



Special Needs Support

MOAT PRIMARY SCHOOL

The school's motto is 'Caring, Learning Achieving'. We believe that all children in the Moat Primary School should have the opportunity to experience success in learning. We recognise that some children have a significantly greater difficulty in learning than the majority of their peers. In the interests of these children, we will endeavour to make every reasonable arrangement to provide for their individual needs.

Special Educational Provision

The school must follow the Code of Practice (1998). *'It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.'* (Code of Practice 1998 paragraph 2.14)

Your child has been placed on the school Special Needs Register. What does this mean for me, the parent, and my child?

Working with You

'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)

As parents, you are a crucial partner in your child's learning programme. You will be kept updated on your child's progress and the next stage in the process. You will be invited to meet with the class teacher on a regular basis to discuss progress. You can support your child by playing a positive role in helping him/her achieve targets set in his/her Action Plan or IEP.

Stages in the Code of Practice

We follow the five stage approach as set out in The Code of Practice (1998). This approach recognises that there is a continuum of needs 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

Either you, the child's parent or the teacher (Or both) may have a concern that your child is not learning as easily as expected. At this stage the class teacher will complete **A Record of Concern Form** noting any observations or findings from assessments already made. The class teacher will provide or arrange special help within the normal curriculum framework to meet your child's needs. You will have discussed this with your child's teacher today. Your child's class teacher will have completed an Action Plan, noting the concerns and outlining some possible action at this stage. You will have received a copy of the Action Plan. Your child's name and concern will be recorded on the school's Special Needs Register.

The child's teacher will review progress with you at a specified time and it will then be decided if your child remains at Stage 1; is removed from the register; or moved to Stage 2.

Stage 2

If your child is placed at Stage 2 on the schools' Register of Special Needs, the school will proceed with more intensive action. Your child may, for example, have a considerable gap between attainment and perceived ability, or between his/her attainment and that of the class. Your child may be exhibiting behavioural or sensory issues which you both wish to address together.

You child's teacher will draw up **an Individual Education Plan (IEP)** and discuss targets with you and your child. Your child's teacher or the SENCO (Special Needs Co-ordinator), Mrs Humphreys, with your permission may administer further assessments to help diagnose difficulties and hence address these.

The IEP will allow both you and the class teacher to work together to achieve targets outlined in the IEP. The school may utilise support from other staff in the school. The IEP will be reviewed termly (or at least twice per year) as long as your child remains on the Special Needs Register.

At the review stage it will be decided if your child remains at Stage 2 and another IEP is implemented, or if your child has made exceptionally good progress and special educational provision is no longer necessary then your child will move back to Stage 1 and be monitored for some time. The SENCO may advise moving to Stage 3 in order that an educational psychologist's assessment be made or support sought from another external agency.

Stage 3

The SENCO/Principal will register the pupil's needs and agree that more intensive action and specialist support is required from external agencies. The SENCO will review available information and contact the Education Board's Psychology Service. A Stage 3 Educational Psychology Referral Form will be completed and shared with you. Your child may then access the external support required e.g. Specific Learning Support; Speech and Language Support; Behaviour Support; ASD support.

You child may be referred directly to other external services e.g. WEST, Occupational Therapy, Behaviour and Support Services, Play Therapy or Speech and Language Therapy. A referral form will be completed if such a service is to be accessed. An assessment may be carried out and external support services utilized. As at Stage 2, a Stage 3 Individual Education Plan (IEP) will be drawn up with you and your child and reviewed after a period of time. School based provision continues as appropriate with additional external expertise at Stage 3.

After intervention, if the progress is satisfactory then the SENCO may decide that your child no longer needs external support at Stage 3 and may decide to move your child back to Stage 2 and appropriate action will be taken at that stage. If the measures at Stage 3 have not resulted in adequate progress the principal, usually in consultation with the Educational Psychologist, 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)

This stage is for pupils awaiting statutory assessment of special needs. Following an application to the Board from the school, the Board will consider the need for a statutory assessment of special educational needs. 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. The Board will consider the degree of the child's difficulty, the nature of the provision required and whether the child's needs can reasonably be met by the resources normally available to the school. If the Board decides to make a statutory assessment then this will include a multi-disciplinary assessment (medical, psychology services etc). The whole process may take six months.

Stage 5

If the Board makes a Statement of Special Educational Needs, your child will be at Stage 5. The statement will set out your child's educational and non-educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review. Support and/or provision will be arranged to meet your child's needs. A Stage 5 IEP is drawn up, implemented, monitored and reviewed. An Annual Review process will take place at which we will discuss your child's progress towards meeting the objectives specified in the statement and review the special provision made.

Exceptional Circumstances

In most cases, transition through the five staged assessment process occurs in sequence. However, in exceptional circumstances, some children 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.

Moat Special Educational Needs Team

The school is fortunate to have four teachers with Advanced Diplomas in Special Educational Needs- Mrs Patterson, Mrs Neely, Mrs Black and Mrs Gould. The SENCO, Mrs Humphreys, has completed the Administration of Testing with the British Psychological Society and is currently working on a Masters Module on Literacy Difficulties. Miss Breen is currently completing a module of a Masters' Degree in Special Needs Literacy Difficulties at QUB. ALL teaching staff have completed over 20 hours of Special Needs Literacy Difficulties Training from QUB in 2013-14. Mrs Patterson is a Reading Recovery trained teacher. Mrs Humphreys has undertaken all professional development made available for SENCOs over the past 7 years.

The classroom assistants provide much support to pupils with special needs and receive ongoing training. All classroom assistants have had Reading Partnership Training. Mrs Irwin and Mrs Darling have completed Eklan Speech and Language Training (2014). Other teachers and Classroom assistants have completed further training in Autism and Dyslexia. A range of approaches and support networks in the school include:

- Group or individual support within or outside the classroom.
- Access to iPad learning activities, PC programmes e.g. Word Shark
- Reading Partnership programme; Maths Catch Up Programme; Word Building; Spelling Programme

IEP: Individual Education Plan

SENCO: Special Needs Co-ordinator - Mrs Humphreys

SEN: Special Educational Needs

Code of Practice: Special needs legislation schools must follow

Special Needs Register: The school is required to keep a register of all pupils supported and the stages at which they are supported.