



Glengormley High School

Under Review

Special Educational Needs Policy

June 2021

Under review
Mrs L Kerr

GLENGORMLEY HIGH SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

Glengormley High School Vision

Glengormley High School aims to provide a welcoming, safe and caring environment where everyone is respected, valued and encouraged to achieve their full potential. This vision is realised through the 'Glengormley Way' – where all pupils aim to Be Safe, Be Ready and Be Respectful, and where staff recognise the need for 'unconditional positive regard'. We set high standards of learning, celebrate success and strive to promote a partnership between school, parents and the community to prepare our young people for adult life.

Glengormley High School staff are committed to providing equal access for all our pupils to a broad and balanced curriculum including the Northern Ireland Curriculum. We recognise that some pupils during their school career may have special educational needs and/or a disability. In the interests of these children we will endeavour to make every reasonable arrangement to provide for their individual needs. We have a Learning Support Centre for a small number of pupils with a diagnosis of Autism and a Hearing Support Unit to support pupils with hearing loss. Both specialist provisions are led by specially trained staff and Teaching Assistants.

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*

This policy will be updated further following implementation of the new SEND Act 2016.

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: Learning and Teaching, Discipline, RSE, and Health and Safety.

The following areas encompass all aspects of SEN/Disability for pupils in Glengormley High:

1. Cognitive and Learning

- a) Dyslexia/Specific Learning Difficulty (DYL)
- b) Dyscalculia (DYC)
- c) Dyspraxia/Developmental Coordination Difficulties (DCD)
- d) Mild Learning Difficulties (MILD)
- e) Moderate Learning Difficulties (MLD)
- f) Unspecified learning difficulties (U)

2. Social, Emotional and Behavioural

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

3. Communication and Interaction

- a) Speech and Language Difficulties (SL)
- b) Autism (AUT)
- c) Asperger's Syndrome (ASP)

4. Sensory Difficulties

- a) Severe/profound hearing loss (SPHL)
- b) Mild/moderate hearing loss (MMHL)
- c) Partially sighted (PS)

5. Physical

- a) Cerebral Palsy (CP)
- b) Spina Bifida and/or Hydrocephalus (SBH)
- c) Significant Accidental Injury (SAI)
- e) Other (OPN)

6. Medical Conditions/Syndromes

- a) Epilepsy (EPIL)
- b) Asthma (ASTH)
- c) Diabetes (DIAB)
- d) Anaphylaxis (ANXS)
- e) Other medical conditions/syndromes (OMCS)
- f) Mental Health Issues (MHI)

7. Other

- a) Other (OTH)

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 thoroughly 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 Education Plan (IEP) is to be effectively implemented. To encourage parental involvement in all aspects of SEN provision. To consider the wishes of the child when planning and implementing SEN provision. When considering the wishes of the child, his/her age and powers of understanding must 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 SEN.
- 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.
- 9.** To encourage and/or maintain interest of pupils with SEN in their education.
- 10.** To encourage a range of teaching strategies that accommodate different learning styles and promote 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.
- 12.** To meet the needs of all pupils who have SEN/Disability by offering appropriate forms of educational provision and 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 departments and other outside agencies in order to improve the quality of support available for each pupil with SEN.

Arrangements for Co-ordinating SEN Provision

Roles and Responsibilities

SEN provision will be the overall responsibility of the Board of Governors and Principal of the school. The designated governor with responsibility for SEN provision is Mr. H. Smyth. 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 **Mrs. Lynn Kerr (SENCo/Learning Support Co-ordinator)**.

Mrs. Anne Penny is assigned as the Teacher of the Deaf & Hearing Support Unit co-ordinator.

Ms. Margareta Farndell has been appointed as the teacher of the Learning Support Centre (Autism Specific Class).

Board of Governors

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;
- to prepare and take forward a written accessibility plan; and
- to be accountable for the quality of provision of the LSC and the standards attained by its pupils.

Principal (Code of Practice 1998) *(Will be updated following new CoP)*

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 SLT are actively involved in the management of SEN within the school;
- provide a secure facility for the storage of records relating to Special Educational Needs;
- ensure that the SENCo is appropriately trained to support, lead and manage the individual needs of pupils;
- ensure that the SENCo is given the time, resources and support to develop the area of Educational Testing and EAA within the school;
- ensure staff in the LSC are appropriately trained to support and manage the individual needs of the pupils; and

- ensure the inclusion and integration of pupils in the LSC through the School Development Plan, policies, resources, teaching and equality.

SENCo

The SENCo is responsible for:

- the day to day operation of the school's Special Educational Needs policy;
- advising the Principal and Designated Governor on all matters relating to SEN;
- the safeguarding of all pupils with SEN;
- liaison with personnel from feeder primary schools in order to gain knowledge about transferring pupils and to disseminate this information to relevant staff in order to ease the transition process and support pupil need;
- responding to requests for advice from other teachers;
- co-ordinating provision for pupils with Special Educational Needs;
- maintaining the school's SEN register and overseeing all the records on pupils with Special Educational Needs;
- working closely with parents of children with special educational needs;
- overseeing the drafting, implementation and review of IEPs;
- attending In-service and professional development training appropriate to the role of SENCo;
- establishing the SEN in-service training requirements of the staff, and contributing as appropriate to their training;
- managing, training and deploying all assistants within school;
- working with external agencies;
- chairing the monthly meeting of the School Based Care Team and disseminating the information to the relevant personnel;
- supporting and liaising with the school's LSC;
- increasing the reliability of school-based testing, planning of interventions on the basis of the results and informing parents of outcomes;
- the Examination Access Arrangements process i.e. creating and maintaining a history of need for individual pupils by liaising with teaching staff, to test pupils appropriately using psychometric tests, to devise and implement intervention strategies, to apply for EAA and to amend/review as necessary; and
- carrying out the Annual/Transitional Review Process.

Hearing Support Unit & Learning Support Centre

The Teacher in Charge of the Hearing Support Unit is responsible for:

- ensuring the implementation of the Northern Ireland Programme of Study in all areas of the curriculum for pupils;
- carrying out a baseline assessment on each pupil;
- planning a continuum of integration appropriate and relevant for each pupil to meet their individual needs;
- developing and reviewing Individual Education Plans for pupils;
- ensuring the pastoral care and welfare of pupils;
- liaising with pupils, parents/carers and external agencies;

- carrying out the Annual/Transitional Review process;
- attending appropriate In-service and professional development training;
- coordinating the effective use of support staff;
- an awareness of current legislation and developments in relation to pupils;
- implementing the delivery of suitable programmes for all pupils which promote progression within an inclusive setting;
- monitoring and reviewing progress of LSC pupils;
- the Transition of pupils at P7 and Post 16; and
- managing audiological equipment.
- Applying for external funding & resources to support pupils.

Subject Teacher

The subject teacher should:

- be aware of current legislation;
- keep up to date with information on the SEN Register;
- gather information through observation and assessment, and help to maintain a history of need for pupils requiring EAAs;
- develop an inclusive classroom environment;
- work closely with other staff to plan for learning and teaching;
- contribute to, manage and review IEPs in consultation with the SENCO; and
- involve, and effectively use, Teaching Assistants as part of the learning team.

Head of Year

The Head of Year (HoY) will:

- be aware of current legislation;
- keep up to date with the SEN Register;
- liaise with other staff regarding pupils who are experiencing difficulty, and help to maintain a record of need for those pupils requiring an EAA;
- work closely with the SENCo/TiC LSC/HSU; and
- update records as appropriate.

Head of Department

The Head of Department (HOD) will:

- be aware of current legislation;
- keep up to date with the SEN Register;
- ensure new members of the department are familiar with the SEN Policy;
- ensure that practice and procedures within the department promote learning and teaching which is relevant and accessible to all pupils;
- support subject teachers to enable them to provide an appropriate and differentiated curriculum;
- ensure appropriate resources are available;
- discuss issues with subject teachers through departmental meetings and forward minutes to the SENCo when appropriate; and
- assist in creating and maintaining a history of need for those pupils requiring EAAs.

Teaching Assistants

Teaching Assistants will:

- work under the direction of the class teacher;
- be involved in planning;
- look for positives by talking to the child about his/her strengths;
- provide practical support;
- listen to the child/speak to staff on the child's behalf;
- explain boundaries and operate these consistently and fairly;
- keep records and attend meetings;
- share good practice;
- be actively involved in EAA procedures (as reader, scribe, prompter);
- under the direction of the SENCo & Literacy Co-ordinator, support the SEN Department's Reading Partner's programme by acting as a reading partner, by identifying pupil strengths and areas of challenge in terms of reading, and by setting and reviewing individual pupil targets. Support a range of pupils in various literacy support programmes; and
- under the direction of the SENCo & Numeracy Co-ordinator, support a range of pupils in various numeracy support programmes.

Pupil

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

(Supplement to the Code of Practice – Paragraph 1.19)

The pupil will be encouraged to:

- contribute to Individual Education Plans through setting targets;
- work towards achieving agreed targets; and
- contribute to the review of IEPs, Annual Reviews and the Transition process in Years 10–14 as applicable.

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 and preferably before the pupil starts in 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; and
- support and contribute to 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/LSCs at the request of the relevant region within the Education Authority.

When seeking to place a pupil with a Statement, the EA will take into account the wishes of the child's parents and the provision of efficient education for other children in the class or school and the efficient use of resources to determine the suitability of the placement.

This arrangement is in line with SENDO legislation.

Special Facilities, Resources and Accommodation

- special needs pupils in Year 8 and 9 are taught in a small support class. This class is taught in Room 9G and 19B for all of the non-practical subjects.
- pupils in both the Year 8 and the Year 9 and Year 10 Support Class are supported by at least one full time classroom assistant.
- a Behaviour Support Room for use by an individual pupil/small groups of pupils – 1B.
- external Literacy Support (LTSS) – Mrs. Ruth Jardine (5B).
- there is a break and lunch club for pupils with SEN in 9G every day.
- there is a homework club in 9G every Tuesday, Wednesday and Thursday.
- the Hearing Support Unit is based in 1C and 5C and staffed by a qualified teacher of the deaf (TiC) and 1 full time Teaching Assistant.
- the Learning Support Centre (ASC) is based in 19A & 20A and staffed by a full time specialist teacher and 2 full time teaching assistants. The maximum number of pupils enrolled in the LSC is capped at 8 by the Education Authority to ensure a favourable teacher to pupil ratio.
- 1B is used as a venue for some literacy/numeracy/behavior support sessions and as a 'safe' area for vulnerable pupils who need time out from timetabled lessons.

Annual Report

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 Need

The following may be used to identify pupils' needs:

- whole school assessment (e.g. CAT, PIE/PIM, Accelerated Reading)
- information from transferring school
- parental information
- teacher observation
- tracking tests/school examinations

- standardised tests
- diagnostic Assessments
- professional Reports
- Statements of Special Educational Need
- Care Plans
- Personal Education Plans for Looked After Children
- Educational Psychology Reviews
- Annual Reviews.

The Management of SEN (will be updated following introduction of new CoP)

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.

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 SEN and should inform the SENCo 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;
- complete a record of concern form and consult with SENCo on support strategies.
- 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; and
- monitor and review progress and report back to SENCo.

The SENCO should:

- ensure that parents are consulted and together agree 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 by using standardised Educational/Psychometric tests if appropriate;
- advise and guide the parent and class teacher in their effort to support the child;
- advise and support the class teacher; and
- report to parents on the outcome of Educational testing.

Stage 1 Review

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 and identifying the child's learning difficulty. This includes planning, monitoring and reviewing the special educational provision by working with the child's teacher, Head of Year and/or Head of Subject. The class teacher remains responsible for working with the child in the classroom.
- The SENCo, working with the class teacher, ensures that an Individual 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 specialist 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 Individual Education Plan is drawn up. Together they should consider a range of teaching approaches and appropriate support materials, including the use of ICT. The Individual 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, within the everyday classroom setting. The SENCo should ensure close liaison with the child's teachers. 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 the potential benefits of:

- the Good Practice Guidelines;
- the SEN Resource File;
- encouraging inclusive activities to ensure integration of the pupil;
- differentiated teaching;
- withdrawal for more intensive support;
- the SEN resources available within school - support programmes, ICT, etc.;
- available staff skills which support pupils with SEN; and

- the implementation of any provision/strategies as a result of external advice, support and training provided by the relevant EA region/other services.

Review of the Stage 3 Education Plan

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

- If intervention remains appropriate the child will remain at Stage 3 for a further period of time.
- If the progress has been satisfactory and intervention is no longer required, the SENCo, following consultation, may agree that the child no longer needs external support at Stage 3 and may decide to move the child back to Stage 2 and action appropriate to that stage will be taken.
- If the relevant and purposeful measures at Stage 3 have not resulted in adequate progress, following consultation with the SENCo, teacher, external support services and parents, 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 the school's principal or the parent, each SEN EA's Region 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 EA will consider:

- the degree of the child's difficulty;
- the nature of the provision required;
- whether the child's needs can reasonably be met by the resources normally available to the school; and
- use the Provisional Criteria for Statutory Assessment.

Following Statutory Assessment

The appropriate EA Region will either:

make and maintain a Statement of Special Educational Needs and arrange, monitor and review provision,

or

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 EA's decision not to make a Statement of Special Educational Needs and includes supporting evidence from the Statutory Assessment.

Stage 5

Once the statement has been made final:

- provision and/or support will be arranged to meet the child's needs;
- the SENCo ensures that a Stage 5 Individual Education Plan is drawn up, implemented, monitored and reviewed; and
- the Annual Review and Transition processes 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; and
- consider the appropriateness of maintaining the Statement of SEN.

Relevant school staff will undertake the Review on behalf of the Board. The Review will take place in school, chaired by the Principal (or other person as delegated – usually the SENCo). Relevant forms and EA guidance for this process is available from Special Education.

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 some of the records which the SENCo keeps:

- SEN Register
- Records of Concern
- Individual Education plans/Reviews
- Statements/Annual Reviews/Transition Plans
- Assessment results/data
- Individual Pupil Files
- Record of liaison/meetings with EA/Health Services
- Minutes of meetings with parents
- Staff Support, Advice and Training Records

Learning and Teaching

All children have the right to a broad and balanced curriculum, taking into account the entitlement framework. This involves all staff in utilising a range of teaching strategies and classroom management styles designed to take account of the differing abilities, interests and experiences of pupils. In order to facilitate this:

- work set should be stimulating and differentiated so that pupils experience success yet challenging enough to promote progression in learning;
- work set should allow pupils to progress at their own rate, yet encourage them to take responsibility for their own learning;
- staff should give positive feedback and the achievements of pupils with SEN must be celebrated;
- staff should be sensitive to pupils' literacy and numeracy difficulties and how this impacts on communication. This needs to be taken into consideration when giving instructions;
- lessons should be structured in a series of simple clearly defined steps; and
- the classroom environment should be inclusive, stimulating and attractive, featuring as much pupil work as possible.
- Staff should actively seek to continually develop their skills and knowledge in the identification and teaching of pupils with additional learning needs.

Access Arrangements for Examinations

- Special Arrangements for Examinations are designed to provide access for pupils with specified learning difficulties.
- Pupils will be only considered in accordance with the national regulations agreed by the Joint Council for Qualifications (JCQ) www.jcq.org.uk.
- Such arrangements should be the normal way of working for the individual pupil and evidence to support this practice must be available.
- The final decision regarding this remains with the Principal.
- Once it has been agreed that a pupil qualifies for special arrangements it is the responsibility of the SENCo to apply for the EAA and to provide the Examinations Officer with the relevant supporting documentary evidence. It is then the responsibility of the Examinations Officer to ensure that the EAAs are implemented.

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 consideration:

- IEPs monitored for quality, progression and appropriateness through meeting with the pupil, parent and teacher on a regular basis;
- evidence that the pupil is making progress through tracking results and other standardised assessments; and
- quality reviews of whole school and special educational provision, and other relevant and purposeful measures that focus on educational outcomes. This will inform future planning and inform movement either up or down through the Code of Practice Stages.

Professional Development

The Principal oversees the professional development of all staff in his/her school and consults with the SENCo regarding matters relating to SEN.

It is essential that all staff keep up-to-date with developments in the whole area of SEN in order to provide effectively for pupils. Any staff attending INSET should disseminate the training with colleagues.

Partnerships

Glengormley High School has developed partnerships with each of the following;

EA (North Eastern Region) Stage 3 Support Services:

Educational Psychology (Dr Hassan Regan)

Educational Audiology Service (Teresa Degnan)

Autism Advisory & Intervention Service (Helen Martin)

ASD Service (Cathy Castles)

Newtownabbey Guidance Centre Behaviour Outreach Support (Ruth Donnelly – Senior Teacher)

Extended Behaviour Support Service (Pat Chapa)

Youth Service (Laura Whittley)

Education Welfare Service (Jonathan Kennedy)

Literacy Support Service (Ruth Jardine)

Other Support Services (for example):

Child & Adolescent Mental Health Services (CAMHS)

Familyworks NI Counselling Service (ICSS)

Action for Children

Start 360

Cedar Foundation

Acquired Brain Injuries Foundation

Meningitis Trust

NDCS

Action for Hearing

Auditory Implant Centre

Complaints

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

SEN Advice and Information Service

The EA (North Eastern Region) has set up an SEN Advice and Information Service to provide support in relation to children with Special Educational Needs. Details of this service can be found on the EA's 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 the EA for pupils who are on the Code of Practice, in relation to special

educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS. Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from 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.

Special Educational Needs and Disability Tribunal (SENDIST)

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

Signature Principal

Signature Chair, Board of Governors

Date

Under Review