9. To encourage and maintain interest of pupils with SEN in their education.



10. To encourage a range of teaching strategies that accommodates different learning styles and promotes effective learning.
11. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs with specific relevance for accessing the voice of the child from P4-P7 (A12 RRSA)
12. To meet the needs of all pupils who have SEN/Disability by offering appropriate forms of educational provision considering the most efficient use of available resources.
13. To promote collaboration amongst teachers in the implementation of the SEN policy.
14. To work closely with all EA-SE departments and other outside agencies in order to improve the quality of support available for each pupil with SENs.



Arrangements for Co-ordinating SEN Provision

Roles and Responsibilities

SEN provision in Our Lady Queen of Peace P.S. is the overall responsibility of the Board of Governors and Principal Mr O'Doherty. However in order to facilitate the day-to-day running of the provision the Board of Governors have delegated responsibility for pupils with special educational needs to the school SENCo **Mrs Breanda Clenaghan**. **The Board Rep for SEN is Fr Rory Sheehan**.

Board of Governors

In 'Every School a Good School' (DE) - The Governor Role (2010) Chapter 12 of the document relates specifically to the Governor role for pupils with special educational needs.

The following section provides an overview of Governor's responsibilities from this document as highlighted in the SEN Resource File, 2011:

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 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 endeavours 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.
- Ensure that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching.
- Allocate funding for special educational needs and disability, and prepare and take forward a written accessibility plan.

It is recommended that the Governors take account of the specific guidance from Chapter 12 of the Handbook. The Board of Governors will appoint a



representative to monitor the school's work for children with special educational needs.

Principal (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 SMT are actively involved in the management of SEN within the school. SMT members should ensure consistency of practice and contribute to the realisation of the SDP.
- Provide a secure facility for the storage of records relating to Special Educational Needs.

SENCo

In all mainstream schools, a designated teacher 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.
- Maintain the school's SEN register and oversee all the records on pupils with special educational needs.
- Liaison 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.
- Liaison with external agencies. (DENI, 1998, p7)

Class Teacher

The class teacher(s) should:

- Be aware of current legislation.
- Keep up to date with information on the SEN Register.
- Gather information through observation and assessment.



- Develop an inclusive classroom.
- Work closely with other staff to plan for learning and teaching.
- Contribute to, manage and review IEPs in consultation with the SENCo.
- Involve classroom assistants as part of the learning team

Special Needs Teacher/Learning Support Teacher

The Special Needs teachers will work under the direction of the SENCo. They should:

- Be aware of current legislation.
- Be familiar with the administrative process within the school.
- Be involved in testing and recording data for the SEN Register.
- Work closely with all members of staff to identify pupils' needs.
- Implement the delivery of suitable programmes for all identified pupils with SEN/Disability which promote progression within an inclusive setting.
- Contribute to IEPs which inform teaching and learning.
- Monitor and review progress.
- Be involved in the Annual Review process if appropriate.

SEN Support Staff (SEN Assistants)

Support Staff should:

- Work under the direction of the class teacher.
- Be involved in planning.
- Have a clear understanding of their role in accordance with the child's statement.
- Look for positives by talking to the child about his/her strengths.
- Provide practical support for the pupil and where appropriate the class teacher.
- Listen to the child/speak to staff on the child's behalf.
- Explain boundaries and operate these consistently and fairly.
- Keep records and attend meetings- CA's have agreed to meet with SENCo once a term to discuss relevant issues and practice.
- Share good practice - once a term classroom assistants will be given a time allocation for discussing problems and sharing good practice
- Having met with the assistants as part of the consultation for this review of policy, CAs expressed a need to have input into the IEP and



an agreed resource box with monitoring sheet will be kept by each CA which will include resources, a copy of objectives, a copy of the IEP and a monitoring sheet for activities completed.

Guidance on the Management, Deployment and Development of Assistants in School' (DE)

Pupil

'The child should, where possible, according to age maturity and capability, participate in all the decision making processes which occur with regard to their education.'

(Supplement to the Code of Practice - pars 1.19)

Key decisions for a particular pupil might include:

- Contributing to education plans through setting targets and/or selecting rewards
- Working towards achieving agreed targets.
- Contributing to:
 - (i) the review and assessment of IEPs through a star and a wish.
 - (ii) Contribute to the annual review process through the child's contribution letter
 - (iii) Contributing to the P7 transition review through the pupil contribution letter, where appropriate.

Parent/Carer

'The relationship between the parents of a child with SEN and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school based action..... Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important.'

(Code of Practice 2.21)

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, important information may need to be made available by a parent upon a child's entry to the school.



It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN register or moving the child to a higher or lesser stage of need. Parents should be invited as necessary to:

- Meet with staff to discuss their child's needs.
- Attend review meetings.
- Inform staff of changes in circumstances.
- 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.

Children with Statements of SEN are placed in schools at the request of the Education Authority (EA).

When seeking to place a pupil with a Statement, the Board 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

All schools must have an accessibility plan (see Five Board Guidance). To this extent an accessibility plan has been presented to the Board of Governors as part of this review of policy on 15 March 2017 (see appendix 1)

This accessibility plan provides details of the point that our school has reached in terms of ensuring accessibility. For example,

- At present pupils with SEN have equal access to all areas of the school building- we care a single floor building with disability access throughout.
- There is a SEN teaching/resource base and facilities for personal care, including a toilet adapted for use by persons with the disabilities.



- The BOG should report each year on SEN provision in school. Information for this report should be collated by the SENCo and the Principal.

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'

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

In Our Lady Queen of Peace Primary School, the following is used to identify pupils' needs:

- Parental information
- Information from Nursery School or other transferring school
- Summative and formative assessment
- Mid-term assessments
- Teacher observation
- Professional Reports
- Statements of Special Educational Need
- IEP Reviews
- Annual Reviews
- Baseline assessments in P1 and MIST in P2 will be used for early intervention identification.
- Information Settling in meetings in P1 (term1)



The Management of Special Educational Needs

Our policy addresses how Special Educational Needs are managed in Our Lady Queen of Peace P.S. For example:

In Our Lady Queen of Peace Primary School, we follow the five stage approach as set out in The Code of Practice (1998).

This approach recognises that there is a continuum of SEN and that the requirements of the majority of pupils with SEN lie at Stages 1, 2 or 3. This means that their needs are met by the school with the help of outside agencies and/or specialists as required at Stage 3.

Stage 1

Stage 1 begins with a concern that a child may have special educational needs. Normally such a view is expressed either to or by the class teacher. The class teacher maintains day-to-day responsibility for meeting the pupil's SENs and should inform the SEN co-ordinator and the Principal and consult the child's parents. In addition, the class teacher should:

- Collect and record information about the child and make an initial assessment of SEN.
- Provide or arrange special help within the normal curriculum framework, such as: increased differentiation of class work, alternative teaching and learning strategies to help meet the child's needs. The nature and aims of such provision should be recorded, together with the targets, monitoring arrangements and review date.
- Monitor and review progress and report back to SENCo.

The SENCo should

- Ensure that parents are consulted and together decide that the child's name is included in the school's SEN register.
- Help the class teacher gather information and assess the child's needs.
- Advise and support the class teacher.



Stage 1 Review

- Parents should always be informed of proposed action and any review date. Having considered review outcomes the SENCo will decide whether to remove pupil's name from the register, keep the pupil at Stage 1 or move the child to Stage 2.

Stage 2

Stage 2 begins with a decision either at the Stage 1 Review, or following discussions between teachers and parents, to proceed with early and more intensive action.

The SENCo:

- Takes the lead in assessing the child's learning difficulty. This includes planning, monitoring and reviewing the special educational provision - working with the child's teacher. The class teacher remains responsible for working with the child in the classroom.
- Again, working with the class teacher, the SENCo should ensure that an Education Plan is drawn up for the pupil.
- All these operations should take into account, as far as possible, the child's own views and the parents' views.

Stage 2 Review

Normally the Stage 2 review should be conducted by the SENCo, in consultation with the class teacher and, where possible, child and parents. It should focus on the child's progress.

If progress has been satisfactory the SENCo may decide that the child should continue at Stage 2 in order to consolidate gains. If the progress continues to be satisfactory, the SENCo may decide that the child no longer needs special educational provision at Stage 2 and may decide to move the child to Stage 1.

The child's name should be kept on the SEN register until there is no longer any significant concern about progress.



If the relevant and purposeful measures at Stages 1 and 2 do not result in adequate progress the SENCo should move the child forward to Stage 3 and referral may be made to special support services/agencies outside the school.

Stage 3

Stage 3 begins with a decision either at Stage 2 review or following discussions between the SENCo, Principal teachers and parents, that early intervention with external support is necessary.

At this Stage the SENCO takes a lead role, working closely with the child's teacher and drawing on the expertise of relevant external support services.

The SENCo, working with the class teacher, and with the help of the external support services, should ensure that a Stage 3 Education Plan is drawn up. Together they should consider a range of teaching approaches and appropriate support materials, including the use of Assistive Technology. The Education Plan should set out revised strategies for supporting the child's progress and arrangements for monitoring and review. It should be implemented as far as possible, in the everyday classroom setting. The SENCo should ensure close liaison with the child's teacher. Parents should always be kept informed and the child should be involved as far as possible.

At Stages 2 and 3 of the Code of Practice the SENCo and class teacher should consider potential benefits of:

- The Good Practice Guidelines.
- Encouraging inclusive activities to ensure integration of the pupil with SEN with others in his class.
- Differentiated teaching.
- Withdrawal for more intensive support.
- SEN resources available within school; support programmes, ICT, etc.
- Available staff skills that support pupils with SENs.
- Implementation of any provision/strategies as a result of external advice, support and training and



- General advice and support requested from relevant ELB support.

Review of the Stage 3 Education Plan

The review of the Stage 3 Education Plan should normally be conducted by the SENCo, in consultation with the class teacher and where possible, parents and child. Relevant external support service may also be present, particularly if the pupil's progress has not been satisfactory. The review should focus on the child's progress and whether this has been adequate.

If progress has been satisfactory the SENCo in consultation with the teacher will decide that the child should continue at Stage 3.

If the progress continues to be satisfactory the SENCo may decide that the child no longer needs external support at Stage 3 and may decide to move the child back to Stage 2 and appropriate action taken at that stage.

If the relevant and purposeful measures at Stage 3 have not resulted in adequate progress and following consultation with the SENCo, teacher, external support service and parents **and Educational Psychology**, the Principal may request a Statutory Assessment.

Stage 4

'In some cases schools will conclude that the pupil's needs remain so substantial that they cannot be effectively met within the resources normally available to the school.'

(Supplement to the Code of Practice - 4.64)

Following an application to the Education Authority from school's Principal or the parent, the Board will consider the need for transition to Stage 4. It should be noted that a request of this kind will not always result in Statutory Assessment nor will Statutory Assessment always lead to a Statement of SEN.

In reaching a suitable decision, the Board will consider:

- The degree of the child's difficulty.
- The evidence presented from all stakeholders
- Whether the child's needs can reasonably be met by the resources normally available to the school.



- The 5 Board Provisional Criteria for Statutory Assessment.

Following Statutory Assessment,

The Board will either:

- Make and maintain a Statement of Special Educational Needs.
- Monitor and review provision
- Provide a Note in Lieu of a Statement.

A Statement of Special Educational Needs sets out the child's educational and non-educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review.

A Note in Lieu of a Statement sets out the reasons for the Board's decision not to make a Statement of Special Educational Needs and includes supporting evidence from the Statutory Assessment.

Once the statement has been made final:

- Provision and /or support will be arranged to meet the pupil's needs.
- The SENCo ensures that a Stage 5 Education Plan is drawn up and implemented, monitored and reviewed.
- The Annual Review and Transition process will take place.

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 will;

- Gauge the child's progress towards meeting the objectives specified in the statement.
- Review the special provision made for the child, including placement.
- Consider the appropriateness of maintaining the Statement of SEN.



The SENCo will undertake the Review on behalf of the Board.

The review meeting takes place in school and is chaired by the SENCo and or Principal (or other person as delegated). Education Authority provide relevant forms for this process.

Exceptional Cases

In most cases transition through the five 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.

Record Keeping

The following are records that the SENCo must keep:

- SEN Register
- Records of Concern
- Education plans/Reviews
- Statements/Annual Reviews
- Assessment results/data
- Individual Pupil Files
- Liaison/meetings with Board/Health Services
- Record of staff training and development

Monitoring the Progress of Pupils with SENs

It is the responsibility of the SENCo to ensure that the progress of pupils on the SEN register is monitored. The following are suggestions for your consideration;

- Targets of IEPs monitored for quality, progression and appropriateness through meeting with teachers on a regular basis.
- Standardised scores from Assessments.
- Record that the pupil's class work and/or social skills are progressing and the targets being monitored by viewing evidence.
- Quality reviews of IEPs and other relevant and purposeful measures that focus on educational outcomes and inform future planning and



inform movement either up or down through the stages of the Code of Practice.

Professional Development

The Principal oversees the professional development of all staff in his/her school. The SENCo should keep a record of all training relating to SEN.

It is essential that all staff keep up-to-date with developments in the area of SEN.

Any staff attending INSET should disseminate the training with colleagues who did not attend courses.

Complaints

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

SEN Advice and Information Service

Education Authority have set up an SEN Advice and Information Service to support parents of children with Special Educational Needs. Details of this service can be found on EA-Belfast region website.

Dispute Avoidance and Resolution Service (DARS)

DARS was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or Education Authority for pupils with SEN. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS.

Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have



the authority to resolve a dispute. DARS is separate and independent from the EA's Special Education Section.

Involvement with DARS will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). Parents/Guardians may contact this service directly (see below). For DARS contact details see Appendix 2.

Nursery

As the school has a nursery unit, this policy applies also here. The teacher in charge of the nursery is the primary record keeper for all pupils in relation to SEN. The nursery will use all and any information from a pre-school setting in order to meet the needs of the pupil. As in the primary school, communication with the EA-SE will be maintained in order to access support for those who need it.

In Nursery we generally see some children with increased needs in speech and language and behaviour. In conjunction with SENCo these children will also be given access to support in order to encourage early intervention. The transfer of information from nursery to primary will include all necessary observations and assessments made by outside agencies working with the pupils.

Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the Education Authority with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal or SENDIST. This body considers parents' appeals against decisions of EA's and also deals with claims of disability discrimination in schools.

For contact Details see appendix.

Monitoring and Evaluating the Policy

Our policy will be reviewed regularly and in light of changes in legislation or practice following consultation with all staff members, parents and external agencies.



Mrs Clenaghan is the SENCo for the school at present. In her absence her duties will be covered by Mr O'Doherty who will oversee all paper work and reviews.

Policy Date 15 March 2017

Presented to Board of Governors on 15 March 2017

Review Date March 2018

DRAFT