

Special Educational Needs Policy



Victoria College Preparatory School

Rationale

Victoria College Preparatory School staff are committed to providing all our pupils equal access to a broad and balanced educational experience based on 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.

The legislation that currently governs practice regarding children and young people (C&YP) with special educational needs (SEN) is the Education Order (1996). The current Code of Practice on the Identification and Assessment of SEN provides guidance on how the legislation is to be delivered in schools and was published in 1998. The Supplement to the CoP was published in 2005 and updated parts of the 1998 CoP to reflect the changes following SENDO (2005).

New SEN Regulations and a new statutory Code of Practice as of 2022, are awaiting ministerial approval.

NB: *In the interim, schools have been advised that they must continue to adhere to all aspects of the Code of Practice (1998) and the Supplement to the Code of Practice (2005), except for recording children under the new three stages of the Code of Practice.*

Definitions

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

Special Educational Needs

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

Learning Difficulty

A child has a learning difficulty if:

- she has a significantly greater difficulty in learning than **the majority of** children of the same age
- she has a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools
- she has not attained the lower limit of compulsory school age and is or would be if special educational provision were not made, likely to fall within either of the above categories when of compulsory school age.

Special Educational Provision

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

Disability

The following definition of disability is taken from the Disability Discrimination Act (1995):

A disability is when someone has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

(Paragraph 2.3)

Key Principles of Inclusion

The Disability Discrimination Code of Practice for Schools (ECNI, 2006), states: "...all pupils have a right to the same opportunities in the whole of their educational life."

Victoria College Prep School has received the Inclusion Quality Mark in recognition of the excellent practice across the school to ensure the inclusion of all children regardless of ability or disability.

As a school we ensure that all children have access to a broad and balanced curriculum, providing adaptations and reasonable adjustment to meet the needs of every child and ensure that where possible, barriers to learning are mitigated to provide access to the NI Curriculum.

Under the Whole School Approach as per the new Code of Practice, as far as possible, special educational provision is made in normal classroom settings where children will experience learning across the breadth of the curriculum in whole class groups, ability groups, mixed ability groups and through individual teaching. Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where appropriate or with 1-1 Classroom Assistant support.

Differentiation will be used to match tasks to the learner, allowing the curriculum to be delivered to all whilst catering for individual differences. This principle of differentiation applies as much to meeting the needs of gifted and talented students as to those with a learning difficulty. Differentiation takes a variety of forms within teacher planning. Learning outcomes are always made explicit and activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may be used if and when appropriate.

Differentiation may include:

- Small steps with skills broken down to make success at each step more certain, whilst allowing concepts to develop gradually
- Over learning: allowing adequate repetition and practice to ensure that concepts have been grasped and embedded
- Increased time being spent with a child/or small group of children: maximizing the use of time to allow one to one tuition on a regular basis
- Aiming to increase self-esteem through appropriate rewards and praise, building self- confidence and willingness to tackle new challenges in learning
- Providing positive feedback: celebrating and praising any improvements.

A range of teaching methods are used to take account of different learning styles, in keeping with the Revised Curriculum, thus encouraging and enabling all pupils to learn effectively and achieve success.

When necessary or as recommended by EA Support agencies, specialist resources will be used to allow access to a broad and balanced curriculum for that pupil.

Some pupils may be withdrawn from mainstream classes for additional tuition. When this happens, the SEN teacher works closely with class teachers, following agreed programmes of work.

SEN and Medical Categories

A list of the five overarching SEN categories and sub-categories taken from: Department of Education Northern Ireland (2019) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI) is provided in Appendix 1

Children with a medical condition

Children who have an identified medical condition will be recorded on the school's Medical register. A pupil can be recorded on both the SEN register and medical register if they have both a medical need and require special educational provision to be made for them.

The Medical Register is the responsibility of Nurse Fiona Harvey in conjunction with the SENCo.

Aims and Objectives

In Victoria College Preparatory School we aim to:

- offer a broad curriculum which will promote intellectual, emotional, social, and physical progress in order that all pupils can develop as valuable members of society both now and in the future.
- ensure full entitlement and access for pupils with SEN/disability to high quality education within a broad, balanced, relevant, and differentiated curriculum, thereby educating pupils with SEN, wherever possible, alongside their peers.
- encourage each child to develop to her full potential by enabling children to learn at a pace appropriate to their ability.
- 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.
- develop appropriate systems for assessment, record keeping, monitoring and evaluation of Special Educational Needs.
- promote effective communication between the Principal, Head of the Preparatory School, teachers and Board of Governors.
- identify pupils with SEN/disability as early as possible using a variety of measures and in consultation with appropriate personnel.
- strive for close co-operation between all services and agencies concerned to achieve an effective multi-disciplinary approach as appropriate to support each pupil with SEN.
- encourage parental partnerships in all aspects of SEN provision, and ensure that all pupils with SEN/disability feel valued.
- encourage a range of teaching strategies that accommodate different learning styles and promote effective learning, making efficient use of available resources, thus encouraging and maintaining the interest of SEN pupils in their learning.
- create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs, taking into account their age and capacity for understanding and contributing.
- promote collaboration amongst teachers in the implementation of the SEN policy and facilitate opportunities for staff to up-skill and further their professional development in order to meet the changing needs of our pupils with SEN.

Arrangements for Co-ordinating SEN Provision

Although meeting the needs of pupils with SEN is a whole school issue, the overall responsibility for managing SEN provision resides with the Board of Governors and the Head of the Preparatory School. However, to facilitate the day-to-day running of the provision the Board of Governors has delegated responsibility to co-ordinate the provision for pupils with special educational needs to Mrs Ruth McLuckie (SENCo).

Roles and Responsibilities

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

Board of Governors

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
- allocate funding for special educational needs and disability
- prepare and take forward a written accessibility plan

Principal – in our School, titled as the Head of Prep School

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
- enable SLT members to ensure consistency of practice and contribute to the realization of the school development plan
- provide a secure facility for the storage of records relating to Special Educational Needs.

SENCo (soon to be Learning Support Co-ordinator)

A designated teacher assuming the title of the Special Educational Needs Co-ordinator (SENCo) who is 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
- liaising with external agencies

Class Teacher

The class teacher should:

- be aware of current legislation and develop an inclusive classroom where a differentiated curriculum and cognisance of learning style facilitates all effective teaching and learning for all pupils
- take personal responsibility to further their professional development to meet the needs of pupils in their classes
- keep up to date with information on the SEN Register
- gather information through observation and assessment
- work closely with other staff eg SENCo, EA support staff
- contribute to, manage, and review IEPs in consultation with the SENCo
- involve classroom assistants as part of the learning team and involve in planning for learning and teaching

SEN Support Staff/ Additional Adult Assistants

Support Staff/ Additional Adult Assistants should:

- work under the direction of the class teacher
- contribute to planning
- look for positives by talking to the child about 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 with Class Teacher, and parents as required
- take responsibility for participating in professional development opportunities to benefit the pupils in their care
- share good practice

Pupil views

In school, as far as reasonably practicable, we seek and have regard to the child's views about their strengths, learning difficulties and education, taking into account their age and maturity. We seek and listen to their views about how they learn effectively and then focus on the strategies that work for them as the child's progress will be more effective when are involved, and account is taken of their wishes, feelings, and perspectives.

Key decisions for a particular pupil might include:

- contributing to their own assessment, provision, and progress
- contributing to the review of IEPs, Annual Reviews, and the Transition process
- involving and supporting the pupils to participate in making decisions about matters affecting them.

Parent/person with parental responsibility

At Victoria College Preparatory School, we acknowledge that successful partnerships between parents, pupils and school play a key role in promoting a culture of co-operation, openness and transparency and have a crucial impact on the effectiveness of special educational provision. Seeking the views of the child or young person also plays a key role in helping us understand individual needs. Teachers, CAs, the SENCo and other school staff all have a significant role in developing positive and constructive relationships with parents and pupils. We encourage this participation and value its contribution.

It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN register or moving the child between stages. It is also essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible, eg essential information may need to be made available by a parent upon a child's entry to the school or new needs arising recorded and updated each year.

Parents are 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

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

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).

Children with Statements of SEN are placed in the school 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.

Accessibility

Victoria College Preparatory School will make reasonable adjustments to ensure that the needs of pupils with disabilities can be met and ensure that a disabled pupil has access to all areas of the curriculum and is not placed at a substantial disadvantage compared to pupils who have no disability.

At present:

- pupils with disabilities have equal access to all areas of the school building where their class is located
- each half of the school building is accessible to wheelchair users, but as yet the hall cannot easily be accessed by an indoor route
- there are well-equipped facilities for personal care throughout the school and appropriate space is provided for privacy for catheter care
- access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude, and attainments as a result of highly up-skilled SEN CAs and quiet space for pupils to work 1-1
- keyboards with enlarged keys are available for use
- For pupils with a Statement of Educational Need, each September a Personal Emergency Evacuation Plan will be completed and shared with parents. The plan will outline in clear terms the steps which will be taken to meet the needs of the Statemented pupil in case of emergency.

Special Facilities, Resources and Accommodation

Currently Victoria College Prep School has the following facilities, resources and accommodation:

- Well-Being room
- SEN Hub, a quiet work-space for KS2 pupils and small group targeted intervention
- Staff Study, a quiet work-space for KS1 pupils and support from outside agencies eg LSS, L&C, AAIS, RISE OT and S<
- The SENCo and another class teachers have OCR5 diploma in teaching and supporting learners with specific learning difficulties/Dyslexia and the SENCo also has CCET and is a Registered Test User with the BPS.

Annual Report

The Prep School SENCo, Mrs Ruth McLuckie, prepares the report of the SEN provision annually. This report is made available to the Head of Prep School, the Principal of the College and Board of Governors. The Annual Report contains information on:

- the number of statemented pupils

- pupils that received provision from EA Pupil Support Services or Health and Social Care Trust
- those that accessed school-delivered special educational provision.
- Effectiveness of the provision school has provided
- Challenges preventing effective delivery of Prep School's SEN provision

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 Victoria College Preparatory School, there are agreed strategies used by all staff for the on-going identification and observation of special educational needs.

These strategies include:

- teacher observation and relevant record keeping
- use of class and standardised tests including KS assessments
- using data analysis of standardised scores from CAT and PTE/PTM tests as part of whole school assessment
- information from transferring school
- Individual Education or Behaviour Plans, reviewing the progress made to identify further or additional difficulties
- care plans if appropriate
- Statements of special educational need
- Annual Reviews
- professional reports
- parental contributions
- pupil contributions

A small number of children may require more in-depth assessment of their SEN and a range of diagnostic tests can be carried out by the SENCo before seeking advice for EA Educational Psychology Service and other support agencies who will conduct further assessment if appropriate.

Factors other than cognitive ability may contribute to a child having special educational needs. These may include:

- a physical or sensory disability
- the child has difficulty forming and maintaining relationships
- behavioural difficulties
- use of prescribed medication

The Management of Special Educational Needs

The Three Stages of Special Education Provision

In Victoria College Preparatory School, we adhere to the three stages of the Code of Practice. These stages focus on the level of intensity of the special educational provision required for a child to make adequate progress commensurate with their abilities and improve their outcomes. Responsibility for pupils with SEN at each stage lies with the school, given the day-to-day role of the school in a pupil's teaching and learning, with increasing EA involvement when required. A summary of the three stages of special education provision is set out below:

STAGE 1	STAGE 2	STAGE 3
<p>The majority of SENs will be met through this stage.</p> <p>PLP required</p> <p>School delivered special educational provision</p> <p>The responsibility lies with the school</p> <p>Requires reasonable adjustments, additional strategies and approaches aimed at meeting and addressing the child's SEN.</p>	<p>A smaller number of children will need this provision.</p> <p>PLP required</p> <p>School delivered special educational provision plus external provision e.g. the EA or HSC Trust</p> <p>The responsibility lies with the school plus external provision from EA</p> <p>In mainstream schools and classes (and by exception in a special school or Learning Support Centre (LS Centre) for the purpose of assessment)</p> <p>Reasonable adjustments, additional strategies and approaches plus resources, advice, guidance, support and training provided through the EA SEN support services to address the child's SEN.</p>	<p>A smaller number of children will need this provision</p> <p>Statement of SEN, PLP Required</p> <p>School and EA delivered special educational provision plus any relevant treatment or service identified by a HSC Trust</p> <p>The responsibility lies with the school and the EA with input from a HSC Trust where relevant.</p> <p>In mainstream schools, LS Centre attached to mainstream schools or special schools (as determined within the Statement)</p> <p>Reasonable adjustments, school delivered special educational provision plus EA provision as set out in the Statement.</p>

The Annual Review

The Annual Review procedure for pupils who have a Statement of SEN 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

- 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.

Record Keeping

The SENCo keeps the following records in school:

- SEN Register
- records of concern
- Individual Education Plans/Behaviour Plans (PLP) 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
- support, advice, and training provided to staff.

Monitoring the Progress of Pupils with Special Educational Needs

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

- 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 the pupil is making progress
- 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 our school. It is essential that all staff are kept up-to-date with SEN developments to provide effective teaching and support for pupils. Following attendance at relevant internal or external education and training programmes, staff members have opportunity to disseminate the information provided to build the capacity of their colleagues.

Partnership working

We work with a range of EA Pupil Support Services, where appropriate, to receive training and guidance to support the school and parents in meeting the needs of children with special educational and medical needs. These EA Pupil Support Services may include:

- Autism Advisory and Intervention Service (AAIS)
- Sensory Service
- Special Educational Needs Inclusion Service (SENIS)

- Literacy Service
- SEN Early Years Inclusion Service (SENEYIS)
- Language and Communication Service
- Behaviour Support and Provisions
- Education Psychology Service

Other Support Services

- RISE NI
- Barnardo's
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Independent Counselling Service for Schools (ICSS)
- Specialist Nursing staff from BHST – epilepsy, catheter
- School Nurse Fiona Harvey

Concerns Procedure

Should a parent have a concern about a pupil with Special Educational Needs, he/she should meet in the first instance with the class teacher. Should this concern remain unresolved, he/she should make an appointment to meet with the SENCo.

If school has any queries in relation to special educational needs of a child with a Statement or who is currently being assessed for a statement of special educational needs, the SENCo will contact our SEN Link Officer (as per the child's Statement) at the relevant EA Office in the first instance.

Dispute Avoidance and Resolution Service (DARS)

The Dispute Avoidance and Resolution Service (DARS) provides an independent, confidential forum to resolve or reduce the disagreement, in relation to special educational provision, between parents and school/Boards of Governors or the EA for pupils who are on the Code of Practice where previous attempts to do so have been unsuccessful.

Special Educational Needs and Disability Tribunal (SENDIST)

The Special Educational Needs and Disability Tribunal (SENDIST) considers parents' right to appeal against the decisions made by the Education Authority about their child's special educational needs whenever an agreement cannot be reached. This service also addresses claims of disability discrimination in school.

Monitoring and evaluating the SEN Policy

At Victoria College Preparatory School our SEN policy will be reviewed annually. It will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. The SENCo will keep Governors informed of any difficulties that may arise and will keep the policy under review.

Please Note:

As the new Code of Practice is ratified and comes into practice, Individual Educational Plans and Behaviour Plans will be part of a pupil's Personal Learning Profile, in which the parents' views and child's views will also be documented. This is in line with the UNCRC Articles 3,5,6,12, 23, 29 and 31, ensuring all children regardless of special need have their views and opinions considered whilst being provided with the best possible education to meet their needs.

This policy will be brought to the Board of Governors for final approval.

Policy Date: __/__/____

Signature of Head of Prep School.....

Signature of Principal:.....

Signature of Chairperson of Board of Governors:

Review Date: __/__/____

Appendix 1

Special Education Needs

The following is the list of the five overarching SEN categories and sub-categories taken from: Department of Education Northern Ireland (2019) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI).

Cognition and Learning (CL) – language, literacy, mathematics, numeracy

- Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy
- Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) mathematics/numeracy
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

Social, Behavioural, Emotional and Well-being (SBEW)

- Social and Behavioural Difficulties (SBD)
- Emotional and Well-being Difficulties (EWD)
- Severe Challenging Behaviour associated with SLD or PMLD (SCB)

Speech, Language and Communication Needs (SLCN)

- Developmental Language Disorder (DLD)
- Language Disorder associated with a differentiating/ biomedical condition (LD)
- Communication and Social Interaction Difficulties (CSID)

Sensory (SE)

- Blind (BD)
- Partially Sighted (PS)
- Severe/Profound Hearing Impairment (SPHI)
- Mild or Moderate Hearing Impairment (MMHI)
- Multi-sensory Impairment (MSI)

Physical Need (PN)

- Physical (P)

Medical Needs

The following is the list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population taken from Department of Education Northern Ireland (2019) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI).

- 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

APPENDIX 2

SEN Provision in VCB to meet the new SEN Code of Practice

In law, a pupil is described as having SEN if they have a significantly greater difficulty in learning than the majority of children their age, which calls for special educational provision to be made for them.

- Special educational provision means educational provision which is *additional to*, or otherwise *different from*, the educational provision which children of a similar age receive in an ordinary school.
- A pupil also has SEN if they have a disability that calls for special educational provision to be made for them.
- Only children who have Special Educational Needs are placed on the SEN Register in School. Children not on the SEN Register have their learning needs met through whole school educational provision which includes differentiation and reasonable adjustments.

The New SEN Code

The new SEN Code of Practice has 3 stages of delivery of special educational provision. The 3 stages focus on the level of intensity of the special educational provision needed for each child to improve their individual outcomes. Children on the SEN Register are placed on either Stage 1, 2 or 3 of the SEN Code depending on the level of SEN provision they are receiving.

At VCB Prep School, we follow the requirements of the SEN Code to ensure our children have their difficulties identified and supported so that barriers to learning and accessing the NI Curriculum are removed or minimised.

Pre-Code (formerly Stage 1) – Initial Concern by Class Teacher

Whenever a child is not achieving what we would expect would be appropriate for their age, developmental stage and within their differentiated classwork, a Class Teacher will note these concerns as an Initial Concern stage in the process. We consider this to still be good practice and enables us to professionally document concerns, discuss these with the child's parents and make small adjustments to our provision for the child while we further observe.

Using the data analysis from our annual performance tests eg PTE, PTM and NGRT, the Assessment Co-ordinator is able to identify children who are underachieving in comparison to their CAT score or level of cognitive ability. It is the Class Teacher's responsibility to ensure that these children have their areas of difficulty supported in class through carefully differentiated teaching, and targeted intervention provided through small group support sessions called Step Up Kids groups. An experienced and highly up-skilled Classroom Assistant works with these small groups, delivering the focussed teaching and learning activities each class teacher has prepared to

enhance these pupils' learning. The progress made in relation to the SMART targets set for each group is evaluated to enable the Class Teacher to plan appropriately, and pupil progress is also reviewed. SUK provision is monitored at regular intervals by the SENCo. If a child has received SUK support for 2 terms, slow or lack of progress has to be discussed as this would be a strong indicator of either a low ability child working at full capacity and therefore more appropriate differentiation is required, or this pupil may have specific learning difficulties to be investigated by the SENCo, and the child require Stage 1 support.

Stage 1 (formerly Stage 2) – Special educational provision delivered by our school

This is when a class Teacher identifies a child has a significantly greater difficulty in learning than would be expected at that age, and provision which is additional to carefully differentiated work needs to be provided. The majority of children who have additional learning needs will be supported at Stage 1, where reasonable adjustments, additional strategies and approaches are aimed at meeting their SEN. The child is placed on the school SEN Register so that their need is identified and staff in VCB Prep are responsible for supporting the pupil's particular learning needs and monitoring progress.

To ensure provision is matching the pupil's difficulties, the pupil has a Personal Learning Plan where SMART targets are detailed, and shared with the child's parents. Focused teaching sessions either individually or in a small group are provided in the same manner as SUK provision. The progress made towards the targets is reviewed, reported back to parents, and a new phase of PLP is produced with either new, amended or continued targets. The PLP documentation, targets and reviews follow a cycle of assess-plan-support-review throughout the year.

Stage 2 (formerly Stage 3) - Special educational provision delivered by our school plus external provision from the Education Authority or HSC Trust

If a child does not make adequate progress in response to the wide range of support and provision at Stage 1 and continues to experience significant difficulty, VCB Prep will seek the expertise and advice from EA and HSCT. This would usually involve either a referral to an Educational Psychologist or parents may be directed towards a referral from their GP for a paediatrician assessment, eg whenever it is a behavioural or emotional difficulty or for a Speech & Language Therapist. After detailed assessment and diagnosis, school will be provided with more prescribed, detailed advice about how best to support the pupil's SEN and resources to do so if appropriate.

Onward referrals can be made to eg Literacy Support Services, Autism Advice & Intervention Service and Primary Behavioural Support, resulting in advice, resources, modelled approaches to support or 1-1 sessions with the pupil. A smaller number of pupils will require this provision, and a PLP is completed as before.

At this stage it is a shared responsibility between school , EA and/or HSCT to ensure that reasonable adjustments, additional strategies, approaches, resources plus advice, support and training are implemented. The SENCo will liaise with the EA support services, review pupil progress and work together to establish new targets and programmes.

Stage 3 (formerly Stage 5) – The child has a Statement of Special Educational Need

If a child does not make suitable progress, despite the external support from EA at Stage 2, the child may require consideration for a statutory assessment, which may result in a Statement being issued and the child will be receiving Stage 3 provision. Only a smaller number of children require this level of support.

The SENCo, in consultation with the Class Teacher, external support providers and parents will complete the documentation highlighting the difficulties the child is experiencing, the special provision and support which has been provided and the progress or lack thereof which has been evidenced.

At this stage, VCB Prep will work together with support services to deliver the special educational provision a pupil requires; it is a shared responsibility to ensure that the reasonable adjustments and provision are implemented as set out in the child's statement and recorded on a PLP. A Personal Emergency Evacuation Plan is also required for children with a Statement.

The SENCo liaises and co-ordinates the various support services and school provision, ensuring that the elements of the Statement are being met. This provision and the appropriateness of the child's Statement are reviewed with all involved, including parents, at an Annual Review each year. For Stage 3 P7 pupils transitioning to Y8 in a secondary setting, additional Class Teacher reports and involvement with Educational Psychology and Special Education are required to assist parents secure their child's Y8 place.

Monitoring

In VCB Prep the SENCo reviews the provision provided and the progress a pupil makes at all stages of the process. PLPs are monitored regularly and 3 phases are completed each year for a child on the SEN Register:

- September-December for children who have had assessments by eg Educational Psychologists, or have Statements and recommendations for support have already been made
- October-December for children who are Stage 1
- January – March
- April - June

