



Carrickfergus Grammar School policy on	SPECIAL EDUCATIONAL NEEDS
Date implemented	September 2016
Review date / led by	September 2017 / E BOWEN
Consulted	Governors, Principal, Teaching staff, Non-Teaching staff, parents, pupils.
Allied School Policies on: Assessment Recording and Reporting, Careers, Department Leadership, Positive Behaviour, Homework, Learning and Teaching, Literacy, Numeracy, Staff Development, Child Safeguarding, Health and Safety	

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/>

Mission statement

Carrickfergus Grammar School staff are committed to providing equal access for all our pupils to a broad and balanced curriculum including the Northern Ireland Curriculum (NIC). 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.

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

Key Principles of Inclusion

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

(Removing Barriers to Achievement, 2004)

The following areas encompass all aspects of SEN/Disability:

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. **Other**

- a) Other (OTH)

*Guidance for Schools: Recording Children with Special Educational Needs – SEN Categories
(Department of Education)*

Aims

1. To identify pupils with SEN/Disability as early and thoroughly as possible using a variety of means and in consultation with appropriate personnel.
2. To ensure full entitlement and access for pupils with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum.
3. To ensure that all pupils with SEN/Disability feel valued. 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.
4. 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.
5. The support of parents and pupils is crucial if an individual Education Plan (IEP) is to be effectively implemented. To encourage parental involvement in all aspects of SEN provision. To consider the wishes of the child when planning and implementing SEN provision. When considering the wishes of the child, his/her age and powers of understanding must be taken into account.
6. To strive for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach to meeting SENs.

7. To educate pupils with SEN/Disability, wherever possible, alongside their peers.
8. To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.
9. To encourage and/or maintain interest of pupils with SENs in their education
10. To encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.
11. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
12. To meet the needs of all pupils who have SEN/Disability by offering appropriate forms of educational provision and the most efficient use of available resources.
13. To promote collaboration amongst teachers in the implementation of the SEN policy.
14. To work closely with all ELB departments and other outside agencies in order to improve the quality of support available for each pupil with SENs.

Roles and Responsibilities - Arrangements for Co-ordinating SEN Provision

SEN provision will be 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 E Bowen

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.

The following section provides an overview of Governor's responsibilities from this document as highlighted in the 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.

Principal (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 SMT are actively involved in the management of SEN within the school. SMT members should 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 Needs

Vice-Principal (Pastoral Care)

Co-ordinate SEN policy within the broader pastoral care arrangements of the school.

- Avail of SEN specialist provision and INSET.
- Oversee related school administration such as timetabling issues, staff provision and accommodation.
- Ensure that during Induction process new members of staff have access to and are shown contents of Fronter and where to find IEP's on SIMS.

SENCo

The SENCo is responsible for:

- The day to day operation of the school's SEN 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;
- Liaison 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;
- Liaison with external agencies. (DENI, 1998, p7)

Class Teacher

The class teacher should

- Be aware of current legislation and the school's SEN policy
- Familiarise yourself with contents of Fronter SEN folder and keep up to date with information regarding pupils in your classes on the SEN register; work with these pupils towards targets on their IEP's.
- Print IEP's (from SIMS) for pupils in your classes and keep to hand in a secure place (yellow folder).
- Contribute to, implement, monitor and review IEP in consultation with HOY/SENCo
- Gather information through observation and assessment
- Develop an inclusive classroom
- If you have a concern about a pupil with regards possible SEN, using the Good Practice guidelines, put in place purposeful and relevant measures, record these and minute discussion at Dept meeting. If concerns continue complete Referral form (found in Private 9) and forward to SENCo.
- Be responsible for early identification of pupils with SEN
- Work closely with other staff to plan for learning and teaching
- Be familiar with pupil Access Arrangements for examinations (eg tests/CA/exams/written work).

- Involve classroom assistants as part of the learning team
- Inform SENCo of any training, CPD, external study in the field of SEN (Master's modules, CPD).
- If appropriate, take SEN into account when setting TAG's at GCSE and A level and when writing end of year report comment.

Head of Year

Head of Year should:

- Be aware of current legislation
- Keep up to date with the SEN Register
- Liaise with Class Tutors/Teachers regarding pupils on the SEN register who are experiencing difficulty
- Work closely with the SENCo
- Update records as appropriate
- Assist with review process
- Discuss SEN at HOY/CT meetings and forward appropriate minutes to SENCo.

Head of Department

Head of Department should:

- Be aware of current legislation
- Keep up to date with the SEN Register
- Ensure new members of department (including student teachers, non-permanent teaching staff) are familiar with the SEN (and Inclusion) Policy and pupils with SEN on their classlists.
- Ensure staff in dept have read IEP's and have plans for provision.
- When studying tracking data, note progress of pupils with SEN.
- 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
- Discuss issues regarding pupils with SEN with subject teachers through departmental meetings and forward appropriate minutes to the SENCo

Head of Careers:

- Liaise with SENCo.
- Ensure that SEN Careers Officer is invited to annual reviews.
- Provide information for pupils with SEN in the context of careers education and available literature.
- Ensure that full cognisance is paid to the recognition and recording of the pupil's achievements given the context of their special needs.

Teacher with responsibility for educational testing:

- Complete educational testing with a pupil (Using section A of Form 8)
- Complete Section C of Form 8.
- Assist SENCo with normal way of working.

- Assisting with identifying pupils who might require testing.
- Assist SENCo with external psychological reports.
- Discuss findings with parents/pupil/SENCo.

SEN Support Staff

Support Staff should

- Work under the direction of the SENCo and 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 review meetings
- Share good practice through meetings with other support staff and SENCo.
- Attend training as directed by SENCo, including INSET days.

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 – para 1.19)

In our school we encourage pupils to:

- Contribute to education plans through setting targets (discussion with HOY/SENCo)
- Work towards achieving agreed targets
- Contribute to the assessment
- Discuss their views and opinions
- Contributing to the review of IEPs, Annual Reviews and the Transition reviews, by completing pupil questionnaire.

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.

'(Code of Practice 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 using the questionnaire provided in the Induction pack.

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
- Support targets on IEPs

Admissions to Carrickfergus Grammar

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 relevant Education and Library Board.

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

We are working with Property Services towards:

- pupils with SEN/Disabilities having equal access to all areas of the school building.
- There are facilities for personal care, including toilets adapted for use by persons with the disabilities.

Special Facilities, Resources and Accommodation

- Laptops
- Lifts
- Evac chairs
- Spelling Ace
- Read and Write

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'

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

In Carrickfergus Grammar School the following will be used to identify pupils' needs:

- Whole school assessment (eg: CATS/MIDYS/YELLIS/educational testing, eg DASH)
- Information from transferring school
- Parental information
- Teacher observation
- Class tests/school exams/tracking
- Standardised tests
- Diagnostic assessments

- Professional Reports
- Statements of Special Educational Need
- Care Plans
- Personal Education Plans for looked after children
- IEP Reviews
- Annual Reviews
- Common assessments
- Professional judgement

The Management of Pupils with SEN.

In Carrickfergus Grammar 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.

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 and HOY maintains day-to-day responsibility for meeting the pupil's SENs and should inform the SEN co-ordinator. In addition, the class teacher should:

- Collect and record information about the child. Using the Good Practice Guidelines (Fronter and in yellow folder) put in place relevant and purposeful measures, discuss progress at Dept meeting.
- 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
- If no progress is made forward SEN Referral form (Fronter) to SENCo.
- In consultation with the SENCo and IEP is drawn up.
- Monitor and review progress and report back to HOY/SENCo.

The SENCo should

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

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.
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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 the child's learning difficulty. This includes planning, monitoring and reviewing the special educational provision - working with the child's teacher. The subject teacher remains responsible for working with the child in the classroom.
- Again, working with the teacher/HOY, the SENCo should ensure that an Education Plan is drawn up for the pupil and
- 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 teachers, HOY 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 special 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 teachers and drawing on the expertise of relevant external support services.

The SENCo, working with the subject teachers/HOY, 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, in the everyday classroom setting. The SENCo should ensure close liaison with the child's teachers. 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 subject teachers should consider potential benefits of:

- The Good Practice Guidelines.
- Encouraging inclusive activities to ensure integration of the pupil with SEN with others in his class.
- Differentiated teaching.
- Withdrawal for more intensive support.
- SEN resources available within school; support programmes, ICT
- Implementation of any provision/strategies as a result of external advice, support and training and
- General advice and support requested from relevant ELB support.

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 HOY/subject teachers and where possible, parents and child. Relevant external support service may also be present, particularly if the pupil's progress has not been satisfactory. The review should focus on the child's progress and whether this has been adequate.

If progress has been satisfactory the SENCo in consultation with the appropriate staff will decide that the child should continue at Stage 3.

If the progress continues to be satisfactory the SENCo may decide that the child no longer needs external support at Stage 3 and may decide to move the child back to Stage 2 and appropriate action taken at that stage.

If the relevant and purposeful measures at Stage 3 have not resulted in adequate progress and following consultation with the SENCo, teachers, external support service 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 Board 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.

Once the statement has been made final:

- Provision and /or support will be arranged to meet the pupil's needs.
- The SENCo ensures that a Stage 5 Education Plan is drawn up and implemented, monitored and reviewed and
- The Annual Review and Transition process 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 and
- Consider the appropriateness of maintaining the Statement of SENs.

The relevant school staff undertake the Review on behalf of the Board.

The review meeting takes place in school and is chaired by the Principal (or other person as delegated). Special Education Sections provide relevant forms for this process.

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.

Monitoring the Progress of Pupils with SENs

It is the responsibility of the SENCo to ensure that the progress of pupils on the SEN register is monitored.

- Targets of IEPs monitored for quality, progression and appropriateness through meeting with HOY's/Classroom Assistants on a regular basis.
- Record that the pupil's class work and/or social skills are progressing, and the targets being monitored by viewing evidence, teacher comment or class visits and
- Quality reviews of IEPs and other relevant and purposeful measures that focus on educational outcomes and inform future planning and inform movement either up or down through the Code of Practice stages.

Record Keeping

The following are records that may be maintained:

- SEN Register
- Records of Concern
- Education plans/Reviews
- Statements/Annual Reviews
- School reports
- Assessment results/data tracking
- Individual Pupil Files
- Liaison/meetings with Board/Health Services
- Minutes of meetings with parents
- Staff Support, Advice and Training Records

Partnerships

In Carrickfergus Grammar School we have developed partnerships with each of the following:

NEELB Stage 3 Support Services

ASD support

Audiology

Behaviour Support

Educational Psychology

Visual Impairment

Newtownabbey Guidance Centre

Educational Welfare

Social Services

LAC Centre

Other Support Services (for example)

Newlife counselling

CAMHS (Child & Adolescent Mental Health Services)

CDC (Child Development Clinic)

Barnardos

Procedures for external agencies:

- Agency will phone or email school to make an appointment.
- Agency will sign into school and report to SENCo or Vice Principal
- Agency will report back to SENCO or Vice Principal by meeting, email or formal report.

Staff Development (in line with the School Policy on Staff Development)

The Principal oversees the professional development of all staff in his/her school and in consultation with the Vice Principal Pastoral Care and SENCo. The SENCo keeps a record of all training relating to SEN.

It is essential that all staff keep up-to-date with developments in the SEN field in order to provide for affected pupils.

Any staff attending INSET should disseminate the training with colleagues (eg at departmental meetings) who did not attend courses.

Assessment

The SENCo recognises the need for staff to be aware of and act in accordance with the School Policy on Assessment, Recording and Reporting. In order that pupils may fully appreciate their own progress, work is continuously monitored. The SENCo may use information from SIMS tracking when conducting SEN reviews.

The SENCo, Teacher with responsibility for Educational Testing and Exams officer ensures pupils with SEN have appropriate access arrangements in place for examinations (in line with JCQ regulations).

Tests may be carried out due to any of the following:

Midyis/PTE score may highlight pupil who requires testing

Year 10 Christmas assessments may expose pupils who require AA. Teachers will monitor exams during marking and notify SENCo.

Yellis score may highlight pupil who requires testing

Teacher request

Parent request

Pupil request

Controlled Assessment (in line with the School Policy on Controlled Assessment)

The SENCo and Exams officer ensures pupils with SEN have appropriate access arrangements in place for examinations. Subject teachers familiarise themselves with these arrangements prior to CA.

Additional Needs

The SENCo, Numeracy and Literacy co-ordinator Academic Mentoring co-ordinator meet on a bi-annual basis to discuss pupil support and interventions.

Procedures for addressing complaints

All complaints regarding SENs in your school will be dealt with in line with school's existing complaints procedures.

SEN Advice and Information Service

NEELB have set up an SEN Advice and Information Service to support parents of children with Special Educational Needs.

This can be accessed by telephoning 028 25662560. Details of this service can be found on NEELB website <http://www.neelb.org.uk/parents/special-education/>

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 ELBs 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 (see below). DARS contact details 02825667763.

Special Educational Needs and Disability Tribunal (SENDIST)

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

Annual Report

The BOG should report each year on SEN provision in school. Information for this report should be collated by the SENCo and the Principal.

Monitoring and Evaluating the Policy

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

Signature of Principal

Signature of Chairperson of Board of Governors

Policy Date: September 2015

Review Date: June 2016