

TOWERVIEW PRIMARY & NURSERY SCHOOL



SPECIAL EDUCATIONAL NEEDS and INCLUSION POLICY

UNICEF Article 29 of the United Nations Convention on the Rights of the Child states:

“Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights as well as respect for their parents, their own and other cultures, and the environment”

Context

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

Legislation:

- [The Education \(NI\) Order 1996](#)
- [Special Educational Needs and Disability \(NI\) Order 2005](#)
- [The Special Educational Needs and Disability Act \(NI\) 2016](#)

Documentation:

- [Department of Education Northern Ireland \(1998\) Code of Practice on the Identification and Assessment of Special Educational Needs. Bangor: DENI \(PDF, 644KB\)](#)
- [Department of Education Northern Ireland \(2005\) Supplement to the Code of Practice. Bangor: DENI \(PDF, 801KB\)](#)
- [Equality Commission, Northern Ireland \(2006\) Disability Discrimination Code of Practice for Schools \(SENDO\). \(PDF, 761 KB\)](#)
- [Department of Education Northern Ireland \(2009\) *Every School a Good School – a policy for school improvement*, Bangor: DENI. \(PDF, 706KB\)](#)

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.
- [Department of Education Northern Ireland \(2005\) Supplement to the Code of Practice. Bangor: DENI \(PDF, 801KB\)](#)

The key principles of Inclusion as outlined in the Supplement to the Code of Practice (Sept 2005, p41) stipulate:

- inclusion is a process by which schools, Boards and others develop their cultures, policies and practices to include all pupils;
- with the right training, strategies and support the majority of children with SEN can be successfully included in mainstream education;
- an inclusive education service offers choice and incorporates the views of parents and children;
- the interests of all children must be safeguarded;
- schools, EA and others should actively seek to identify and remove barriers to learning and participation;

- all children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- 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 Proposals (The Northern Ireland Assembly Committee for Education Official Report (Hansard), January 2012).
- Special Educational Needs and Inclusion (The Northern Ireland Assembly Committee for Education Official Report (Hansard), May 2012)
- Department of Education Northern Ireland (2009) Every school a good school – a policy for school improvement, Bangor: DENI

Rationale for SEN/Inclusion Policy

The SEN/Inclusion Policy has been developed within the context of current legislation, policy and guidelines and is a statutory requirement.

Towerview Primary School strives to provide an appropriate and high-quality education to all children attending our school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and involves them being included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Towerview Primary School is a school committed to Inclusion and we believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, impairment, ethnicity, attainment, and background. This policy describes the way we meet the needs of children who experience barriers to their learning.

In Towerview Primary we recognise that pupils learn at different rates and there are many factors which can influence achievement including ability, emotional state, age, and maturity. We respect each individual’s strengths and weaknesses, and we aim to provide support appropriately matched to individual needs. We offer an effective support network for staff, parents, and pupils in order to maximise pupil’s potential and give children confidence in their own abilities.

Definitions

Special Educational Needs

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

Learning difficulty

A child has a learning difficulty if:

- (a) they have a significantly greater difficulty in learning than the majority of children the same age.
- (b) They have 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; or
- (c) They have 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 (a) or (b)

Special Educational Provision

Special educational provision 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 (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.

Aims

The following aims for special educational needs and inclusion provision within Towerview Primary School are consistent with the general school aims and the principles of the Code of Practice.

- To ensure that children with special educational needs are identified as soon as possible and their needs assessed as quickly as is consistent with thoroughness.
- To ensure that a broad, balanced, relevant and differentiated curriculum is available to all children.
- To provide programmes of study appropriate to the needs of individual children.
- To provide a range of appropriate approaches and strategies for teaching and learning.
- To provide a positive learning environment within which there is an emphasis on the development of self-esteem and confidence.
- To encourage appropriate involvement of parents in their children's learning.
- To develop appropriate systems of assessment, evaluation and record keeping.
- To promote effective communication between the governors, principal, teaching staff, support staff, parents and outside agencies.
- To provide relevant training for teaching and support staff as available from EA services and other external agencies.
- To review special educational needs and Inclusion policy to ensure the most effective use of human and material resources.
- To consider the views of the child when planning and implementing SEN provision taking into account their age and capacity.

SEN and medical Categories – DOE (2019) recording SEN and Medical Categories – Guidance for Schools, Bangor DENI

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

- a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy
- b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy
- c) Moderate Learning Difficulties (MLD)

- d) Severe Learning Difficulties (SLD)
 - e) Profound and Multiple Learning Difficulties (PMLD)
- 2. Social, Behavioural, Emotional and Well-being (SBEW)**
- a) Social and Behavioural Difficulties (SBD)
 - b) Emotional and Well-being Difficulties (EWD)
 - b) Severe Challenging Behaviour associated with SLD or PMLD (SCB)
- 3. Speech, Language and Communication Needs (SLCN)**
- a) Developmental Language Disorder (DLD)
 - b) Language Disorder associated with a differentiating/ biomedical condition (LD)
 - c) Communication and Social Interaction Difficulties (CSID)
- 4. Sensory (SE)**
- a) Blind (BD)
 - b) Partially Sighted (PS)
 - c) Severe/Profound Hearing Impairment (SPHI)
 - d) Mild or Moderate Hearing Impairment (MMHI)
 - e) Multi-sensory Impairment (MSI)
- 5. Physical Need (PN)**
- a) Physical (P)

Children with a medical condition

Children who have an identified medical condition will be recorded on the school's medical register. Those who do not require special educational provision will be recorded on the Medical register only and will not be placed on the SEN register.

A pupil with a medical diagnosis or disability may or may not have a SEN but what is key is "does the pupil have a requirement for special educational provision to access the curriculum."

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 Mrs Helen Norton.

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

Admission Arrangements

Children with special educational needs will be admitted into Towerview Primary School in accordance with the whole school admissions policy.

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. However, we recognise that mainstream placement may not be in the best interests of every child so we will seek advice from the EA and other professionals to ensure that we can meet the child's needs without causing unfair disadvantage to other children with whom they may be educated. This arrangement is in line with SENDO legislation.

If the child is attending a nursery school or playgroup, the school will establish contact to gather information about the child. The Principal/SENCO/Head of Junior school will liaise with Parents and Outside External Agencies in preparation for the child starting Towerview Primary School. Induction visits will be arranged for children prior to entrance in order to maximise a smooth transition.

Accessibility

Towerview Primary School is currently working towards an accessibility plan that will be available on the school website and when requested from the school office.

Physical Access

The school is fully accessible to children with physical disabilities. The school is on one level with no stairs. All doorways to the outside of the building are level. There are no steps or variations within the building. All doorways comply with current regulations. There are well equipped facilities for personal care.

Curriculum Access

In all instances we will seek to make arrangements to make the full curriculum available to every child regardless of special educational need or disability but, according to individual circumstances, some modification may be necessary. Pupils with SEN will receive differentiated work tailored to their individual needs and a range of teaching and learning strategies appropriate to the objectives outlined in their Education Plan. They will have the opportunity to work in a variety of situations which may include whole class groups, small groups and one-to-one teaching. Children with SEN will be integrated with their mainstream peers in all school activities, where possible.

Accessing Information

Materials can be adapted so that children with specific individual needs can access them.

Reasonable Adjustments

Reasonable steps will be taken to avoid putting children with SEN at a substantial disadvantage compared to other pupils without justification. (Article 16 SENDO)

Responsibility for 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 principal of the 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 Helen Norton (SENCo)

Board of Governors

The role of the Board of Governors of a mainstream school is to exercise its functions in relation to the school with a view to ensuring that provision is made for registered pupils with special educational needs. Mrs R Blanc is the Special Needs link Governor.

Chapter 12 of the document '*Every School a Good School*' (DENI, 2010) relates specifically to the role of the governor in supporting pupils with special educational needs. Based on this information, The *SEN Resource File* (DENI, 2011) outlines that the Board of Governors has a statutory duty to:

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

Principal

According to the Code of Practice (1998) the principal should:

- keep the board of governors informed about SEN issues;
- work in close partnership with the SENCo;
- liaise with parents and external agencies as required;
- delegate and monitor the SEN budget;
- ensure the senior leadership team (SLT) are actively involved in the management of SEN within the school;
- SLT members should ensure consistency of practice and contribute to the realization of the school development plan; and
- provide a secure facility for the storage of records relating to special educational needs.

SENCo (soon to be Learning Support Co-ordinator)

In all mainstream schools, a designated teacher who usually assumes the title of the special educational needs co-ordinator (SENCo) should be responsible for:

- the day to day operation of the school's special educational needs policy;
- responding to requests for advice from other teachers;
- co-ordinating provision for pupils with special educational needs;
- maintain the school's SEN register and oversee all the records on pupils with special educational needs;
- working in partnership with parents of children with special educational needs;
- establishing the SEN in-service training requirements of the staff, and contributing as appropriate to their training; and
- liaising with external agencies.

Class Teacher Class teachers have responsibility for initial identification of children who may have special educational needs and for informing the SENCO and the child's parents of their concerns.

The class teacher should:

- be aware of current legislation;
- keep up to date with information on the SEN Register;
- gather information through observation and assessment;
- develop an inclusive classroom;
- work closely with other staff to plan for learning and teaching;
- contribute to, manage, and review IEP/PLPs in consultation with the SENCo; and
- involve classroom assistants as part of the learning team.

SEN Support Staff/ Additional Adult Assistants Children who have significant special educational needs may be allocated the services of a classroom assistant.

Support Staff/ Additional Adult Assistants should: It is the responsibility of the assistant to work closely with and under the guidance of the class teacher to ensure that the child's needs are appropriately addressed through the implementation of medical Care Plans or Individual Education Plans. At the same time, progress towards independence will be encouraged to prevent over-dependence on adult support. Classroom support staff are also involved in the supervision of children in and beyond the classroom, the organisation of resources and in providing general support for the teacher.

- work under the direction of the class teacher;
- be involved in planning;
- look for positives by talking to the child about his/her strengths;
- provide practical support;
- listen to the child/speak to staff on the child's behalf;
- explain boundaries and operate these consistently and fairly;
- keep records and attend meetings; and
- share good practice.

Pupil 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.

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; and
- involving and supporting the pupils to participate in making decisions about matters affecting them.

Seeking their views and supporting them to participate in making decisions about their learning is good practice. The child's progress will be more effective when both they and, where appropriate, their parents are involved, and account is taken of their wishes, feelings, and perspectives.

Parent/person with parental responsibility

At Towerview Primary 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, pastoral staff, LSCs, 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 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, essential information may need to be made available by a parent upon a child's entry to the school.

Parents should be invited as necessary to:

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

Special Facilities, Resources and Accommodation

- Towerview Primary School currently have one Learning Support Unit that has twelve spaces for pupils who have a Statement of Special Educational Needs.
- Staff consist of one teacher and one classroom assistant.
- Integration between the LSU and mainstream classes is an important part of the ethos of the school. We strive to ensure that all pupils feel valued and part of the larger school community.
- Provision of pupils in the LSU will consist of being taught in a smaller class with higher levels of support that would be normally provided in a mainstream classroom for the majority of the day. Then all pupils in the LSU will be given opportunities to participate in carefully planned activities with their integration class, taking into account their age, aptitude and attainment.
- Towerview recognises that educational visits can greatly enhance learning and foster good relationships between children, all LSU pupils will be given the opportunity to participate in all educational visits and residential trips.

Annual Report

The Board of Governors report annually on all aspects of SEN provision in school. The SEN section in 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; and those that accessed school-delivered special educational 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 Towerview Primary School, the following may be used to identify pupils' needs:

- information from transferring school;
- teacher observation;
- standardised tests;
- diagnostic assessments;
- whole school assessment (e.g.: CAT4/PTE/PTM/PASS);
- key stage assessments;
- class tests/school examinations;
- individual education plans;
- care plans;
- personal education plans for children who are looked after;
- statements of special educational need;
- annual reviews;
- professional reports;

- parental contributions;
- pupil contributions;

The Management of Special Educational Needs

The Three Stages of Special Education Provision

In Towerview Primary 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 includes:

- School delivered special educational provision;
- A PLP is required (currently IEP);
- The majority of special educational needs will be met at this stage;
- The responsibility lies with the school;
- Operates in mainstream schools and classes; and
- Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN.

The PLP (currently IEP) should contain the core information/evidence of the school action to inform a request, if considered necessary, for access to EA SEN services at Stage 2. The child will only move to Stage 2 once any external special educational provision is being implemented.

Stage 2 includes:

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust;
- A PLP is required (currently IEP). A smaller number of children will need this provision;
- The responsibility lies with the school plus external provision from EA;
- Operates in mainstream schools and classes (and by exception in special school or Learning Support Centre (LS Centre) for the purpose of assessment; and
- Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN.

In the event of a child not making progress, despite the external support from the EA, the child may require consideration for a statutory assessment. A new online form designed to guide the user through the process is used to make a request for statutory assessment. The PLP (currently IEP) contains the core school information the EA will use to consider and if appropriate make, a statutory assessment.

The pupil will remain at Stage 2 when a request for a statutory assessment is being considered, is being made and, if appropriate until a Statement is made.

Stage 3 includes:

- Pupils with a statement of SEN;
- School and EA delivered special educational provision plus any relevant treatment or service identified by the HSC Trust;

- A PLP is required (currently IEP);
- A smaller number of children will need this provision;
- The responsibility lies with the school and the EA –with input from the HSC Trust where relevant;
- Operates in mainstream schools, LS Centres attached to mainstream schools or special schools (as determined within the child’s statement);
- Reasonable adjustments, the school delivered special educational provision are implemented plus EA provision as set out in the Statement.

At Stage 3, the child has a statement and is receiving special educational provision (as set out in the Statement).

The pupil’s PLP (IEP) should be revised, to reflect the content of the statement (as it relates to the PLP (IEP) including the SEN category (or categories); setting intended outcomes based on the objectives of the special educational provision and the nature and extent of the EA’s provision including any relevant service and treatment the HSC Trust are to provide; and any additional school provision or modifications to the curriculum, as itemised in the statement; the pupil's PLP (IEP) will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the annual review of the statement.

Exceptional Cases

In most cases transition through the three-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.

The Annual Review

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

- gauge the child’s progress towards meeting the objectives specified in the Statement;
- review the special provision made for the child, including placement; and
- consider the appropriateness of maintaining the statement of special educational needs.

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

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

Relevant forms and the EA’s guidance for this process are available by contacting Statutory Assessment and Review Service (SARS) of the school’s local EA office or they can be downloaded from the [EA website](#).

Record Keeping

- The SENCo keeps the following records in school:
 - SEN Register;
 - records of concern;
 - individual education 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; and
- 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. This may be achieved by considering that: individual education plans are monitored and reviewed for quality, progression, and appropriateness through meeting with teachers on a regular basis; evidence is collated to demonstrate whether the pupil is making progress; and information gathered is used in future planning for intervention and to inform movement either up or down through the stages of the Code of Practice.

Professional Development

The principal in consultation with the SENCo oversees the professional development of all staff in his/her school. It is essential that all staff are keep 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 should be encouraged to disseminate the information provided to build the capacity of their colleagues.

Partnership working

In school 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. Examples of 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

Other services may include:

[Behaviour Support and Provisions](#)
[Education Psychology Service](#)

Other Support Services (for example)

- RISE NI
- Barnardo's
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Independent Counselling Service for Schools (ICSS)
- REACH programme (Resilience Education Assisting Change to Happen)

Complaints

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

If you have 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, you can contact your local [EA Office](#). Please contact your SEN Link Officer in the first instance. Contact details should be on the EA documentation issued to you alongside your child's statement.

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.

Parents can contact the service which is provided by [Global Mediation](#).

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

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.

Links with other policies

This policy is integral to all school policies. It has key links with policies such as Child Protection, Anti Bullying, Health and Safety, Positive Behaviour and a number of curriculum policies such as Transition policy and accessibility policy.

Monitoring and evaluating the SEN Policy

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

Policy Date: __/__/____

Signature of Principal:.....

Signature of Chairperson of Board of Governors:

Review Date: __/__/____