ST MARY’S PRIMARY

SCHOOL



Special Educational Needs Policy

(Draft Policy)

September 2022

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1. **Definitions**

For all involved in a child’s education it is important that there is a clear understanding of the terms “special educational needs”, “learning difficulty” and “special educational provision” as defined in Article 3 of the 1996 Order.

Special Educational Needs

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made.

Learning Difficulty

A child has a learning difficulty if:

1. the child has significantly greater difficulty in learning than **the majority of** children the same age.
2. 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 school; or
3. they have not attained the lower limit of compulsory school age and is or would be if special educational provision were likely to fall within a) or b) when of a compulsory school age.

Special Educational Provision

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

Disability

A disability is when someone has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. (The disability Discrimination Act (1995, Paragraph 2.3)

Inclusion

“all pupils have a right to the same opportunities in the whole of their educational life” The Disability Discrimination Code of Practice for schools (ECNI 2006)

 In St. Mary’s we have an inclusive ethos and actively seek to promote the inclusion of all children.

In operating this Special Education Needs policy document we will adhere to the statutory legislation and Catholic ethos and will fulfil our statutory duty under Article 4(2) of the Education (N.I) Order 1996 by having regard to the Code of Practice for Additional Educational Provision and the Additional Educational Needs Disability Order.

For the purposes of this policy Special Educational Needs refers to:

A child who has significantly greater difficulty in learning than the majority of his peer group. This can be:

1. A pupil, who after following a structured programme, is working more or less at his/her ability but requires some support to maintain this level.
2. A pupil who is progressing slower than expected due to a registered medical condition or poor

 attendance pattern.

1. A pupil who is underachieving in comparison to his/her ability, therefore requiring additional

 support.

1. A pupil who has emotional and/or behavioural difficulties which are impacting on his/her

 learning.

1. A pupil who has a disability which either prevents or hinders him/her from making use of the

 educational facilities available to children of a similar age.

1. A pupil with high average to exceptional ability who may need special provision. Such gifted

 children need an improvement in the quality of work rather than in the quantity.

**SEN and Medical Categories.**

The following is a list of the five overarching SEN categories and sub-categories taken from DENI 2019 Recording SEN and Medical Categories.

1. **Cognition and learning (CL) language, literacy, mathematics, numeracy.**
2. Dyslexia (DYL) or Specific Learning Difficulty (SPLD)- language/literacy
3. Dyscalculia (DYC) or Specific Learning Difficulty (SPLD)- mathematics/numeracy
4. Moderate learning Difficulties (MLD)
5. Severe Learning Difficulties (SLD)
6. Profound and Multiple Learning Difficulties( PMLD)
7. **Social, Behavioural, Emotional and well-being (SBEW)**
8. Social and Behavioural Difficulties (SBD)
9. Emotional and Well-being Difficulties (EWD)
10. Severe Challenging Behaviour associated with SLD or PMLD (SCB)
11. **Speech, Language and Communication Needs (SLCN)**
12. Development Language Disorder (DLD)
13. Language Disorder associated with a differentiating/biomedical condition (LD)
14. Communication and social Interaction Difficulties (CSID)
15. **Sensory**
16. Blind (BD)
17. Partially Sighted (PS)
18. Severe/Profound Hearing Impairment (SPHI)
19. Mild or Moderate Hearing Impairment (MSI)
20. **Physical Need (PN)**
21. **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 the medical register if he/she has a medical need and requires special educational provision to be made for them. 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 DENI 2019 Recording SEN and Medical Categories.

* Epilepsy
* Asthma
* Diabetes
* Anaphylaxis
* Autism Spectrum Disorder (ASD)
* Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD
* Dyspraxia/ developmental 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.
1. **Aims of the Special Educational Needs Policy in St Mary’s Primary School**
* To identify all children with SEN/disability as early as possible using a variety of measures in consultation with appropriate personnel.
* To ensure full entitlement and access for pupils with SEN/disability to high quality education within a broad, balanced, relevant and differentiated curriculum.
1. To continually promote a positive self-image among all children and to provide opportunities so that the children feel valued, happy and secure in their educational endeavours.
2. To provide appropriate support for those pupils by working with colleagues, parents and outside agencies in line with the general aims of the school.
3. To intervene as early as possible once identification has taken place, so as to ensure there is adequate and appropriate support for all pupils and that it provides a framework for S E N pupils to succeed.
4. To ensure whole school involvement in the provision for special needs pupils. All members of the school community, Governors, Principal, Staff, parents and outside agencies will work in partnership to ensure continual appropriate provision for pupils with Special Educational needs.
5. To encourage parental partnerships in all aspects of SEN provision.
6. To consider the views of the child when planning and implementing SEN provision taking into account their age and capacity.
7. To ensure as far as possible that each child leaves St Mary’s Primary School with the core skills of literacy, numeracy and social independence that are required for post primary school.
8. To offer a broad and balanced 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.
9. To ensure that our assessment, testing and support is sensitive and does not place excessive demands on the child.
10. To ensure that in the assessment of pupil’s due regard is paid to professional judgement of the teacher as well as the class performance and family history of the pupil.
11. To develop professional and supportive relationships with all staff and the various external

 agencies so as to continually improve the quality of our special needs support.

1. To continually target areas for development within special needs so as to ensure all pupils have

 a curriculum which meets their individual needs and aids their progress.

1. **Organisation and Operation**

Although meeting the needs of pupils with SEN is a whole school issue the overall responsibility for managing SEN provision resides with the Board of Governors and the principal of the school. However, to facilitate the day-to-day running of the provision the board of governors has delegated responsibility to co-ordinate the provision for pupils with special educational needs to Miss Gordon (SENCo). Miss Gordon will be allocated 1 day per week classroom release to support her in this role. (2022/23)

# **Nature of Support and Time Allocation of Support**

The overall responsibility for identifying and making provision for a pupil with Special Educational needs rests with the classroom teacher, who will continually differentiate to cater for all pupils appropriately. In providing learning support for our pupils, we provide withdrawal of small peer groups with Mrs O Hanlon and Miss Clerkin 2/3 afternoons a week. At present due to the needs of the children requiring support and the desire to target the learning needs of pupils as effectively as possible small peer group settings is currently the most appropriate method to use. An Engage teacher is also employed to deliver intervention support programmes for Literacy and Numeracy for children from P3-P7 two days a week. Mrs O Hanlon (Relaxed Kids Instructor) will be released one day a week to deliver a “Relaxed Kids” programme throughout the school to support children’s emotional well-being and provide strategies to help children to emotionally regulate. A Play therapist has been employed through the Healthy Happy Minds funding stream to support selected children’s SEBD needs through 1:1 therapist sessions and small group therapist sessions.

**4a. 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 1988, paragraph 2.14)

In St. Mary’s school, the following may be used to identify pupil’s needs.

1. Information from transferring school.
2. Teacher observations
3. Standardised tests
4. Diagnostic assessments
5. Whole school assessments (CAT/PTE/PTM)
6. Key Stage Assessments. (currently paused)
7. Class tests
8. PLP’s
9. Care plans
10. Personal education plans for looked after children.
11. Statement of Special Educational Needs.
12. Annual Reviews
13. Professional Reports
14. Parent Contributions
15. Pupil Contributions.

The placement of a child as requiring Stage 1 - Stage 3 provision is decided by the needs of the child and by the judgement of the class teacher and S.E.N.C.O, taking account of all reports by relevant personnel. The following criteria are applied when looking at a child’s requirements when using standardised scores.

If there is a difference of 10 points or more below the cat mean standardised scores, then a child **may**, with the class teacher’s advice, be placed on the register at Stage 1 where, the child’s progress will be monitored by the S.E.N.C.O, the class teacher and parents. The decision to place a child on the register will be a holistic decision based on assessment, evaluation of class performance, family history and professional discussion. The withdrawal SEN support is in addition to the normal, in class differentiated support, for those pupils who require it. This provision will be provided within the available resources of the school.

# **Provision**

The level of SEN provision will be dependent on the needs of the child. Withdrawal support provision will be available 2-3 afternoons per week 2-2.40pm. Children on the SEN register will access small group withdrawal support to address their additional learning needs with Mrs O’ Hanlon and Miss Clerkin. The school Engage Teacher will also work two days a week to provide withdrawal one to one intervention support programmes in Literacy and Numeracy.

Additional provision may also include some of the following:

* Peripatetic support, SPLD, Hearing and Visual Impairment support, MLD support.
* Autism Advisory and Intervention Service (AIIS)
* Sensory Service
* Special Educational Needs and Inclusion Service (SENIS)
* Language and Communication service.
* Occupational therapy/physiotherapy.
* Appropriate physical modifications and /or resources.

Other Services to support provision.

Behaviour Support and Provision.

Rise NI

Barnardo’s

Child and Adolescent Mental Health Services (CAMHS)

Child Development Clinic (CDC)

Independent Counselling service for schools (ICSS)

The appropriateness of the provision will be decided upon by the SENCO, class teacher and on occasions with external agencies. Decisions will be communicated by SENCO to assessment co-ordinators.

The provision agreed will be identified within PLP’s for stage 1 – 3 pupils (the implementation of which is the responsibility of the SENCO, class teacher and classroom assistant).

# **Review**

An evaluation of pupil’s progress through their PLP will be undertaken on a regular basis. PLP will have their progress formally reviewed three times a year. Following evaluation of plans, new plans will be created in consultation with parents, classroom assistants and pupils. Evaluated plans will be forwarded to the SENCO. Children at stage 3 will also have an annual review of their statement to ensure that the needs of the statement are still being met and consider the appropriateness of the placement. The review is carried out by the school on behalf of EA.

**4b. Code of Practice Procedures and Record Keeping**

From entry to the school a pupil profile will be maintained on each child. This profile will hold samples of work, test scores and school reports. In addition, the SENCO will maintain files for each child registered on the Code of Practice which will have details of the child’s learning, provision made by outside agencies and S.E.N. reports regarding the child. The child’s name will also be entered/removed as necessary on the Special Education Needs school register. Parents will be informed if their child(ren) is placed on or removed from the register.

**5a Parental Involvement**

At St. Mary’s we acknowledge that successful partnerships between parents, pupils and school play a key role in promoting a culture of co-operation, openness and transparency and have a crucial impact on the effectiveness of special educational provision. Seeking the views of the child or young person also plays a key role in helping us understand individual needs.

Teachers, pastoral staff, LSCs, 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.

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 between stages. 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, essential information may need to be made available by a parent upon a child’s entry to the school.

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 targets on IEPs.

**Complaints Procedure**

All complaints regarding SEN in your school will be dealt with in line with school’s existing complaints procedures.

If you 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, you can contact your local [EA Office](https://www.eani.org.uk/parents/special-educational-needs-sen/sen-contact-details). Please contact your SEN Link Officer in the first instance. Contact details should be on the EA documentation issued to you alongside your child’s statement.

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

The [Dispute Avoidance and Resolution Service (DARS)](https://www.eani.org.uk/help-available/dispute-avoidance-and-resolution-service-dars) provides an independent, confidential forum to resolve or reduce the disagreement, in relation to special educational provision, between parents and school/Boards of Governors or the EA for pupils who are on the Code of Practice where previous attempts to do so have been unsuccessful.

Parents can contact the service which is provided by [Global Mediation](https://www.globalmediation.co.uk/service/dars/).

Involvement with DARS will not affect the right to appeal to the Special Education Needs and Disability Tribunal (SENDIST)

**Special Educational Needs and Disability Tribunal (SENDIST)**

The [Special Educational Needs and Disability Tribunal (SENDIST)](https://www.justice-ni.gov.uk/articles/special-educational-needs-and-disability-tribunal-0) considers parents’ right to appeal against the decisions made by the Education Authority about their child’s special educational needs whenever an agreement cannot be reached.

This service also addresses claims of disability discrimination in school.

At St Mary’s Primary school, we attempt to ensure that complaints do not arise by continually striving to ensure that communication lines between home and school are clear and well maintained and that all parental views are listened to and responded to appropriately. However, if complaints do arise they are dealt with as outlined in the school’s complaints policy.

Copies of the school complaints procedure are available from the school office or on the school website [www.stmarysmaguiresbridge.com](http://www.stmarysmaguiresbridge.com)

**Pupils Views**

In St. Mary’s as far as is reasonably practicable, we seek and have regard to the child’s views about their strengths, learning difficulties and education, taking into account their age and maturity. We seek to listen to their views about how they learn effectively and then focus on the strategies that work for them.

Key decisions for a particular pupil include:

* Contributing to their own assessment, provision and progress.
* Contributing to the review of IEP’s, Annual Reviews and the Transition process and
* Involving and supporting the pupils to participate in making decisions about matters affecting them.

**5b. Access**

At St Mary’s Primary School, we will continue to target areas for development so as to ensure all pupils in our school will have access to a ‘balanced and broadly based curriculum’ which meets the needs of the pupils and aids their progress.

With regard to children with Special Educational needs and physical disabilities, all children will have access to an education at St Mary’s Primary School and the school will cater for all children while:

1. The placement is appropriate
2. The budget and staffing level within the school can effectively manage the individual child’s needs and provide the best education for that child
3. That the physical environment of the school is the most suitable for the child’s needs during his/her primary education.

**6. Staff Development**

The Principal in consultation with the SENCO oversees the professional development of all staff in his school. It is essential that all staff are kept up to date with SEN developments to provide effective teaching and support for pupils. In order for all children at St Mary’s Primary School to receive a broad and balanced curriculum suitable for the child’s ability level the staff must be trained and regularly informed of the current issues and philosophies in Special Education. Special needs issues will be given priority in the school and the staff will take part in inset meetings and training for Special Educational needs provided by the SENCO and outside agencies. Inset training will be given according to the needs identified in the School Development Plan. Information that is received by the SENCO through outside agencies and/or by training courses will be communicated to the whole staff on a regular basis.

**7. Links with other agencies**

Paragraph 2:30 of the Code of Practice states that “effective action on behalf of children with Special Educational needs will often depend upon close co-operation between education and health and social services, who have statutory duties to help each other”.

Our aim at St Mary’s is to give all our pupils access to a broad and balanced curriculum. For pupils with Special Educational needs, that require specialist help there are extensive links with external agencies to ensure that the pupils get the most appropriate form of help.

The school maintains links with the following Educational based agencies:

* Educational Psychologist - currently Mrs Rachel Giles
* Visual Impaired /Hearing Impaired teacher
* Reading Centre Staff
* Language unit/outreach service
* Special needs department
* Behaviour Advisory team
* M.L.D. outreach service
* Travellers Support/Liaison teacher

(others listed in point 4a of the policy)

Most of the educational based specialist help is accessed through referral by the educational psychologist. The educational psychologist will visit the school to assess stage 1 children during the year. The number of assessments are provided on a time allocation basis by the Educational Psychology Service. Most of the educationally based outreach support is facilitated by weekly sessions in/out of school over three school terms, although some can be in an advisory capacity.

The health and social services agents with whom St Mary’s is extensively involved are:

* Community medical officer e.g. Dr Mairead Duffy
* General Practitioners from all health centres
* Social Services - social worker/key workers
* Educational Welfare officers-
* Paediatric Consultants - Hospitals
* Paediatric Specialists - Royal Victoria
* CALMS team
* Occupational Therapy/Physiotherapy
* Speech and language therapists, Health Centres

Liaison with the outside agencies is on a continual basis through the whole school year.

**8. Links with other schools**

St Mary’s maintains links with S.E.N.C.O.’s in other schools so as to continually share and upgrade knowledge of special needs issues and expertise. During the primary seven transfer year, a special needs report is created and this is sent to the secondary or grammar schools that the pupils enter. It details the Code of Practice stage, provision for each child, standardised scores and the nature of difficulties experienced by the child. This report ensures continuity of provision for the child when they enter secondary level education.

**9. Evaluation**

The criteria used to measure the success of withdrawal provision for pupils with special needs will be twofold:

1. Quantitative progress will be measured using the diagnostic and progress tests and observation by class and learning support teachers.
2. The qualitative progress will be measure the child’s progress physically, socially, emotionally and any increase in self-esteem through questionnaires and teacher’s observation.

The effectiveness of the S.E.N. school policy will be measured through the following procedures:

1. Assessment of implementation
2. Identification of effectiveness of teaching, learning and assessment via 9(a) + (b)
3. New agenda and issues will be addressed to upgrade the policy and implemented as soon as possible.
4. Annual review involving the whole teaching team.

**10. 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.

APPENDICES

## St Mary’s Primary School

**The Management of Special Educational Needs**

**The Three Stages of Special Education Provision**

In St. Mary’s School, 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 (currently IEP);
* 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 (currently IEP) 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 (currently IEP). 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 (and by exception in special school or Learning Support Centre (LS Centre) for the purpose of assessment; and
* 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 (currently IEP) 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 (currently IEP);
* 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 Center’s 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 (IEP) should be revised, to reflect the content of the statement (as it relates to the PLP (IEP) 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 itemised in the statement; the pupil's PLP (IEP) 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.

**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 a higher stage of need is necessary immediately.

### ROLES AND RESPONSIBILITIES

**Roles and Responsibilities**

**Board of Governors**

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.

Chapter 12 of the document ‘*Every School a Good School’* (DENI, 2010) relates specifically to the role of the governor in supporting pupils with special educational needs. Based on this information, The *SEN Resource File* (DENI, 2011) outlines that 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 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; and
* prepare and take forward a written accessibility plan.

**Principal**

According to the 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 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)

In all mainstream schools, a designated teacher who usually assumes the title of the special educational needs co-ordinator (SENCo) 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;
* coordinating provision for pupils with special educational needs;
* maintain the school’s SEN register and oversee all the records on pupils with special educational needs;
* working in partnership 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; and
* liaising with external agencies.

**Class Teacher**

The class teacher 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; and
* involve classroom assistants as part of the learning team.

**SEN Support Staff/ Additional Adult Assistants**

Support Staff/ Additional Adult Assistants should:

* 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; and
* share good practice.

**Review**

This policy will be reviewed annually. Responsibility for review rests with the SENCO in conjunction with the principal and staff.

Signed: …………………………………………………………………………….. (Chairperson of St Mary’s PS Board of Governors)

Date ……………………………………………………………………………..

Signed: ………………………………………………………………………….. (Principal of St Mary’s PS)

Date …………………………………………………………………………..

Policy Review Date: April 2024