

ENNISKILLEN MODEL PRIMARY SCHOOL

Special Educational Needs Policy (with reference to our Newcomer Policy/Practice)

This school has a well embedded mission statement, school aims and core values in place. These policies, although dealt with/delivered separately, are derived to complement our mission statement, school aims and core values. Other policy documents retained by this school also make reference to catering for children with additional need.

This policy will be updated in line with additional guidance/regulations following The Special Educational Needs and Disability Act (NI) 2016. The first briefing, facilitated by the Education Authority, in relation to the implications of the SEND Act was attended by the SENCOs and Principal in April 2018 (guidance retained). Reviews of policy/practice will take place as and when necessary in line with dictated timescales.

[See Appendix 1](#)

Rationale/Vision:

Enniskillen Model Primary School staff are committed to providing equal access for all our pupils to a broad and balanced curriculum including the Northern Ireland Curriculum. We recognise that some pupils during their school career may have special educational needs and/or a disability and/or additional language needs. In the interests of these children we endeavour to make every reasonable arrangement to provide for their individual needs.

Definitions:

Learning Difficulty - *“Learning difficulty” means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. ‘Special education provision’ means educational provision which is different from, or additional to, the provision made generally for children of comparable age.” Code of Practice 1998 (paragraph:1.4)*

Disability - *“Someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities.” Disability Discrimination Act (1995)*

SEN Provisions of SENDO - *'The new law will strengthen the right to an ordinary school place for children with a Statement, unless it is against the wishes of parents or it is incompatible with the efficient education of others.'* *'Children who have Special Educational needs but do not have a statement, must, except in specific circumstances, be educated in an ordinary school.'* Article 3(1) SENDO 2005

Newcomer - *Refers to a child who has enrolled at the school but does not have satisfactory language skills to participate fully in the school curriculum and does not have a language in common with the teacher.*

Key Principles of Inclusion:

'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school'. Removing Barriers to Achievement (2004)

In order to make sure that we meet our pupils' needs and include them in all aspects of school life, this policy links closely with all our other policies in supporting pupils.

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

1. **Cognitive and Learning**
2. **Social, Emotional and Behavioural**
4. **Sensory Difficulties**
5. **Physical**
6. **Medical Conditions/Syndromes**
7. **Newcomer**
8. **Other**

[See Appendix 2](#)

Policy Aims:

1. *To identify pupils with need as early and thoroughly as possible using a variety of means and in consultation with appropriate personnel to ensure that each child reaches his/her potential in all areas of the curriculum.*
2. *To promote a shared responsibility involving the class teacher, SENCos and parents to support each child's development.*

3. *To provide support depending on the child's needs e.g. Literacy, Numeracy, Language, Speech and Language, Behaviour, Medical, Social and Emotional, Motor etc.*
4. To ensure full entitlement and access to high quality education within a broad, balanced, relevant and differentiated curriculum.
5. To ensure that all pupils feel valued.
6. To offer curricular, pastoral and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence
7. 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.
8. To encourage the support of parents and pupils to ensure that Education Plans (EPs)/Common European Framework plans (CEFRs) are effectively implemented.
9. To encourage parental involvement in all aspects of SEN/CEFR provision.
10. To consider the wishes of the child when planning and implementing provision.
11. To strive for close co-operation between all services and external agencies concerned in order to achieve an effective multi-disciplinary approach
12. To educate pupils, wherever possible, alongside their peers within the mainstream school after giving consideration to their parents' wishes and the necessity to meet individual needs.
13. To develop an assessment/recording system so that each pupil's performance can be monitored and reviewed appropriately.
14. To encourage and/or maintain interest of pupils in their education.
15. To encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.
16. Ensure that staff receive relevant information, advice, support, training (as required/available) to assist them with planning to develop a pupil's learning.
17. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs. When considering the wishes of the child, his/her age and powers of understanding must be taken into account.
18. To meet the needs of all pupils by offering appropriate forms of educational provision and the most efficient use of available resources.
19. To promote collaboration amongst teachers in the implementation of the whole school and SEN (and Newcomer) policies to take into account individual needs and pupil requirements.

20. To work closely with all EA departments and other outside agencies in order to improve the quality of support available for each pupil.

The purpose of this policy is to ensure that these aims are addressed with children who have special educational needs/needs arising from being a newcomer pupil.

Identification and Assessment:

'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)

Therefore, we use the following to identify pupils' SEN/other needs:

- **Parental information**
- **Information from pre-school or other transferring school**
- **Cognitive ability tests/Comparative screening**
- **Summative and Diagnostic tests**
- **Formative assessment which includes teacher observation**
- **Key Stage Assessments**
- **Professional Reports (encompassing educational and non-educational)**
- **Statements of Special Educational Need**
- **CEFR reports**
- **Personal Education Plans for looked after children**
- **IEP Reviews**
- **Annual Reviews**

Additional (e.g. Counsellor information, Intimate Care, Risk Assessments etc.)

This list is not exhaustive.

Criteria are applied in this school to cater for the need e.g. pupil scores, range between scores, IEP progress, professional dialogue etc.

[See Appendix 3](#)

Arrangements for Co-ordinating SEN/Newcomer provision:

Roles and Responsibilities -

Provision is the overall responsibility of 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 have delegated responsibility for pupils with special educational needs to Mrs Nelson, Mrs Smith and Mrs Hurst (Co-ordinators)

Board of Governors -

In 'Every School a Good School' (DE) – The Governor Role (2010) Chapter 12 of the document relates specifically to the Governor role for pupils with special educational needs.

SEN Resource File (2011): 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. The Board of Governors has a statutory duty to:

- Take account of the provisions in the DE Code of Practice on identifying and assessing special educational needs;
- Use their best endeavours to provide for pupils identified with SEN and that parents are notified of their child's special needs;
- Maintain and operate a policy on SEN;
- Ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching;
- Allocate funding for special educational needs and disability; and prepare and take forward a written accessibility plan.

In accordance with Chapter 12 of the Handbook, the Board of Governors are briefed regularly in relation to the provision for pupils with SEN. The same principle applies to newcomer provision.

Principal -

The Principal should:

- Keep the Board of Governors informed about issues
- Work in close partnership with the SENCOs
- Liaise with parents and external agencies as required
- Delegate and monitor a budget to enhance these areas
- Ensure the SMT are actively involved in the management of these areas within the

school (SMT members must ensure consistency of practice and contribute to the realisation of the SDP)

- Provide a secure facility for the storage of records relating to Special Educational/Other Needs

SENCo -

In all mainstream schools, a designated teacher should be responsible for:

- The day to day operation of the school's policy
- Responding to requests for advice from other teachers
- Co-ordinating provision for pupils with needs
- Maintain the school's Registers and oversee all the records on pupils with needs
- Liaison with parents of children with needs
- Establishing in-service training requirements of the staff, and contributing as appropriate to their training
- Liaison with external agencies

Class Teacher -

The class teacher should

- Adhere to the school's policies, the Code of Practice and be aware of current legislation
- Keep up to date with information on the Registers for the pupils in their current class
- Gather information through observation and assessment on pupils
- Identify and support the children in their class who have need, monitoring, evaluating and reviewing their progress regularly
- Inform parents when their child is going onto a Register, coming off or changing stages on the code of practice
- Develop an inclusive classroom
- Work closely with other staff to plan for learning and teaching e.g. Literacy and Numeracy SENCOs, MLD and SpLD support teachers
- Contribute to, manage and review Eps/CEFRs in consultation with the SENCOs
- Involve classroom assistants as part of the learning team, including working with the pupil they are assigned to, under the direction of the class teacher

Learning Support Teacher (internal and external) -

The Learning Support teacher will work under the direction of the SENCOs and

- Be aware of current legislation, particularly SEND (2016) legislation (effective 2017/2018 on)
- Be familiar with the administrative process within the school
- Be involved in testing and recording data
- Work closely with all members of staff to identify pupils' needs
- Implement the delivery of suitable programmes for all identified pupils with SEN/Disability/Newcomer which promote progression within an inclusive setting
- Contribute to EPs which inform learning and teaching
- Monitor and review progress
- Be involved in the Annual Review process, as applicable

- Attend professional development training

External Agency links -

Support Staff 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

Reference: 'Guidance on the Management, Deployment and Development of Assistants in School' (DE) and NASEN Conference material (2017/2018)

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 – paragraphs 1.19)

Key decisions for a particular pupil might include:

- Working towards achieving agreed targets and
- Contributing to the review of EPs, 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 2.21)

(This school considers it 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.

This school will 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
- Support targets on EPs

Admissions:

The admission arrangements with respect to the majority of pupils with SEN is 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 relevant Education Authority.

When seeking to place a pupil with a Statement, the Board 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.

Accessibility:

Pupils with SEN/Disabilities have equal access to all areas of the school building. The school is fully accessible to wheelchair users; and/or There is a well-equipped SEN teaching/resource base and facilities for personal care, including a toilet adapted for use by persons with the disabilities. Access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude and attainments. Risk Assessments procedures are well embedded

Special Facilities, Resources and Accommodation:

This school has:

Well-resourced support hubs for both Literacy and Numeracy
A Language Centre
Key teaching and non-teaching personnel who support the SEN/Newcomer programmes
Allocated funds to enhance SEN/Newcomer provision
Part-time Counsellor
Links with the Inclusion and Diversity Service (e.g. Interpreters)
SEN focused clubs and other associated initiatives

Annual Report:

This contains a statement on the provision for pupils with SEN and Newcomer need.

The Management of:

In this 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 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.

[See Appendix 4](#)

Record Keeping:

In this school the SENCOs keep:

- SEN/Newcomer Registers
- Records of Concern
- Education Plans and CEFRs/Reviews
- Statements/Annual Reviews
- Assessment Results/Data
- Individual Pupil Files
- Record of liaison/meetings with EA/Health Services
- Minutes of meetings with parents
- Staff Professional Development/Training Records

Monitoring the Progress of Pupils:

The SENCOs ensure that the progress of pupils on the Registers are monitored:

- EPs/CEFRs monitored for quality, progression and appropriateness through meeting with teachers on a regular basis.
- Evidence that the pupil is making progress.
- Quality reviews of EPs/CEFRs and other relevant and purposeful measures that focus on educational outcomes to inform future planning and inform movement either up or down through the Code of Practice Stages.

Professional Development:

The principal oversees the professional development of all staff in this school in consultation with the SENCOs who keep a record of all training relating to SEN/Newcomer. Staff keep up-to-date with developments in the whole area of SEN/CEFR in order to provide effectively for pupils. Staff who attend INSET disseminate the training with colleagues in formal and informal ways.

Complaints

All complaints in your school are dealt with in line with this school's existing complaints procedures (under review following EA advice in 2018).

[See Appendix 5](#)

Monitoring and Evaluating the Policy

These policies are reviewed regularly and in light of changes in legislation or practice following consultation with all staff members, parents and external agencies.

Policy Date: May 2018

Signature of Principal: _____

Signature of Chairperson of Board of Governors: _____

Review Date: 2018/2019 in light of SEND Act (2016) developments

This policy takes account of the following documentation:

Code of Practice 1998 (DENI)

http://www.deni.gov.uk/the_code_of_practice.pdf

Supplement to the Code of Practice 2005 (DENI)

<http://www.deni.gov.uk/supplement.pdf>

Disability Discrimination Code of Practice (2005)

http://www.deni.gov.uk/disability_discrimination.pdf

Every School A Good School 2009 (DENI)

http://www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/03-every-school-a-good-school-a-policy-for-school-improvement.htm

Good Practice Guidelines 2009 (Inter-Board)

<http://www.neelb.org.uk/parents/special-education/publications/>

A Resource File for schools to support children with Special Educational Needs

(DENI) <https://www.education-ni.gov/publications/resource-file-schools-support-children-special-educational-needs>

Department of Education 'Newcomer Guidelines for Schools' (2010)

Inclusion and Diversity Service guidance material

APPENDICES

Appendix 1 - Mission Statement, Aims and Core Values (see school prospectus)

Appendix 2 - The following areas encompass all aspects of SEN/Disability/Newcomer:

1. *Cognitive and Learning*
 - a) *Dyslexia/Specific Learning Difficulty (DYL)*
 - b) *Dyscalculia (DYC)*
 - c) *Dyspraxia/Developmental Coordination Difficulties (DCD)*
 - d) *Mild Learning Difficulties (MILD)*
 - e) *Moderate Learning Difficulties (MLD)*
 - f) *Severe Learning Difficulties (SLD)*
 - g) *Profound and Multiple Learning Difficulties (PMLD)*
 - h) *Unspecified learning difficulties (U)*

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

3. *Communication and Interaction*
 - a) *Speech and Language Difficulties (SL)*
 - b) *Autism (AUT)*
 - c) *Asperger's Syndrome (ASP)*

4. *Sensory Difficulties*
 - a) *Severe/profound hearing loss (SPHL)*
 - b) *Mild/moderate hearing loss (MMHL)*
 - c) *Blind (BL)*
 - d) *Partially sighted (PS)*
 - e) *Multi-sensory impairment (MSI)*

5. *Physical*
 - a) *Cerebral Palsy (CP)*
 - b) *Spina Bifida and/or Hydrocephalus (SBH)*
 - c) *Muscular Dystrophy (MD)*
 - d) *Significant Accidental Injury (SAI)*

- e) *Other (OPN)*

- 6. *Medical Conditions/Syndromes*
 - a) *Epilepsy (EPIL)*
 - b) *Asthma (ASTH)*
 - c) *Diabetes (DIAB)*
 - d) *Anaphylaxis (ANXS)*
 - e) *Down's Syndrome (DOWN)*
 - f) *Other medical conditions/syndromes (OMCS)*
 - g) *Interaction of Complex Medical Needs (ICMN)*
 - h) *Mental Health Issues (MHI)*

7. *Newcomer*

8. *Other*

Appendix 3 - Criteria used in this school to determine additional input (2018/2019):

Criteria to be applied for children with Special Educational Needs who are deemed to require Literacy/Numeracy withdrawal support:

- child must have been discussed by SENCo and class teacher*
- be primary three age or above (exceptions catered for)*
- be on the SEN register at Stage 2 or above*
- parents must be informed of concerns raised by the school and proposed provision to be made and*
- the child's most recent standardised test result/s in one or more of the following tests should be below 85:*
 - *Literacy and Numeracy*
 - *Mathematics and Numeracy*

or *a child's score which is below 85 and shows a discrepancy with CAT4 thus falling into the ME (much lower) /MLE (much lower than expected) bracket, as determined by SIMs (subject to consultation with the teacher)*

2. Criteria for ceasing withdrawal support:

- Child moves to Stage 1 or off the SEN register*
- Summative, Diagnostic or Formative assessment by SENCo/class teacher - based on targets set - show a marked improvement.*

3. Criteria for referring children to the Educational Psychologist in order to be assessed:

- child must have been on stage 2 and have a minimum of two EPs*
- child's most recent standardised test scores have been taken into account,*
- child's progress has been taken into account,*
- teacher's professional judgement,*
- consideration given to history of child's siblings with special needs,*
- progress very limited even with extra support in the classroom and withdrawal support (this includes children who have not to date qualified for learning support)*

Parents must be informed about decisions being made to refer their child to be assessed by the Educational Psychologist. Parents must discuss and sign the referral form with the class teacher/SENCO

Criteria to be applied for Newcomer pupils who are deemed to require additional input for spoken/written language:

- *A CEFR form must be completed*
- *Consultation with the class teacher*

In exceptional situations, a decision may be taken to collapse the criteria.

Appendix 4 - Stages 1 to 5

Stage 1

Stage 1 begins with a concern that a child may have special educational needs. Normally such a view is expressed either to or by the class teacher. The class teacher maintains day-to-day responsibility for meeting the pupil's 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. The nature and aims of such provision should be recorded, together with the targets, monitoring arrangements and review date and*
- *Monitor and review progress and report back to SENCo.*

The SENCo should:

- *Ensure that parents are consulted and together agree that the child's name is included in the school's SEN register.*
- *Help the class teacher gather information and assess the child's needs.*
- *Advise and support the class teacher.*

Stage 1 Review

Parents should always be informed of proposed action and any review date. Having considered review outcomes, the SENCo will decide whether to remove pupil's name from the register, keep the pupil at Stage 1 or move the child to Stage 2.

Stage 2

Stage 2 begins with a decision either at the Stage 1 Review, or following discussions between teachers and parents, to proceed with early and more intensive action.

The SENCo:

- *Takes the lead in assessing and identifying the child's learning difficulty. This includes planning, monitoring and reviewing the special educational provision working with the child's teacher. The class teacher remains responsible for working with the child in the classroom.*
- *Again, working with the class teacher, the SENCo should ensure that an Education Plan is drawn up for the pupil.*
- *All these operations should take into account, as far as possible, the child's own views and the parents' views.*

Stage 2 Review

Normally the Stage 2 review should be conducted by the SENCo, in consultation with the class teacher and, where possible, child and parents. It should focus on the child's progress.

- *If progress has been satisfactory the SENCo may decide that the child should continue at Stage 2 in order to consolidate gains. If the progress continues to be satisfactory, the SENCo may decide that the child no longer needs special educational provision at Stage 2 and may decide to move the child to Stage 1.*

- *The child's name should be kept on the SEN register until there is no longer any significant concern about progress.*

- *If the relevant and purposeful measures at Stages 1 and 2 do not result in adequate progress the SENCo should move the child forward to Stage 3 and referral may be made to specialist support services/agencies outside the school.*

Stage 3

Stage 3 begins with a decision either at Stage 2 review or following discussions between the SENCo, Principal, teachers and parents, that early intervention with external support is necessary.

At this Stage the SENCO takes a lead role, working closely with the child's teacher and drawing on the expertise of relevant external support services.

The SENCo, working with the class teacher, and with the help of the external support services, should ensure that a Stage 3 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 2 and 3 of the Code of Practice the SENCo and class teacher should consider potential benefits of:

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

Review of the Stage 3 Education Plan

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

- If intervention remains appropriate the child will remain at Stage 3 for a further period of time.*
- If the progress has been satisfactory and intervention is no longer required, the SENCo, following consultation, may agree that the child no longer needs external support at Stage 3 and may decide to move the child back to Stage 2 and action appropriate to that stage will be taken.*
- If the relevant and purposeful measures at Stage 3 have not resulted in adequate progress, following consultation with the SENCo, teacher, external support services and parents, the Principal may request a Statutory Assessment.*

Stage 4

'In some cases schools will conclude that the pupil's needs remain so substantial that they cannot be effectively met within the resources normally available to the school.'

(Supplement to the Code of Practice – 4.64)

Following an application to the ELB from school's principal or the parent, the Board will consider the need for transition to Stage 4. It should be noted that a request of this kind will not always result in Statutory Assessment nor will Statutory Assessment always lead to a Statement of SENs.

In reaching a suitable decision, the Board will consider:

- The degree of the child's difficulty*
- The nature of the provision required*
- Whether the child's needs can reasonably be met by the resources normally available to the school and*
- Use the 5 Board 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 or Provide a Note in Lieu of a Statement.

A Statement of Special Educational Needs sets out the child's educational and non-educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review.

A Note in Lieu of a Statement sets out the reasons for the Board's decision not to make a Statement of Special Educational Needs and includes supporting evidence from the Statutory Assessment.

Stage 5

Once the statement has been made final:

- *Provision and /or support will be arranged to meet the child's needs.*
- *The SENCo ensures that a Stage 5 Education Plan is drawn up, implemented, monitored and reviewed*
- *The Annual Review and Transition processes will take place.*

The Annual Review

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a Statement of Special Educational Needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual Reviews should be seen as part of the process of continuous monitoring of the child's progress.

The Annual Review will

- *Gauge the child's progress towards meeting the objectives specified in the statement.*
- *Review the special provision made for the child, including placement.*
- *Consider the appropriateness of maintaining the Statement of SEN.*

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

Exceptional Cases

In most cases transition through the five staged assessment process occurs in sequence. However, in exceptional circumstances, pupils may demonstrate such

significant or unforeseen difficulties that with multi-professional and parental agreement a move to a higher stage of need is necessary immediately.

Appendix 5 - Complaints

SEN Advice and Information Service

The Education Authority have set up an SEN Advice and Information Service to provide support in relation to children with Special Educational Needs. Details of this service can be found on Website.

Dispute Avoidance and Resolution Service (DARS)

DARS was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or EAs for pupils who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS.

Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from Special Education Section.

Involvement with DARS will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). Parents/Guardians may contact this service directly.

Special Educational Needs and Disability Tribunal (SENDIST)

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