

SENCO – Roisin Mulholland

Link Governor – Maria O'Donnell



Caring, Learning, Believing, Achieving

Special Educational Needs Policy

**St Colmcille's High School
Crossgar**

Date ratified by Board of Governors:

Date of Review:

Special Educational Needs Policy

Our vision statement

At St Colmcille's, we promote excellence through providing a caring, supportive environment. We develop each pupil to their full potential so that together, we achieve personal excellence.

Our school motto is:

Caring, Learning, Achieving, Believing

Rationale

St Colmcille's 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.

Policy Aims

1. To ensure full entitlement and access for pupils with SEN/disability to high quality education
2. To ensure that all pupils with SEN/disability feel valued.
3. 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.
4. To encourage parental involvement in all aspects of SEN provision. The support of parents and pupils is crucial if an Individual Education Plan (IEP) is to be effectively implemented.
5. To create a caring and supportive environment in which pupils can contribute to the planned provision. Ensuring a flexible model of support, co-designed with pupils and parents that best meets their individual learning needs.
6. To strive for close co-operation between all services and agencies concerned to achieve an effective multi-disciplinary approach to meeting SENs.

7. To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.
8. To encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.
9. To work closely with all EA departments and other outside agencies to improve the quality of support available for each pupil with SENs.

Definitions

Learning Difficulty

A 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 (Code of Practice, 1998, paragraph: 1.4).

Disability

A disability is when someone 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).

Special education provision

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).

SEN Provisions of Special Educational Needs and Disability Order (2005)

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).

Key Principles of Inclusion

Inclusion, according to the report 'Removing Barriers to Achievement', is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school (DfES, 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: Child Protection, Health and Safety, Intimate Care and First Aid and administering of medication Policy. These Policies are available to parents and any parent wishing to have a copy should contact the school office or visit the school website at www.stcolmcillescrossgar.org.uk

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)

Pupils should be under this category if they have a medical diagnosis that requires provision in addition to reasonable adjustments.

***Under Assessment (U)**

It is not anticipated that this will be commonly used.

A pupil with SEN who is recorded in any one of the five overarching SEN categories and who has been assessed by the Educational Psychology Service at the current Stage Three of the Code of Practice (1998) can be recorded as 'Under Assessment' (U) if no other descriptor applies, and:

either

1. They have been referred for a medical diagnosis and are on the waiting list.

or

2. They are too young for an educational psychologist to make a clear category determination and they plan to follow up.

or

3. They have been placed in a specialist provision by Statutory Operations as an emergency placement and are undergoing statutory assessment.

From January 2019 a new separate medical diagnosis register will be used. Keeping an accurate and up to date medical diagnosis register is the responsibility of the SENCO with support from the pastoral staff.

The following is a list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population:

- 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

Source: Department of Education Northern Ireland (2019) *Recording SEN and Medical Categories – Guidance for Schools*, Bangor: DENI

Links to our First Aid and administering Medication Policy available at www.stcolmcillescrossgar.org.uk

Arrangements for Co-ordinating SEN Provision

Roles and Responsibilities

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 principal of the school. However, in order 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 Roisin Mulholland (SENCO). The SENCO is supported by a SEN team; Janine Magee (Assistant SENCO & SEN teacher Yr 9), Sarah-Louise Criag (Specialist Support teacher), Kirsten Conlon (SEN Teacher Yr 11), Lisa Jennings (SEN teacher Yr 10), Sally Thompson (SEN teacher Yr 8).

The following section highlights the key roles and responsibilities of all those involved in SEN provision:

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. A committee of its members may be established to monitor the school's work for children 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

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;
- co-ordinating provision for pupils with special educational needs;

- maintain the school's SEN register and oversee all the records on pupils with special educational needs;
- 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.

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;
- 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.

Special Needs Teacher/Learning Support Teacher

The Special Needs teacher will work under the direction of the SENCo. He/she should:

- be aware of current legislation;
- be familiar with the administrative process within the school;
- be involved in testing and recording data for the SEN Register;
- work closely with all members of staff to identify pupils' needs;
- implement the delivery of suitable programmes for all identified pupils with SEN/Disability which promote progression within an inclusive setting;
- contribute to IEPs which inform learning and teaching;
- monitor and review progress;
- be involved in the Annual Review process; and
- attend professional development training.

Head of Year

The Head of Year (HOY) should:

- be aware of current legislation;
- keep up to date with the SEN Register;
- liaise with other staff regarding pupils who are experiencing difficulty;
- work closely with the SENCO/A SENCO/SEN Teachers, and
- update records as appropriate.

Head of Department

The Head of Department (HOD) should:

- be aware of current legislation;
- keep up to date with the SEN Register;
- ensure new members of 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; and
- discuss issues with subject teachers through departmental meetings and forward minutes to SENCO when appropriate;

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.

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, 2005 paragraph 1.19). Key decisions for a particular pupil might include:

- contributing to the assessment;
- contributing to individual education plans through setting targets;
- working towards achieving agreed targets; and
- contributing to the review of IEPs, Annual Reviews and the Transition process in Year 7.

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, 1998 paragraph 2.21)

It is essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, important information may need to be made available by a parent upon a child’s entry to the school.

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

- meet with staff to discuss their child’s needs;
- attend review meetings;
- inform staff of changes in circumstances; and
- support targets on IEPs

Admissions

The admission arrangements with respect to the majority of pupils with SEN must be consistent with the school's general arrangements for all other pupils.

Children with Statements of SEN are placed in schools at the request of the Education Authority (EA). When seeking to place a pupil with a Statement, the 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

- Social Communication Specialist Provision (The Burrow)
- Learning support teachers in Year 8, 9, 10 & 11
- Base Room (Room 2)
- Small group lunchrooms (room 2, 3, 12)

Annual Report

The board of governors are supplied with a report each year on SEN provision in St Colmcille's. Information for this report is collated by the SENCo and the Principal.

Identification and Assessment of Special Educational Needs

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

(Code of Practice 1998 paragraph 2.14)

Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness.

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

In St Colmcille's High School, the following may be used to identify pupils' needs:

- information from transferring school;
- SEN data capture form
- teacher observation;
- Pupil support plans
- standardised tests;
- diagnostic assessments;
- whole school assessment (eg: CATS/MIDYS/YELLIS/PTE/PTM);
- key stage assessments;
- class tests/school examinations;
- individual education plans;
- care plans;
- statements of special educational need;
- annual reviews;
- professional reports;
- parental contributions;
- pupil contributions;

(This list is not exhaustive)

The Management of Special Educational Needs

In St Colmcille's High School, we follow the five stage approach as set out in The Code of Practice (1998).

This approach recognises that there is a continuum of SEN and that the requirements of the majority of pupils with SEN are managed at either Stage One, Two or Three which means that their needs are met by the school with the help of outside agencies and/or specialists as required.

The following information outlines the main features of each stage of the Code of Practice as well as the responsibilities of the key stakeholders involved:

Stage One

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

- collect and record information about the child and make an initial assessment of SEN;
- provide or arrange special help within the normal curriculum framework, such as increased differentiation of class work, alternative teaching and learning strategies to help meet the child's needs;
- record the nature and aims of such provision together with the targets; and
- monitor and review progress and report back to the 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; and
- advise and support the class teacher.

Stage One Review

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

Stage Two

Stage Two begins with a decision either at the Stage One 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 working with the child's teacher. The class teacher remains responsible for working with the child in the classroom;
- working with the class teacher to ensure that an individual education plan is drawn up for the pupil; and
- seeking and taking into account, as far as possible, the child's own views and the parents' views.

Stage Two Review

Normally the Stage Two review should be conducted by the SENCo, in consultation with the class teacher and, where possible the child and their parents. Following a discussion to determine if the child's progress has been adequate, the SENCo in partnership working with aforementioned individuals may decide that since the child's progress has been:

- satisfactory, they should continue at Stage Two for a further period of time in order to consolidate gains;
- constantly satisfactory, they no longer need special educational provision at Stage Two and may decide to move the child to Stage One. The child's name should be kept on the SEN register until there is no longer any significant concern about progress; or
- inadequate despite relevant and purposeful measures at Stages One and Two and therefore the child should move forward to Stage Three with a referral perhaps being made to specialist support services/agencies outside the school.

Stage Three

Stage Three begins with a decision either at Stage Two 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 Three 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 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 teacher. Parents should always be kept informed and the child should be involved as far as possible.

At Stages Two and Three of the Code of Practice the SENCo and class teacher should consider potential benefits of:

- the Good Practice Guidelines;
- SEN Resource File;
- inclusive activities to ensure integration of the pupil;
- differentiated teaching;
- withdrawal for more intensive support;
- resources for SEN available within school; support programmes, ICT, etc;
- available staff skills which support pupils with SEN; and
- implementation of any provision/strategies as a result of external advice, support and training provided by relevant ELB/other services.

Review of the Stage Three Individual Education Plan

The review of the Stage Three 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:

- discussing the child's progress and whether this has been adequate;
- deciding if intervention remains appropriate the child will remain at Stage Three for a further period of time;

- identifying 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 Three and may decide to move the child back to Stage Two and action appropriate to that stage will be taken; and
- considering that if the relevant and purposeful measures at Stage Three have not resulted in adequate progress, a statutory assessment may be requested.

Stage Four

‘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, paragraph 4.64)

Following an application to the EA from school’s principal or the parent, the EA will consider the need for transition to Stage Four. 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 special educational needs.

In reaching a suitable decision, the EA will consider the:

- degree of the child’s difficulty;
- nature of the provision required;
- ability of a child’s needs to be reasonably met by the resources normally available to the school; and
- regionally agreed Provisional Criteria for Statutory Assessment.

Following Statutory Assessment the EA will:

either

- make and maintain a statement of special educational needs and arrange, monitor and review provision.

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.

or

- provide a Note in Lieu of a Statement.

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 Five

Once the statement has been made final the following steps will apply:

- provision and /or support will be arranged by the EA to meet the child's needs;
- the SENCo ensures that a Stage Five 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 procedure is designed to:

- 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 special educational needs.

The annual review is carried out by the school on behalf of the EA.

The Review will take place in school and is chaired by the principal (or other person as delegated by the principal).

Relevant forms and the EA's guidance for this process are available by contacting the Statutory Operations department of the school's local EA office or they can be downloaded from the following link:

<https://www.eani.org.uk/publications/annual-review-notes-of-guidance>

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 regularly 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 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.

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:

- the classroom environment should be inclusive, stimulating and attractive, featuring as much pupil work as possible on display;
- lessons should be structured in a series of simple clearly defined steps;
- work tasks and activities should be stimulating and differentiated so that pupils experience success yet challenging enough to promote progression in learning;
- pupils should be set work to allow them to progress at their own rate.
- encouragement should be given to pupils to take responsibility for their own learning;
- sensitivity should be shown by staff to pupils' literacy and numeracy difficulties and how these impact on communication. This needs to be taken into consideration when giving instructions. and
- positive feedback should be provided by staff and the achievements of pupils with SEN celebrated.

Access Arrangements for Examinations

Special Access Arrangements for Examinations are designed to provide access for pupils with specified learning difficulties. The following points should be taken into account when determining access arrangements for examinations:

- 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;
- the final decision regarding this remains with the principal; and
- once it has been agreed that a pupil qualifies for special arrangements it is the responsibility of the examinations officer to ensure these are implemented.

Monitoring the Progress of Pupils with Special Educational Needs

The SENCo ensures that the progress of pupils on the SEN register is monitored. This may be achieved by considering that:

- individual education plans are monitored and reviewed for quality, progression and appropriateness through meeting with teachers on a regular basis;
- evidence is collated to demonstrate whether or not 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.

Professional Development

The principal in consultation with the SENCo oversees the professional development of all staff in St Colmcille's High School. Staff are kept up-to-date with developments in the whole area of SEN in order to provide effective teaching and support for pupils.

The SENCo keeps a record of all training attended by or delivered to staff in relation to SEN. Following attendance at relevant internal or external education and training programmes, staff members should be encouraged to disseminate the information provided in order to build the capacity of their colleagues.

Partnership working

You may wish to include:

In St Colmcille's High School we have developed partnership working with each of the following services:

Education Authority Stage Three Support Services (for example)

- Audiology
- Autism Advisory and Intervention Service (AAIS)
- Post Primary Behaviour Support Service
- Ardmore House Outreach Support
- Educational Psychology Service

Other Support Services (for example)

- Barnardos
- Child and Adolescent Mental Health Services (CAMHS)
- Family Support Hub (Ballynahinch)

- REACH
- YMCA – Targeted Life Support
- Independent Counselling Service for Schools (ICSS)

Other Educational Settings

St Colmcille's is linked to the Ballynahinch Area Learning Community. Occasionally under the entitlement framework, classes may be offered in one of our partnership school. In the case of a pupil studying in a partner school, all relevant information pertaining to SEN is communicated effectively. This is per the partnership's service level agreement.

Complaints

All complaints regarding SEN in St Colmcille's will be dealt with in line with our school's complaints policy.

SEN Advice and Information Service

The EA has set up a SEN Advice and Information Service to provide support in relation to children with Special Educational Needs. Details of this service can be found on EA's website:

<https://www.eani.org.uk/parents/special-educational-needs-sen/contact-details-for-special-education-in-the-local-education>

Dispute Avoidance and Resolution Service (DARS)

The Dispute Avoidance and Resolution Service (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 the Statutory Operations section in relation to Special Education.

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

The main office for DARS is based in Armagh. Parents/Guardians may contact this service directly either by telephone: (028) 3751 2383 or email: DARS@eani.org.uk

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.

Monitoring and Evaluating the SEN Policy

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

Signature of Principal:.....S Hanna

Signature of Chairperson of Board of Governors:T Murphy.....

Review Date: _ 01 _ / _ 10 _ / _ 2024 _ _

