



# **SEN and Inclusion Policy**

**Policy Date: September 2023**

**Review: 10.11.23**

**Signed:** *L. Simps*

**(Chairperson of the Board of Governors)**

# **SPECIAL EDUCATIONAL NEEDS POLICY**

## **Section 1. General Information**

### **Introduction**

#### **Rational/Mission Statement**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs through an inclusive approach throughout the school. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation within a broad, balanced and relevant curriculum. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Our ultimate aim is to allow each child to experience success as we achieve and celebrate together.

### **Aims and Objectives**

In Phoenix Integrated Primary School we are guided by the following principles. We aim to:

1. Ensure implementation of SEND and encourage inclusive practices and procedures across all areas of school life.
2. Promote a sense of community and belonging for all children where they feel valued and positive about the role that they can play.
3. Identify barriers to learning as early in the school journey as possible using a variety of measures and in consultation with appropriate personnel.
4. Develop the full potential of each child; socially, emotionally, physically and intellectually.
5. Take reasonable steps to ensure that child's inclusion is compatible with efficient education of other children.
6. Ensure that no child with a disability/ SEN is treated less favourably or disadvantaged in any way in comparison to those who have no disability/SEN.
7. Provide a classroom environment which is caring and supportive and conducive to learning.
8. Provide a range of SEN provision to match the range of SEN/disability in our school, including working with outside agencies where necessary.
9. Strive for close co-operation between all services and agencies concerned to achieve an effective multi-disciplinary approach to meeting SEN.
10. Ensure that parents/carers are able to play their part in supporting their child's education and that they are recognised as key players in their child's learning journey.
11. Ensure that our children have a voice in this process and are active partners in their learning.
12. Promote collaboration amongst teachers in the implementation of the SEN policy.

13. Ensure effective monitoring and evaluating.
14. Develop knowledge, skills and understanding which ensure progress, promote success and develop self-confidence.
15. Develop and make use of all resources in support of pupils with SEN/disability.

## **Definitions**

### **Definition of SEN**

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

A child has a *learning difficulty* if:

- (a) they have a significantly greater difficulty in learning than **the majority of** children of the same age;
- (b) they have a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools; or
- (c) they have not attained the lower limit of compulsory school age and is or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory school age.

### **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

### **Definition of Special Educational Provision**

Special educational provision (SpEP) is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in ordinary schools.

### **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*).

**The Disability Discrimination Code of Practice for Schools (ECNI, 2006), states:**

**“...all pupils have a right to the same opportunities in the whole of their educational life.”**

**The following areas encompass all aspects of SEN/Disability:**

**1. Cognition and Learning (CL) – language, literacy, mathematics, numeracy**

- a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy
- b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy
- c) Moderate Learning Difficulties (MLD)
- d) Severe Learning Difficulties (SLD)
- e) Profound and Multiple Learning Difficulties (PMLD)

**2. Social, Behavioural, Emotional and Well-being (SBEW)**

- a) Social and Behavioural Difficulties (SBD)
- b) Emotional and Well-being Difficulties (EWD)
- b) Severe Challenging Behaviour associated with SLD or PMLD (SCB)

**3. Speech, Language and Communication Needs (SLCN)**

- a) Developmental Language Disorder (DLD)
- b) Language Disorder associated with a differentiating/ biomedical condition (LD)
- c) Communication and Social Interaction Difficulties (CSID)

**4. Sensory (SE)**

- a) Blind (BD)
- b) Partially Sighted (PS)
- c) Severe/Profound Hearing Impairment (SPHI)
- d) Mild or Moderate Hearing Impairment (MMHI)
- e) Multi-sensory Impairment (MSI)

**5. Physical Need (PN)**

- a) Physical (P)

## **Children with a medical condition**

Children who have an identified medical condition will be recorded on the school's medical register. Those who do not require special educational provision will be recorded on the Medical register only and will not be placed on the SEN register.

A pupil with a medical diagnosis or disability may or may not have a SEN but what is key is "does the pupil have a requirement for special educational provision to access the curriculum."

A pupil can be recorded on both the SEN register and medical register if they have both a medical need and require special educational provision to be made for them.

The Medical Register is the responsibility of Mrs Mary Quinn.

The following is the list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population taken from [Department of Education Northern Ireland \(2019\) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI](#).

- Epilepsy
- Asthma
- Diabetes
- Anaphylaxis
- Autism Spectrum Disorder (ASD)
- Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- Dyspraxia/ Development Co-ordination Disorder (DCD)
- Developmental Language Disorder (Medical) (DLD)
- Global Developmental Delay
- Down Syndrome
- Complex Healthcare Needs
- Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
- Depression
- Eating Disorder
- Psychosis
- Other Medical Disorder
- Cerebral Palsy
- Spina Bifida – with Hydrocephalus

- Spina Bifida – without Hydrocephalus
- Muscular Dystrophy
- Acquired Brain Injury
- Visual Impairment
- Hearing Impairment
- Physical Disability
- Other Medical Condition/ Syndrome

## **Management of SEN within the Policy**

### **Roles and responsibilities:**

#### **Board of Governors**

- The Board of Governors, should in co-operation with the Principal, determine the school's general policy and approach to SEN. They should;
  - take account of the provisions in the DE Code of Practice on identifying and assessing special educational needs;
  - use their best efforts to provide for pupils identified with SEN and that parents are notified of their child's special needs;
  - maintain and operate a policy on SEN;
  - ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to teach them;
  - check that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching; and
  - allocate funding for special educational needs and disability

#### **Principal**

- The Principal has responsibility for the day-to-day management for all of the school's work, including its SEN/disability provision. In line with the Code of Practice, 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 senior leadership team (SLT) are actively involved in the management of SEN within the school;
  - SLT members should ensure consistency of practice and contribute to the realization of the school development plan; and
  - provide a secure facility for the storage of records relating to special educational needs.

## **SENCo (soon to be Learning Support Co-ordinator-LSC)**

In Phoenix Integrated Primary School the SENCO (Special Educational Needs Co-ordinator) leads Management of Special Needs and Inclusion. They;

- Promote an inclusive culture within the school.
- Has responsibility for the day-to day operation of the school's SEN policy.
- Co-ordinates SEN and Inclusion provision alongside the Principal.
- Updates the SEN Operational Action Plan annually and presents set targets to the Board of Governors
- Maintains the SEN and Inclusion register, with records on pupils with special educational needs/disability;
- Supports teachers in the identification of children who may benefit from being on the SEN register.
- In conjunction with other coordinators and teachers, analyses standardised scores to identify children who are underachieving or low achievers.
- Assists teachers in devising Personal Learning Plans (PLP's) ensuring the creation of SMART targets and progression throughout a year's cycle of PLPs.
- Liaises or supports class teachers in liaising with parents of children with special educational needs/disability;
- Responds to requests for advice from other teachers;
- Liaises with external agencies, including referrals to educational psychology.
- Prepares for and chairs the annual review meetings for children with statements.
- Establishes the SEN in-service requirements of the staff, and contributes as appropriate to their training.

## **Teachers**

All Teaching Staff, including SEN support staff, at Phoenix IPS have been involved in the development of the school's SEN Policy and are highly focused on meeting the special educational needs of the children in their class.

All Teaching Staff in our school:

- Are responsible for meeting the needs of all children in their class.
- Present materials appropriate to pupil's age, maturity, learning need/disability.
- Identify barriers to learning and seek ways to adapt the teaching and learning strategies to meet each child's individual needs.
- Develop inclusive classrooms.
- Ensure that appropriate SMART targets are set, PLPs are developed and that reviews are carried out regularly.
- Monitor progress and discuss successes or difficulties with the SENCo and SEN support staff.
- Work alongside the SENCo to complete relevant referral forms when necessary
- Liaise with SENCo, SEN support staff, appropriate Co-ordinators (Literacy, Numeracy and Assessment) and outside agencies when involved.
- Liaise with parents and pupil regarding progress to inform PLP reviews.

## **SEN Support Staff/ Additional Adult Assistants**

In Phoenix IPS generic classroom assistants are in place to support the class teachers in meeting the needs of all the children in the class and to maintain the learning environment. In all classes, the classroom assistants work in partnership with the class teacher and are fully involved in children's provision, monitoring and reviews, under the direction of the teacher. At times this may involve working with children who have special educational needs, whilst at other times it may involve working with other children in the class to facilitate the class teacher working with the children with additional learning needs.

In our school, classroom assistants are also involved in supporting children with SEBD, Autism, Asperger's, ADHD, Speech and Language, Sensory and medical needs to access the curriculum and the learning environment. Moreover, SEN support staff are in place to support children who have a Statement of Special Educational Needs.

Reading Partnership trained classroom assistant's work with individual children to endeavour to raise the reading standard.

## **Domestic Care Assistants**

In Phoenix IPS the domestic care assistant works to support a child with a Statement of Special Educational Need for solely physical difficulties. The role of the domestic care assistant is to support the child in accessing the physical elements of the curriculum and the physical environment of the school. More details of this role are provided in the Intimate Care Policy.

## **Pupils**

In our school the pupils are involved or aware of target setting depending on their age and ability. Pupils in Year 7 contribute to the IEP/Annual review process, if appropriate. They are involved in the learning, take responsibility for their learning and can evaluate their successes. The children are very aware of the importance of celebrating their successes with their peers, adults in school and their parents or carers at home.

## **Parents**

In Phoenix IPS we recognise the unique contribution that parents can make as experts on their child. Teachers, pastoral staff, SENCO's, and other school staff all have a significant role in developing positive and constructive relationships with parents and pupils. We encourage this participation and value its contribution.

At the beginning of the process of identification of a child's Special Educational Need concerns are discussed with the child's parents. The parent is then informed of the procedures in place and initial targets are shared. Permission is sought by the school at various stages of the Code of Practice including initial entry onto the register, participation in withdrawal sessions, referrals to outside agencies and for removal from the SEN register.

At all stages of the Code of Practice parents are informed and encouraged to be fully involved in supporting their child's learning working in partnership with the school. They are also encouraged to celebrate successes and achievements with their child.

### **SEN Support arrangements**

In our school the SEN Staff work with the class teachers and the SENCo to determine the children who require additional learning support. This support takes the form of withdrawal support, either on a one-to-one or small group basis. The support is based on developing key Literacy and Numeracy targets.

SEN staff also supports class teachers in development of PLP targets and provides evidence and assessment for PLP reviews.

### **Admissions**

The admission arrangements with respect to the majority of pupils with special educational needs are consistent with the school's general arrangements for all other pupils.

Children with Statements of special educational needs are placed in schools at the request of the Education and Library Board.

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

When seeking to place a pupil with a Statement, the Board will take into account the wishes of the child's parents, 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 is in line with SENDO legislation.

### **Special facilities/resources**

In our school our additional facilities include a Learning support area. We have full wheelchair access throughout the school and two disabled toilets, one of which includes a changing bench. We aim to further develop a sensory room within new, permanent school building.

### **Reference to other relevant policies**

The following policies are also relevant and in line with SENDO legislation;

- Admissions;
- Positive Behaviour;
- Health and safety;
- Pastoral Care;
- Child Protection;
- curriculum policy.

## **Complaints Procedures relating to SEN procedures**

If a parent has a concern about provision, in the first instance they are encouraged to work in partnership with the school to try to resolve the issue. The channels available within school are firstly the class teacher, followed by the SENCo and then to the Principal.

If parents have any queries in relation to special educational needs of a child with a Statement or who is currently being assessed for a statement of special educational needs, they can contact your local [EA Office](#). Contact details should be on the EA documentation issued to them alongside their child's Statement.

Where no resolution can be reached parents are advised of the EA Advice and Information Service (see brochure and/or website) and of the Dispute, Avoidance and Reconciliation Service (DARS – see leaflet). 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). This body considers parents' appeals against decisions of the Education Authority and also deals with claims of disability discrimination in schools.

A record of all concerns is kept by the SENCo and the Principal.

## **Annual Report**

The SENCO reports annually to the Board of Governors on all aspects of SEN provision in school. The report contains information on the number of pupils on our SEN register, pupils that received provision from EA Pupil Support Services and those that accessed school-delivered special educational provision.

## **Section 2. Identification, provision, monitoring and evaluation of SEN procedures**

### **Identification**

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

*(Code of Practice 1998 paragraph 2.14)*

All staff in Phoenix Integrated Primary School are responsible for early identification of children with SEN. The following may be used to identify pupils’ needs:

- Their own observations, experience and professional judgement.
- Ongoing testing which includes checklists, weekly class tests, in addition to annual standardised testing.
- Information gleaned from previous schools, previous teachers, parents and external agencies.
- **Personal Learning Plans.**
- care plans.
- Personal Education Plans for children who are looked after.
- Statements of special educational need.
- Annual reviews.
- Professional reports.

Test results and pupil profiles are analysed by the class teacher, the SENCo and other staff members where appropriate (Assessment Co-ordinator) to identify children whose performance may be inconsistent or low. If a difficulty is identified the following procedures are put into place:

1. Further diagnostic tests may be carried out.
2. The child may be placed onto the SEN register after thorough analysis, consultation with parents and other involved parties (Classroom Assistant, Principal, child). This decision will be made after a half term, term or after the following standardised testing session.

The SENCo meets with class teachers on a regular basis to discuss those pupils with identified or potential SEN. Children are moved between stages and on/off the register as appropriate, usually at the end of an PLP cycle.

The school adheres to the three-stage approach as outlined in the Code of Practice.

### **The Management and Provision of Special Educational Needs**

#### **The Three Stages of Special Education Provision**

In Phoenix IPS, we adhere to the three stages of the Code of Practice. These stages focus on the level of intensity of the special educational provision required for a child to make adequate progress commensurate with their abilities and improve their outcomes.

Responsibility for pupils with SEN at each stage lies with the school, given the day-to-

day role of the school in a pupil's teaching and learning, with increasing EA involvement when required. A summary of the three stages of special education provision is set out below:

**Stage 1 includes:**

- School delivered special educational provision;
- A PLP is required;
- The majority of special educational needs will be met at this stage;
- The responsibility lies with the school;
- Operates in mainstream schools and classes; and
- Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN.

The PLP should contain the core information/evidence of the school action to inform a request, if considered necessary, for access to EA SEN services at Stage 2. The child will only move to Stage 2 once any external special educational provision is being implemented.

**Stage 2 includes:**

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust;
- A PLP is required;
- A smaller number of children will need this provision;
- The responsibility lies with the school plus external provision from EA;
- Operates in mainstream schools and classes;
- Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN.

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

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

**Stage 3 includes:**

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

- Reasonable adjustments, the school delivered special educational provision are implemented plus EA provision as set out in the Statement.

At Stage 3, the child has a Statement and is receiving special educational provision (as set out in the Statement).

The pupil's PLP should be revised, to reflect the content of the statement (as it relates to the PLP including the SEN category/or categories); setting intended outcomes based on the objectives of the special educational provision and the nature and extent of the EA's provision including any relevant service and treatment the HSC Trust are to provide; and any additional school provision or modifications to the curriculum, as itemized in the Statement; the pupil's PLP will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the annual review of the Statement.

### **School provision and external support**

The school implements the recommendations of the Statement of SEN regularly monitoring and reviewing provision through Annual reviews.

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's.
- Relevant school staff will undertake the Review on behalf of the Board.
- The Review will take place in school, chaired by the SENCo
- Relevant forms and EA guidance should be referred to for this process

### **Exceptional Cases**

In most cases transition through the three-staged assessment process occurs in sequence. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to higher stage of need is necessary immediately.

### **Record keeping**

Phoenix Integrated Primary School is currently developing a comprehensive system for monitoring SEN provision through the Board of Governors, Principal, SENCo and class teacher.

The record keeping system has been updated and new staff are supported with implementing the current system.

### **Board of Governors**

The Board of Governors has overall responsibility for monitoring SEN and the implementation of The SEND Act NI 2016 and they will, in the coming months, appoint a representative to monitor this area within the school.

## **Principal**

The Principal reports regularly to the Board of Governors on issues pertaining to SEN and Inclusion.

The Principal has responsibility for monitoring the application and success of this policy and the effectiveness of current provision through:

- Meeting regularly with the SENCo.
- Talking to pupils, classroom assistants and teachers about the SEN and Inclusion provision within the school.
- Ensuring all staff have adequate training and are aware of the implications of SENDO.
- Providing time within staff meetings and exceptional closures for the dissemination of courses, for updating training and for reflection on current practices and planning for improvement.

## **SENCo and Class Teacher**

The SENCo has responsibility for the day-to-day management of the SEN register and the associated statements, reports, PLP's and samples of work. The SENCO keeps the following records in school;

- SEN Register;
- Statements/Annual Reviews/transition plans;
- assessment results/data;
- record of liaison/meetings with staff from the Education Authority's SEN Support Services/Health and Social Care Trust
- minutes of meetings with parents; and
- support, advice, and training provided to staff.

## **Monitoring Progress of Pupils with SEN**

### **SENCO**

It is the responsibility of the SENCO to ensure that the progress of pupils on the SEN register is monitored. The SENCO will endeavor to achieve this by ensuring;

- personal learning plans are monitored and reviewed for quality, progression, and appropriateness through meeting with teachers on a regular basis;
- evidence is collated to demonstrate whether the pupil is making progress; and
- information gathered is used in future planning for intervention and to inform movement either up or down through the stages of the Code of Practice.

### **Class Teacher**

The class teacher is responsible for monitoring the progress of all children in their class including children on the SEN register. The class teacher liaises closely with the SENCo and SEN Support staff to ensure appropriate provision. Differentiated provision is

provided at all stages of the Code of Practice. For children at Stage 3 with a purely physical disability, the PLP is based on their inclusion within all areas of the curriculum and may contain targets pertaining to their care needs.

PLP's are drawn up on a termly basis and targets are based on the results of observations, assessments and checklist outcomes and where appropriate guidance is taken from statements and Educational Psychology reports. Reports from other outside agencies are also used if available alongside the Good Practice Guidelines. An agreed format for PLP's is used and copies are stored both in a hard and electronic copies.

Pupils (when appropriate) and parents are consulted in the formulation of an PLP and the responsibilities of parents and other significant bodies are made clear (SEN support staff). Parents give written consent in the form of a signature. The outcomes of the reviews are shared with the parents and the pupils (when appropriate).

The class teacher monitors the child's progress using regular checklists, formative assessments, class test and the pupil profile. The class teacher works with the SENCo and Principal to monitor the involvement of classroom assistants to ensure optimum support for children with SEN/disability.

### **SEN support staff**

The SEN support staff are key players in focusing in on the targets set in the child's PLP and monitoring and evaluating the progress made in relation to these targets. This information is vital in informing the PLP reviews and the SEN support staff's contribution and samples of work provide detailed evidence for these reviews.

The SEN support staff can also determine other gaps in the child's knowledge and understanding which informs IEP targets.

The SEN support staff provides valuable information regarding the effectiveness of withdrawal sessions and gives recommendations about the continuation or cessation of withdrawal sessions.

### **Classroom Assistants**

Classroom Assistants support the Class Teacher in the gathering of evidence throughout the time frame of an IEP and at the time of IEP Reviews.

### **Evaluation of the School Procedures for SEN**

At Phoenix Integrated Primary School we are committed to continual monitoring and evaluation to ensure the effectiveness of our practice. Considering this we are continually assessing the effectiveness of SEN provision within school and are currently focusing on the following aspects:

- Monitoring our pupils with SEN to ensure that the gap in attainment between them and their peers is remaining steady or reducing.
- Evaluating the ways in which the quality of learning has improved the outcomes for our pupils with SEN.
- Evaluating the effectiveness of the SENCo's yearly operational action plan to ensure all necessary actions are included
- Monitoring SEN pupils' attendance to ensure it is within the average grade, when possible

- SENCo and SEN support staff meet to evaluate the effectiveness of withdrawal programmes or in-class support. These meetings are on an informal basis throughout the year.
- The provision for Statemented children is reviewed annually and the provision is amended as required. Provision for children of a transfer age is reviewed in the first term and application is made to the EA based on the outcome of this review.
- The impact of training, advice and support from external agencies is informally reviewed in the third term with recommendations made for the following school year.
- The inclusion of children with SEN in all areas of school life is evaluated informally on an ongoing basis throughout the school year.
- The Board of Governors are informed about the progress of the implementation of this policy and the SEN provision throughout the school.

## **SECTION 3. Professional Development and Partnerships**

### **Professional Development**

At Phoenix Integrated Primary School we are committed to the Professional Development of all staff. In light of this the Principal oversees the professional development of all staff in consultation with the SENCo, ensuring that necessary training is obtained. Opportunities are given for staff to disseminate and share knowledge with other staff. A record of all SEN related training is kept by the Principal and a training log kept by each individual staff member.

### **Partnerships**

#### **Internal partnerships**

In Phoenix Integrated Primary School we are privileged to have grown from a small school community to a single intake primary school. As a result, the culture and ethos that has developed is a very supportive environment which encourages collaborative thinking and shared learning. In terms of our SEN provision this means that frequent meetings and discussions occur between the Principal, SENCo, SEN support staff, class teachers and classroom assistants about the most effective ways to meet the needs of our children with additional learning needs.

#### **External partnerships**

Over the years we have developed working partnerships with our school Educational Psychologist, the Educational Psychologist Assistant, School Nurse, Peripatetic Teachers and other EA support services including Autism Advisory and Intervention Service, the Behavioural Support Team and the Special Educational Needs Inclusion Service (SENIS). Our school has also become involved with the Regional Integrated Support for Education (RISE) service. They offer various forms of school-based intervention that support a wide range of Special Needs.

The support that these services have and continue to provide have been invaluable in supporting pupils with additional needs and their parents.

#### **Partnership with parents**

At Phoenix Integrated Primary School we acknowledge the valuable and vital contribution that parents can make in their child's learning journey. Over the years we have developed positive relationships with our parents and continue to welcome their contributions. Parents are welcome to make an appointment to meet with the SENCo or the Principal.

Parents are involved at all stages of the Code of Practice and their contributions to PLP creation and review are warmly welcomed and highly valued. We understand that through a greater level of sharing of knowledge that more effective learning can take place.

### **Pupil participation**

At Phoenix Integrated Primary School we believe that for effective learning to take place that the child needs to be part of the learning process. As educators we are responsible for the teaching, but the child is responsible for the learning and our children are taught this principle from a young age.

With relation to our SEN provision, we promote good relationships between the child and all of the adults involved in their learning. We allow and encourage the children to be involved in the decision-making process and in setting personal targets, when appropriate. It is vitally important to us that children view themselves as being successful and that their successes are celebrated.

### **Links with other educational establishments and transfer arrangements**

Phoenix Integrated Primary School has developed links with nursery and post primary schools. As a young school these links are still developing and we are learning more with each year that passes and with each new situation that we face. We are committed to developing these links with the wider school community. Relevant information about pupils with SEN and copies of appropriate records are made available to ensure continuity and where possible the SENCo or class teacher will communicate with the SENCo or class teacher at the receiving school.

### **Monitoring and evaluating the SEN Policy**

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

**This policy will be reviewed in light of changes in legislation or practice. This will happen in consultation with all staff members.**

