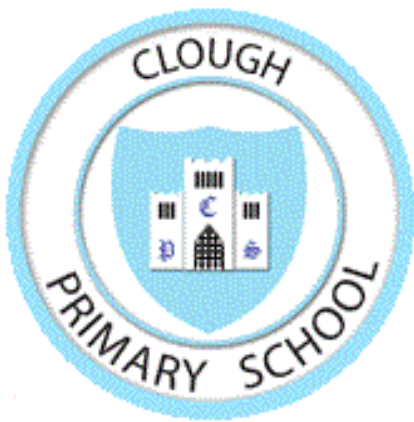


Clough Primary School and Nursery Unit



SEN Policy

This policy was adapted April 2022

Signed _____ Chairperson B.O.G.

Review Date: May 2024

Mission Statement

Clough Primary School and Nursery Unit aims to develop independent individuals who are equipped to meet the challenges facing lifelong learners.

This Policy has been developed within the context of current legislation, policy and guidelines -

- The Education (Northern Ireland) Order 1996

Summary of the Education (Northern Ireland) Order 1996

The Education (Northern Ireland) Order 1996 established a framework for SEN into four main areas:

- Defining children who have SEN
 - Establishing procedures for identifying and assessing children with SEN
 - Determining appropriate educational provision
 - Enabling parents to be involved in decisions regarding their child's education
- The Code of Practice on the Identification and Assessment of Special Educational Needs. (DE, Operative date: 1st September 1998)
 - Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) (DE, Operative date: 1st September 2005)
 - *Summary of SENDO 2005*
The SENDO 2005:
 - Strengthens the rights of children with SEN to be educated in mainstream schools
 - Prohibits disability discrimination
 - Requires responsible bodies to prepare accessibility strategies and plans for improved access to curriculum, premises and information for pupils.
 - The Supplement to the Code of Practice on the Identification of Special Educational Needs (DE, 2005)
 - Guidance for schools: Recording Children with Special Educational Needs (DE, 2005)
 - Disability Discrimination Code of Practice for Schools (Equality Commission, 2006)
 - "Supporting Pupils with Medication needs", guidance document from the Department of Education and the Department of Health, Social Services and Public Safety (2008)

- Provisional Criteria for Initiating Statutory Assessments of Special Educational Need. (ELBs Regional Operative date: 1st September 2009)
- Good Practice Guidelines (ELBs Regional Operative date: 1st September 2009)
- The Resource file to support children with Special Educational Needs (DE 2010)
- ASPIRE (Self Study Module to support the implementation of the Resource File), (2012)
- The SEN Review
 - The Way Forward for Special Educational Needs and Inclusion (DE 2009) Proposals
 - Special Educational Needs and Inclusion (The Northern Ireland Assembly Committee for Education Official Report (Hansard), January 2012).
(The development of the SEN Review proposals).
 - Special Educational Needs and Inclusion (The Northern Ireland Assembly Committee for Education Official Report (Hansard), May 2012).
(The development of the SEN Review proposals).

Special Educational Needs and Inclusion

Clough Primary School and Nursery Unit supports the fundamental principle that every pupil is entitled to be educated. In ensuring this we ensure that pupils' individual needs and the collective class needs are identified and supported to ensure they continue to feel part of the school community. Our school is committed to providing inclusive education and will endeavour to include all children whose parents wish them to attend.

- We aim to deliver a broad and balanced curriculum in line with the Revised Northern Ireland curriculum.
- We seek to create and maintain a happy, safe and stimulating environment where there is mutual trust and respect between all members of the school community.

- We aim to help all children develop a strong self esteem and to ensure that they achieve some form of success in their time at school.
- We aim to cater for the needs and abilities of all children promoting their intellectual, spiritual, moral, cultural, physical, emotional and physical development.
- We aim to create and maintain positive links with parents in order that the best possible partnership and learning environment is created for the children.
- It is the aim of each teacher that they know and understand all the children in their care so that the needs and abilities of each child can be identified and properly met.
- This is especially true when a child is identified as having a 'special need', which must be catered for.
- We recognise that every teacher is a teacher for Special Educational Needs and that the role of the class teacher is crucial in identifying and seeking help to remediate any problems.
- We realise that the earliest possible identification of any child with a special educational need is crucial. The earlier that a specific programme can be set in place to attempt to remediate the problem, the more likely that there will be success.
- We believe in the full inclusion and integration into the school community of children with Special Needs, be they medical, physical, emotional or educational. We will do every thing in our power to get the support needed to ensure that there is full inclusion and that all teachers receive the necessary guidance and training needed.

The Special Needs Policy and the Special Educational Needs Register will be overseen by the Special Needs Co-ordinator.

In our school, Clough Primary School and Nursery Unit, Mr Hutchinson is the SENCo.

Definition of Special Educational Needs

Definition of SEN

"Special Educational Need" is defined as "*a learning difficulty* which calls for special educational provision to be made". A child has a *learning difficulty* if he has significantly greater difficulty in learning than the majority of children of his age and/or has a disability which either prevents or hinders him from making use of educational facilities generally provided for children of his age in ordinary schools. (CoP Par. 1.4)

Definition of Disability

"Someone who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities."

(Ref: Disability Discrimination Act (1995), SENDO (NI) (2005))

Whenever possible, provision for these children will be made by class teachers to ensure that those with special educational needs have access to the whole curriculum. Where learning difficulties are most serious we **will try** to provide additional teaching support if resources allow us to do so. Any additional support offered will be reviewed annually to decide what is feasible. Generally, priority support will be provided in Numeracy and Literacy.

This can be:

- A pupil, who after following a structured programme, is working more or less at his/her ability but requires some support to maintain this level.
- A pupil who is underachieving in comparison to his/her ability, therefore requiring additional support.
- A pupil who has emotional and/or behavioural difficulties, which are impacting on his/her learning.
- A pupil who has a disability which either prevents or hinders him/her from making use of the educational facilities available to children of a similar age.
- A pupil with high average to exceptional ability who may need special provision. Such gifted children need an improvement in the quality of work rather than in the quantity.

Categories of Special Educational Needs

The Department of Education has identified seven "areas" of Special Educational Need. Within each area there is a number of SEN categories which are as follows:-

1. Cognitive and Learning
 - a) Dyslexia/SpLD (DYL)
 - b) Dyscalculia (DYC)
 - c) Dyspraxia/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 (U)
2. Social, Emotional and Behavioural
 - a) SEBD
 - b) ADD/ADHD (ADD)
 3. Communication and Interaction
 - a) Speech and Language Difficulties (SL)
 - b) Autism (AUT)
 - c) Aspergers (ASP)
 4. Sensory
 - a) Severe/profound hearing loss (SPHL)
 - b) Mild/moderate hearing loss (MMHL)
 - c) Blind (BD)
 - 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' Syndrome (DOWN)
 - f) Other Medical conditions/syndromes (OCMS)
 - g) Interaction of complex medical needs (ICMN)
 - h) Mental Health Issues (MHI)
 7. Other
 - a) Other (OTH)

(Ref: Guidance for Schools: Recording Children with Special Educational Needs, Dept Ed. 2005)

Admission Arrangements

- Admission arrangements will reflect admission arrangements for all pupils and can be cross referenced to admissions policy

Accessibility

- The school will endeavour to make reasonable adjustments and take relevant and purposeful measures to ensure accessibility for all members of the school / college community in relation to:
 - Accessing the premises
 - Accessing the curriculum
 - Accessing information – e.g. written, verbal, technological

Structure of Special Educational Needs / Disability Provision (see COP 1998)

PLEASE NOTE THAT WE ARE IN THE PROCESS OF UPDATING THIS POLICY TO REFLECT NEW CHANGES IN THE SEN CODE OF PRACTICE.

- Stages of the Code of Practice (1998):
 - School based stages - 1, 2, 3
 - Board based stages - 4, 5

Structure of the Stage 5 Approach

Stage 1	Class Teacher / SENCO (Mr Hutchinson)	Action plan / Education Plan
Stage 2	SENCO / Class Teacher	Education Plan
Stage 3	SENCO / Class Teacher / External Agency	Education Plan
Stage 4	Statutory Assessment	Education Plan
Stage 5	Statement Issued	Education Plan

CODE OF PRACTICE (NI) CRITERIA

At Stage 1 (New teacher Half-Termly Planners

At Stage 1 an Action Plan is completed about children with a concern. These pupils require their work to be broken down but do not require an Individual Education Plan

These children may not be making the expected progress or have difficulties such as –

- Pupil is slow to acquire new skills as compared to majority of pupils of same chronological age.
- Pupil is unable to make progress with some or all tasks unless they are broken down into more gradual steps.
- Pupil's language and or speech is delayed and remains immature.
- Pupil has difficulty working independently mainly in literacy and or numeracy
- Pupil of low academic ability, who is working at his/her own level but does not require close monitoring.
- A pupil with an emotional and or behavioural difficulty which affects learning to the extent that the child will lose touch with the main body of the class if their work is not broken down into small steps.
- A child with a sensory impairment which affects learning to the extent that the child will lose touch with the main body of the class if their work is not broken down into small steps.

At this stage parents will be advised informally. The class teacher, in consultation with the SENCO (Mr Hutchinson), will monitor pupils' progress regularly.

At Stage 2 (New Stage 1)

Children who -

- Have a considerable gap between their attainment and their perceived ability
- Have a considerable gap between their attainments and that of their peer group

will be placed at Stage 2 on the Special Needs Register.

Staff will consult the Good Practice Guidelines/Special Needs Resource File for relevant and purposeful measures that are appropriate and to identify reasonable steps/adjustments that could be made

Staff will use differentiation in their planning

Appropriate withdrawal may take place.

SEN resources within the school will be utilised including ICT programmes/equipment

Implementation of any provision/strategies as a result of external advice, support and training.

Parents will be informed and will be given an IEP, which should be signed.

At Stage 3 (New Stage 2)

It is our aim that difficulties experienced by children will be addressed and many children who once had special educational needs will be removed from the register, but it is possible that a number of children will require continuing and/or additional action. After consultation with principal, parents, class teacher, SENCo and any other relevant party, any children with persistent learning difficulties will be referred to the Psychology Department of Education Authority North east Region, for additional advice. The Psychology Service will give recommendations to the school and may refer to another external support service for extra support. School based provision continues as appropriate with -

- Additional expertise sought to improve progress
- External specialist intervention with pupil as appropriate
- External support service help to draw up the IEP in partnership with the school

These pupils require an Individual Education Plan created and evaluated by the class teacher (and the support teacher if the pupils are involved in withdrawal support.) and in liaison with the SENCo

Stage 4 (New Stage 2)

A stage 4 pupil is a child who has been put forward from a formal assessment for consideration for a statement of special educational needs.

A pupil who is experiencing very extreme difficulties may be placed on stage 4 of the Code of Practice without having been at stage 1, 2 or 3 if the school principal and SENCO, deem it necessary.

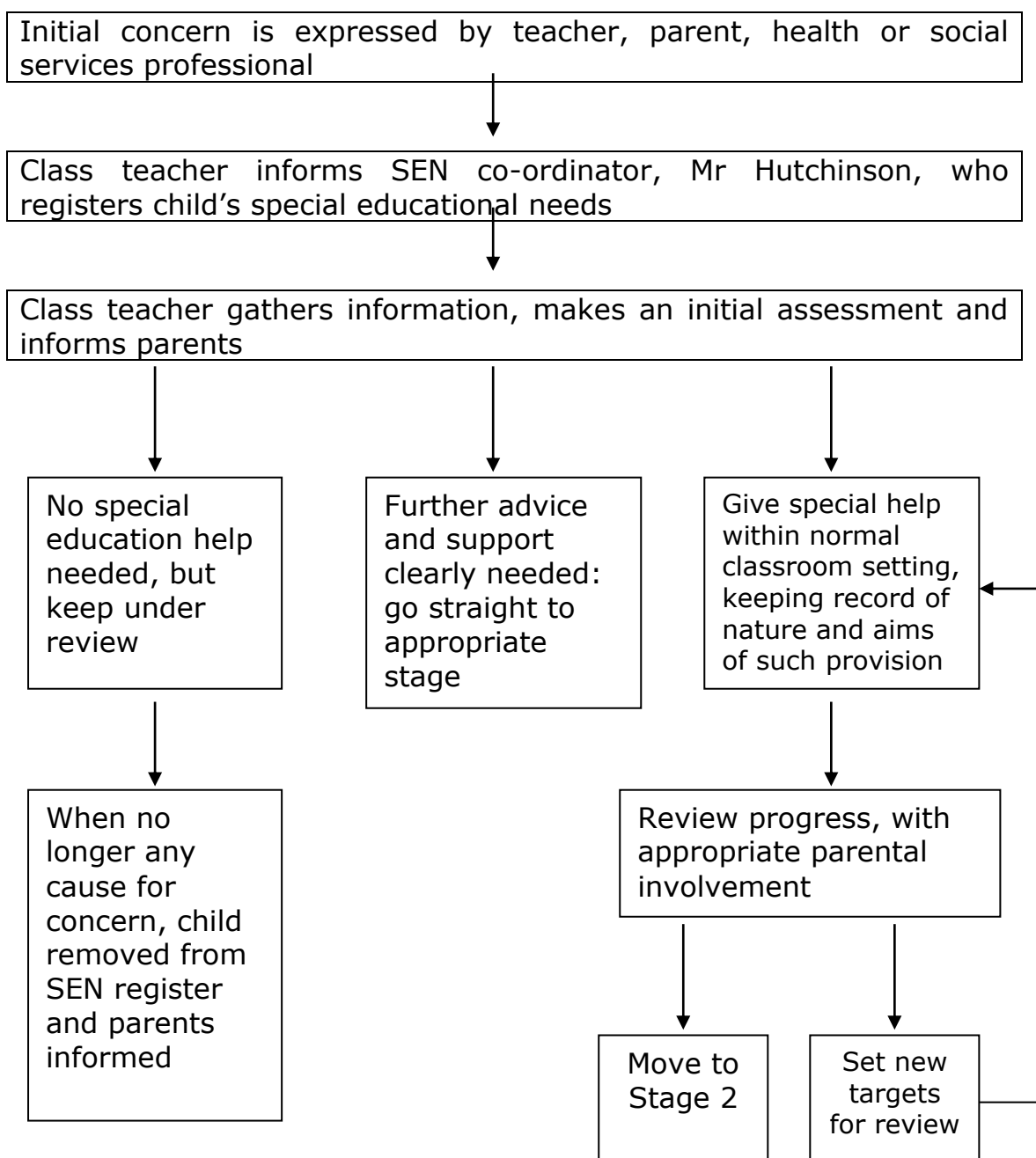
These pupils require an Individual Education Plan created and evaluated by the class teacher (and the support teacher if the pupils are involved in withdrawal support.) and in liaison with the SENco

Stage 5 (New Stage 3)

This stage is for pupils who have a statement of Special Educational Needs. The IEP will follow the advice and strategies given and will be created and evaluated by the class teacher (and the support teacher if the pupils are involved in withdrawal support.) and in liaison with the SENco

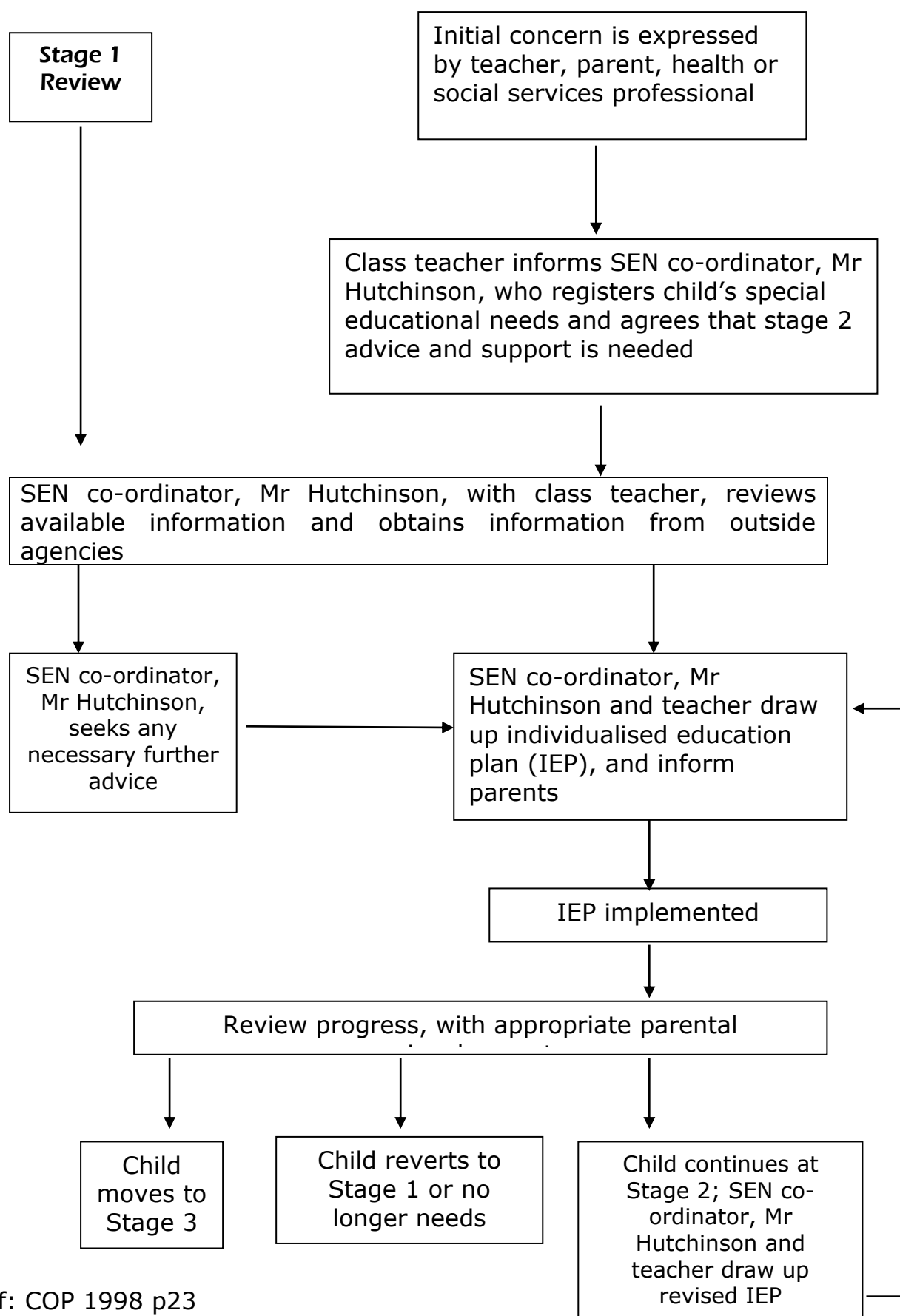
The pupil will go through the Annual Review procedure when all agencies working with the child may be invited to attend.

School Based Stages: Stage 1



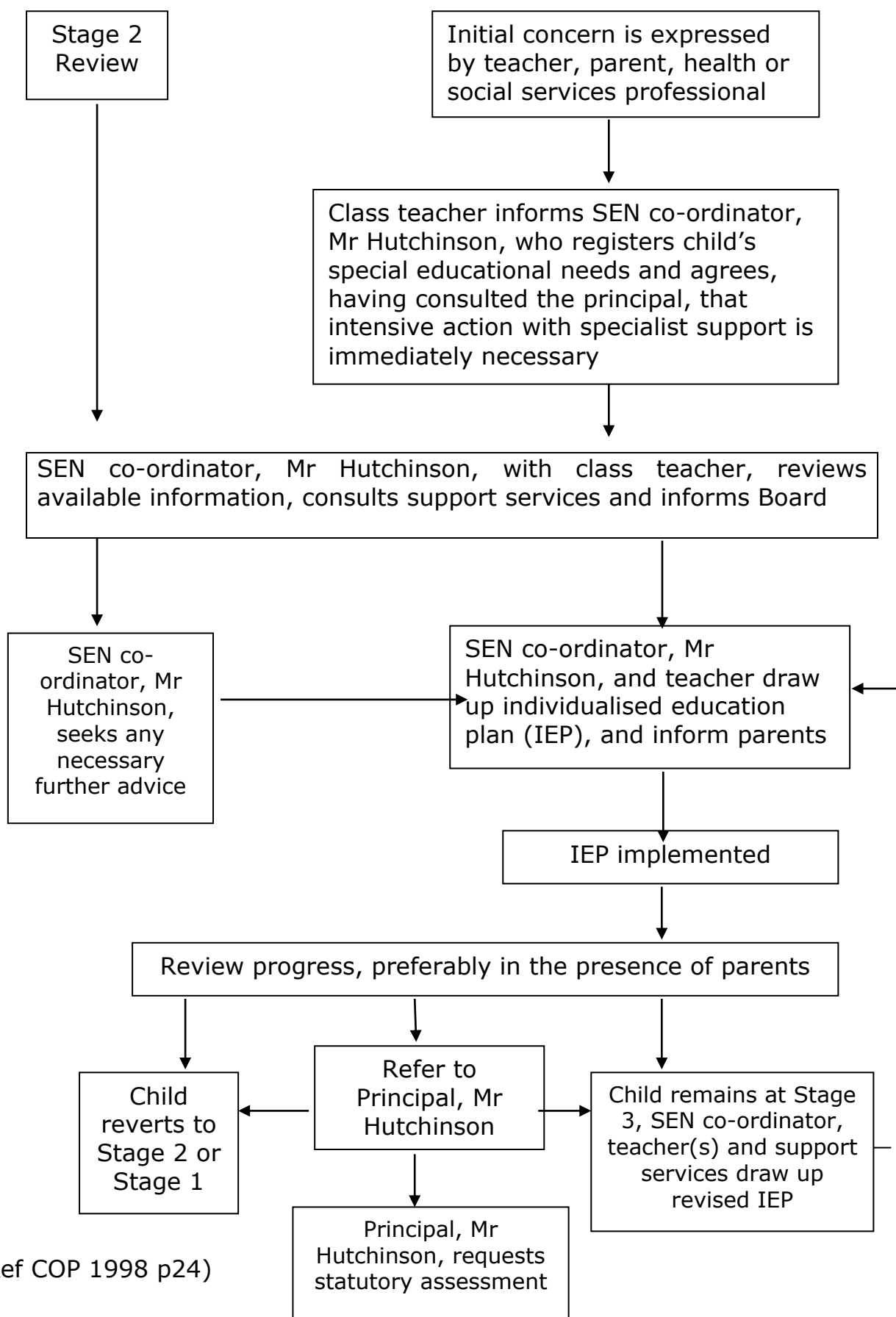
(Ref: COP 1998 p22)

School Based Stages: Stage 2



(Ref: COP 1998 p23)

School Based Stages: Stage 3



(Ref COP 1998 p24)

Aims of SEN provision in Clough Primary School and Nursery Unit

In Clough Primary School and Nursery Unit, we aim for all pupils to have access to a broad, balanced and relevant curriculum to meet their individual needs. To achieve this, we aim to –

- Use teacher observations and assessment, statutory assessments and standardised tests in identifying, assessing and monitoring children's special educational needs as early in their school career as possible.
- Follow the Code of Practice for pupils needing extra support
- Use a range of approaches to support children in their learning –
 1. group or individual support within the classroom
 2. support for groups or individuals outside the classroom
- Provide children with appropriately differentiated programmes of work and involve them in setting focused, achievable targets
- Continually monitor the child's progress in the classroom to ensure they are receiving the most appropriate help.
- Ensure all staff including classroom assistants, receive relevant information, advice, support, and where necessary, training to plan and implement appropriate learning programme
- Ensure parents are informed and involved in supporting their children's learning and in reviewing their progress at all stages.
- Collaborate with external agencies in order to provide optimum support for children with special needs.
- Raise and maintain the self-esteem of children.

Identification of Special Educational Needs

In line with the Code of Practice the school identifies pupils with special educational needs through a range of methods –

1. Professional judgement of staff
2. Formal/informal assessment
3. Information from parents
4. Standardised scores/diagnostic testing/ Cognitive ability test -NRIT
5. Consultation with educational psychologist

Formal testing using NFER Progress in English and Progress in Maths will take place each May and will be used to screen and assess all the children from P3 to P7. In May, Intelligence will be tested in P4 and in P6 using NRIT and will be used as a check against NFER results.

Relevant testing will also be carried out during the year, when necessary. In identifying children with special educational needs, information will also be gathered from various sources and these may include:

- Responses to general class work and homework.
- Class tests, exams etc.
- Overview of reports and comments from previous years.
- Observation of class behaviour – informally or using a checklist.
- Talking to parents about health, routines, perceptions of the child etc.
- Standardised tests.
- Outside agency reports.

Teachers who have concerns about a child's learning or who identify a child as having special educational needs will inform the Special Educational Needs Co-ordinator (SENCo) Mr Hutchinson of their concerns as early as possible. Mr Hutchinson will add the child's name to the Special Needs Register at the appropriate stage and the parents will be notified. Depending on the nature of the difficulty, the teacher, in consultation with the SENCo, Mr Hutchinson, the parents and the child, will prepare an Individual Education Plan, outlining specific short-term targets, the planned action/resources to address these and an evaluation of progress made. A copy of the plan will be given to the SENCo, Mr Hutchinson, in October and February and will be discussed with the parents who will sign that they understand and are in agreement with the document.

The overall responsibility for identifying and making provision for a pupil with special educational needs rests with the classroom teacher, who will continually differentiate to cater for all pupils appropriately.

Gifted and Talented Pupils

At Clough Primary School and Nursery Unit there is an ethos of high expectation for all and we aim to develop the full potential of each child. As with other special needs, we will identify individual strengths as well as weaknesses through ongoing observation, testing, professional judgement, collation of evidence and discussion with parents and child. Opportunities to challenge the more able pupil will be provided through differentiation in planning and additional extension activities.

Arrangements for Supporting Dyslexic Pupils

As a school and a staff, we recognise the specific challenges that dyslexic pupils encounter when trying to access the curriculum. In order to ensure that such pupils have the best learning opportunities as possible, we will at all times endeavour to implement strategies that will facilitate this access. The strategies that we will implement will include some of the following:

- Objectives are discussed at the beginning of lessons
- The classroom environment is airy, well lit, well organised and movement is minimised as much as possible
- There will be consistent links to previous lessons
- Sufficient work space will be created for all pupils
- Multi-sensory approaches will be utilised during lessons
- Collaborative working will be encouraged
- Dyslexic pupils will be given clear and singular instruction
- Dyslexic pupils will not be required to multi-task
- Visual aids, colour and preferential seating arrangements will be utilised
- Additional time will be available to dyslexic pupils for task completion
- Feedback will be positive and constructive
- Plenary sessions will be held at the conclusion of lessons
- A coloured overlay will be made available to those who require it.

Autistic Spectrum Disorders

The school promotes an inclusive environment, fostering an atmosphere that supports the acceptance of differences and diversity. Some of the following will apply to pupils with ASD.

The school will seek to:

- Ensure 'specialist' intervention is available from external agencies for the child, family and staff. The principal will seek out the support and advice

of parents, the Educational Psychologist and ASD service together with other appropriate agencies when possible.

- Become familiar with different interventions and approaches to support the child's needs.
- Develop social understanding, positive behaviour and appropriate interaction skills including personal management and self control; interactions such as turn taking, sharing; making a choice; group behaviours and perceptions
- Support pupils with sensory needs, whether these are tactile, auditory, visual, smell, taste or movements needs. The school will consider changes to avoid over stimulation.
- Develop an approach to managing personal challenges for the child. The school recognises that these might include social interaction, learning characteristics, impairments in communication, motor difficulties and behavioural challenges.
- Prepare pupils for environmental and/or routine changes that may affect the child's ability to function competently.
- Ensure staff have training to address their continuous professional development; have a reasonable knowledge of autism and the challenges for children on the spectrum in a school environment.

Teaching Strategies/Support

In general, teachers will ensure that:

- Activities are provided to encourage children to work at their own levels in groups or as individuals – skills and knowledge will be introduced in small amounts and in a logical order; concepts will be established slowly through the varied revisiting and practice of knowledge and skills.
- Sensitivity will be shown towards children whose limitation in talking and listening, reading, writing and number work influence their learning in other areas of the curriculum; appropriate help will be given to overcome such weaknesses.
- Tasks will be as stimulating as possible and a variety of resources will be used including white boards, magnetic letters, and sand trays to provide for different learning styles and to motivate.

- Children with specific hearing or sights problems will be carefully positioned in the room.
- Whenever possible, children will be made aware of expectations in terms of time, behaviour, work etc. and be encouraged to share the responsibility for their progress.
- Whenever possible progress will be celebrated/rewarded.
- One to one tuition will be given when possible.
- Children with behavioural problems will be carefully positioned in the room to enable all members of the class to progress.
- Children with behavioural problems, including disciplinary and motivational, may be given a daily progress chart tailored to their difficulties and providing opportunities to record progress, to offer praise and to inform parents.
- For all children it is important that they develop strategies to become independent and that they know a variety of strategies to use when having difficulties in class.

Monitoring and Evaluating Special Educational Needs Provision

The SENCo, Mr Hutchinson, will be in regular informal liaison with class teachers as necessary.

- Those pupils on Individual Education Plans will have their progress formally reviewed twice per year by the class teacher, the SENCo, Mr Hutchinson and the Classroom Assistant.
- Following evaluation of plans, new plans will be created. Evaluated plans will be placed in pupil folders and also forwarded to the SENCo, Mr Hutchinson.
- Staff development meetings will be held when necessary to update staff on Special Needs issues.
- Liaison with outside agencies will be maintained.

Professional Development

- The Principal, Mr Hutchinson, will oversee the professional development of all staff
- The Principal, Mr Hutchinson, will ensure necessary training e.g. medical, moving and handling if required
- The Principal, Mr Hutchinson, will ensure that those who attend courses disseminate and share knowledge with other staff when possible
- A record will be kept of all staff training

Record Keeping

- A register, known as the Special Needs Register, will be kept detailing those children who have special educational needs and their stage of progression of the Code.
- The child's name will also be entered/removed as necessary on the Special Education Needs school register. Parents will be informed if their child is placed on or removed from the register.
- Teachers will keep the originals of Education Plans and reviews and send a copy of each to the SENCo, Mr Hutchinson, for reference.
- Class teachers and the SENCo, Mr Hutchinson, will keep records of their own testing through informal assessments, standardised or diagnostic tests.

Resources and Additional Support

A variety of resource material including ICT packages will be used to supplement the differentiated class work provided by the teacher. For example

- Magnetic boards and letters
- White boards and markers
- Writing books with practice pages
- Reading schemes including Wellington Square
- ICT packages eg. Wordshark, Starspell and other relevant material from the C2K software bundle.
- A variety of concrete materials for Numeracy

Early Years Intervention

The school is committed to an 'early intervention' strategy for pupils experiencing difficulties, and to this end information will be sought from parents regarding progress made-

- in Nursery or pre-school prior to entry into school
- any involvement with multi-disciplinary agencies e.g. Speech and Language, Health Visitor.

Our Primary One teacher will conduct base-line interviews with parents in early September.

Staff Development

- In order for all children at Clough Primary School and Nursery Unit to receive a broad and balanced curriculum suitable for the child's ability level the staff must be trained and regularly informed of the current issues and philosophies in Special Education.
- Staff will use the SEN Resource File in order to further their own profession development in relation to dealing with special needs issues.
- Special Needs issues will be given priority in the school and the staff will take part in inset meetings and training for special educational needs provided by the SENCo, Mr Hutchinson, and outside agencies on at least one occasion throughout the year.
- Information that is received by the SENCO, Mr Hutchinson, through outside agencies and/or by training courses will be communicated to the whole staff on a regular basis.

The Role of the Principal, Mr Hutchinson

- determines (in consultation with the Board of Governors) the school's general policy and approach;
- establishes appropriate staffing and funding arrangements;
- maintains general oversight of school's work;
- has responsibility for day to day management of SEN provision;
- keeps Board of Governors informed;
- must ensure the effectiveness and confidentiality of arrangements made for records, especially medical or welfare information;
- gathers further information required from health and welfare organisations;
- acts as liaison with Health and Social Services;
- responsible for transfer of all such information between schools; requests statutory assessment;
- prepares recommendations for the annual review of a child with a statement;
- convenes (at the Board's request) a review meeting and prepares a review report;
- chairs the above meeting

The Role of the Board of Governors

- Determine and keep under review, its policy in relation to the provision of education for children with special needs.
- Ensure resources are allocated to support Special Needs
- Be responsible for appointments of teachers and ancillary staff to support the school's Special Educational Needs/Inclusion policy

The Role of the SENCO

The SENCo, Mr Hutchinson will:

- co-ordinate the day to day provision of the school's SEN policy;
- liaise with, and advise colleagues;
- co-ordinate provision for children with special educational needs;
- maintain the school's SEN register and oversee the records of all pupils with special educational needs
- liaise with parents of children with special educational needs;
- liaise with external agencies
- establish the SEN in-service requirements of the staff, and contribute as appropriate to their training

Role of Class Teacher

The class teacher should:

- Be aware of the staged approach to special needs as outlined in the Code of Practice;
- Gather information through formal and in-formal assessment/observation;
- provide special help within own class through differentiation, alternative teaching and learning strategies, or different classroom organisation
- Write and review Education Plans (2 per year) in consultation with the SENco, Mr Hutchinson;
- Liaise with the SENCo, Mr Hutchinson;
- Manage Stage 1 of the Code of Practice and also Stage 2, if there is no extra provision provided.
- Discuss progress made on the IEP with the child, his/her parents and with the Senco, Mr Hutchinson.
- The class teacher, in consultation with SENCO and Assessment Coordinator, Mr Hutchinson (using standardised scores and professional judgement) will identify children who require support.

Role of the designated Classroom Assistant

Learning Support Assistants, working in partnership with the class teacher, support pupils or groups of children with Special Educational Needs throughout the school, enabling the pupils to access appropriate learning. They will be fully involved in the children's provision, monitoring and reviews under the direction of the teacher. The Learning Support assistants will avail of training within and outside school.

Links with other agencies

Paragraph 2:30 of the Code of Practice states that, “effective action on behalf of children with special educational needs will often depend upon close co-operation between education and health and social services, who have statutory duties to help each other”.

Our aim at Clough Primary School and Nursery Unit is to give all our pupils access to a broad and balanced curriculum. For pupils with special educational needs, that require specialist help, there are extensive links with external agencies to ensure that the pupils get the most appropriate form of help.

The school maintains links with the following agencies:

- Educational Psychologist
- E.A. North Eastern Region Behaviour Advisory team
- E.A. North Eastern Region Special Educational Needs department
- Speech and Language Therapist
- Education Welfare Officer
- Social Services – social worker/key worker
- General Practitioners from local health centres

Links with other schools

Clough Primary School and Nursery Unit maintains links with the local secondary schools. During the Primary 7 transfer year, information is forwarded on any child who is on the Special Needs Register and this is sent to the schools that the pupils enter. This report ensures continuity of provision when they enter secondary level education.

Partnership with Parents

We see ourselves as partners with parents in the education of pupils. Mutual support and co-operation is an essential element in achieving our objectives. Parents are made to feel welcome in the school and are free to highlight any concern they may have regarding their child.

- New parents are asked to identify any special educational needs their child may have upon entry to school.
- At all stages of the Code of Practice parents will be kept informed and encouraged to be actively involved in their child’s learning. The school welcomes the valuable contribution of parents in supporting the child and teacher to meet the agreed targets. Parents will sign Individual Education Plans, confirming their understanding of, and agreement with the document and promising their support.

- Parents will be encouraged to contact the school at any time to clarify or follow-up any SEN queries.
- Parents will have the opportunity to speak with teachers at parent interviews regarding their child's progress and will be invited to additional interviews to discuss specific SEN issues and to discuss and sign the IEP.
- Parents should communicate regularly with the school and alert them to any concerns that they might have about their child.

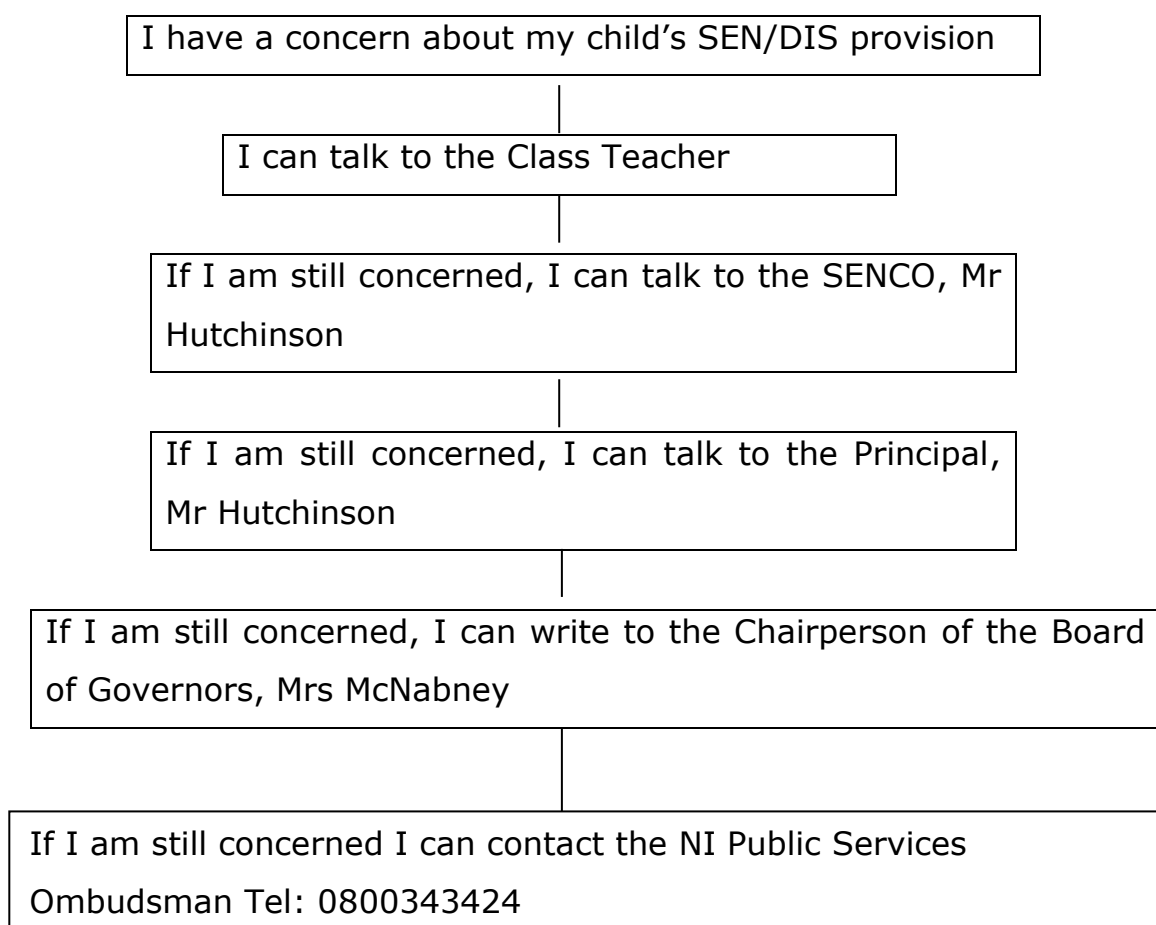
Concerns

We are committed to open and meaningful communication, and wish to ensure that concerns are addressed at an early stage. Appointments can be made to see the Principal or a teacher by contacting the school office.

Discipline is approached positively with praise, encouragements and incentives having a higher priority than sanctions. Our core values are respect, perseverance, teamwork, self-discipline, giving, compassion, honesty and responsibility. When nurtured and reinforced by all in the school community, these core values form the basis of a happy and productive school environment.

There is a Designated Teacher for child protection Mrs. Overend, and the Deputy designated Teacher Mr Hutchinson. Written records of all conversations and discussions will be kept and others informed and involved if in the best interests of the child. Reports will be based on facts and evidence. All procedures can be found in our Child Protection Policy and are subject to EANI and DENI guidelines. All adults working in the school are responsible for the care, welfare and safety of the children.

Concerns, procedures (parents/children procedures for concerns)



Links with other policies

- This policy is integral to all school policies

Development, Monitoring, Review and Evaluation of Policy including Future developments

This policy will be monitored, evaluated and updated annually to take cognisance of future developments and changes in the legislation.

NEWCOMERS POLICY

For the purposes of this policy, a 'Newcomer Pupil' 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.

Rationale:

The right to education is a fundamental human right, and as an inclusive school, we seek to ensure that our newcomer children get the support they need in order that they have the best possible chance to reach their potential.

Purposes:

Clough Primary School and Nursery Unit aims to create an atmosphere of warmth, care, understanding and respect for all our pupils to thrive in. Everyone is welcomed and valued in our school. We seek to support all pupils as they access the full range of the Revised NI Curriculum.

We recognise that newcomer children may have difficulty with the language of instruction when it is not their first language. They need support in settling into a new school, community and culture.

Guidelines:

We will seek to build the capacity of all staff as they support newcomer pupils and make use of the following forms of support:

- **Inclusion and Diversity Service (IDS)**

This is a regional support service funded by DE. It provides support and specialist advice to our school. Its key services are:

- Interpreting and translating service
- A toolkit for diversity in the primary school
- Multi lingual website www.education-support.org.uk/
- Diversity co-ordinators
- Continuous professional development for staff

The IDS can be contacted at 028 94482210 or Email: ids@eani.org.uk

- **Interpreting and Translating Service**

An Interpreter service is available approximately twice per year to assist with initial parent/teacher interviews or parent consultation interviews.

- **Multi-lingual Website** www.education-support.org.uk/

This website enables newcomer parents to get a fuller understanding of the education system.

- **Toolkit for Diversity in the Primary School**

This toolkit promotes a positive view of the challenges and opportunities created by a diverse school population for developing respect for each pupil, and for linguistic and cultural enrichment.

Funding

The Department funds the school with additional funds via the Common Funding Formula to assist as we determine the best way of teaching the language of instruction to newcomer pupils, and enable them to access the full curriculum.

School Support (in addition to the above)

Mr Hutchinson will oversee the support offered to the children in the school. The school will build upon and maintain the expertise of the staff and support services to benefit the newcomer children. The school will work closely with the IDS service and value their input.

Emphasis will be on immersion in the language and support will be given by a parent helper.

The school will seek ways of promoting inclusion and develop respect for others in the community, especially through PDMU. The school will seek out best practice in other schools and use this to enhance the good work that is already going on.

TESTS USED

NFER Progress in Maths 7 - 11

NFER Progress in English 7 – 11

N.R.I.T

Single Word Spelling Test

Single Word Reading Test

ASSESSMENT AT CLOUGH PRIMARY SCHOOL AND NURSERY UNIT										
YEAR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	May	JUNE
Nurser y	Running Records	Parent interviews _____				Parent interviews				→
1	Running Record Baseline interviews	Parent interviews _____				Parent interviews				→
2	Running Record	Parent interviews _____				Parent interviews				→
3	Running Record	Parent interviews _____				Parent interviews	→		NRIT NFER Maths 7 NFER English 7 SWST and SWRT	→
4	Running Record	Parent interviews _____				Parent interviews	→		NRIT NFER Maths 8 NFER English 8 Key Stage Tests SWST and SWRT	→
5	Running Record	Parent interviews _____				Parent interviews	→		NFER Maths 9 NFER English 9 SWST and SWRT	→
6	Running Record	Parent interviews _____				Parent interviews	→		NRIT NFER Maths 10 NFER English 10 SWST and SWRT	→
7	Running Record	Parent interviews _____				Parent interviews	→		NFER Maths 11 NFER English 11 SWST	→

