



Greystone Primary School

SPECIAL EDUCATIONAL NEEDS and INCLUSION* POLICY

November 2022

*Disability (SEND), English as an Additional Language (EAL)/ Newcomer, Children who are Looked After (CLA), those with medical needs which impact their learning and/or those who are Gifted and Talented.

Greystone Primary

Ethos Statement



As a school community we strive to **ACHIEVE**:

Acceptance: We embrace diversity and encourage mutual respect for everyone.

Caring: We nurture the whole child – academically, emotionally, social, morally and spiritually.

Honesty: We develop a culture of open and honest communication.

Individuality: We celebrate, encourage and support the individual qualities and needs of each child.

Environment: We provide a safe and engaging setting where children are inspired to become inquisitive independent learners.

Value: We endeavour to work alongside the wider community enabling us to contribute to an ever changing society.

Empower: We empower our children to have the confidence and resilience to make informed decisions.

Rationale:

Greystone Primary School staff are committed to providing equal access for all our pupils to a broad and balanced 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.

Definitions:

Disability

A disability is when someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities (Disability Discrimination Act, 1995).

Learning Difficulty

A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children who are the same age as him or her, and/or has a disability which hinders his or her use of educational facilities.

Special Education Provision

Special education provision means educational provision which is different from, or additional to, the provision made generally for children of comparable age (Code of Practice 1998, paragraph: 1.4).

SEN Provisions of SENDO

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).

Key Principles of Inclusion and Equality of Opportunity:

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

Greystone Primary School is committed to inclusion and the provision of a broad and balanced curriculum, which offers equal access to all learners. We aim to create a sense of community and belonging within our school family and offer new opportunities to pupils who may have experienced previous difficulties. We promote equality of opportunity in that we are careful not to discriminate either by negative attitudes towards, or by the favourable treatment of, any child.

As a school, we recognise that some of our pupils may have special educational needs and/or a disability. We will endeavour to make every possible arrangement to provide a supportive framework to meet individual needs with due reference to current, updated statutory requirements and guidance.

This policy has been discussed with all elements of the school community and awareness raised, amendments made and resources purchased where appropriate. This policy links with all other policies that have been developed in supporting pupils both pastorally and educationally i.e. Safeguarding and Curricular policies.

Present Legislative and Educational Framework

Provision for all children with SEN is met within the SEN legislative framework listed below:

- 1) Education (NI) Order (1996)

<https://www.legislation.gov.uk/nisi/1995/755/contents>

- 2) Department of Education Northern Ireland (1998) *Code of Practice on the Identification and Assessment of Special Educational Needs*, Bangor: DENI.

<https://www.education-ni.gov.uk/sites/default/files/publications/de/the-code-of-practice.pdf>

- 3) Department of Education Northern Ireland (2005) *Supplement to the Code of Practice*, Bangor: DENI.

<https://www.educationni.gov.uk/sites/default/files/publications/de/supplement.pdf>

- 4) Department of Education Northern Ireland (2005) *Special Educational Needs and Disability (Northern Ireland) Order (SENDO)*, Bangor: DENI.

<http://www.legislation.gov.uk/nisi/2005/1117/contents/made>

- 5) Equality Commission, Northern Ireland (2006) *Discrimination Code of Practice for Schools*, Belfast: Equality Commission.

<http://www.equalityni.org/ECNI/media/ECNI/Publications/Employers%20and%20Service%20Providers/SENDOCoPforSchools2006.pdf>

- 6) Department of Education Northern Ireland (2009) *Every School a Good School – a policy for school improvement*, Bangor: DENI.

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

- 7) Inter-Board (2009) *Good Practice Guidelines*.

<http://www.eani.org.uk/sites/default/files/2019-10/SEN%20Good%20Guidelines.pdf>

- 8) A Resource File for Schools to Support Children with SEN (2011)

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

9) Department of Education Northern Ireland (2016) *Special Educational Needs and Disability (Northern Ireland) Act*, Bangor: DENI. <http://www.legislation.gov.uk/nia/2016/8/contents>

10) Inspection Self-evaluation Framework (2017)

<https://www.etini.gov.uk/publications/inspection-and-self-evaluation-framework-isef-effective-practice-and-self-evaluation-10>

Categories of SEN:

The following areas encompass all aspects of SEN/disability:

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) Pupils should be under this category if they have a medical diagnosis that requires provision in addition to reasonable adjustments.

***Under Assessment (U)** - *It is not anticipated that this will be commonly used.*

A pupil with SEN who is recorded in any one of the five overarching SEN categories and who has been assessed by the Educational Psychology Service at the current Stage Three of the Code of Practice (1998) can be recorded as '*Under Assessment*' (U) if no other descriptor applies, and:

either

1. They have been referred for a medical diagnosis and are on the waiting list.

or

2. They are too young for an educational psychologist to make a clear category determination and they plan to follow up.

or

3. They have been placed in a specialist provision by Statutory Operations as an emergency placement and are undergoing statutory assessment.

Descriptors of Medical Needs:

Following the SIMS Autumn upgrade 2019, pupils with a medical diagnosis **with no associated SEN**, are placed on a Medical Register the maintaining and updating of which is the responsibility of the Teacher in charge of Pastoral Care.

The following is a list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population:

- 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

(Source: Department of Education Northern Ireland (2019) *Recording SEN and Medical Categories – Guidance for Schools*, Bangor: DENI)

Introduction:

This policy is a statement of aims, objectives, principles and strategies that ensure the effective and efficient provision for pupils at Greystone Primary School with Special Educational Needs and Disability (SEND), English as an Additional Language (EAL), Children who are Looked After (CLA), those with medical needs which impact their learning and/or those who are Gifted and Talented.

In line with our ethos statement and its aim to **ACHIEVE**, we endeavour to foster a secure and happy learning environment in which pupils, parents and staff are valued. We recognise the need to develop each child socially, intellectually, emotionally, physically and spiritually. We allow all children to build their confidence and enable them to experience success and achievement while developing a healthy sense of self and mutual respect to support each individual to realise his/her full potential.

Aims:

- To provide access to a broad, balanced and relevant curriculum as a right for all children through differentiated planning, offering experiences and opportunities which allow pupils to develop their knowledge, understanding and skills, make progress, experience success and develop their self-confidence;
- To promote the inclusion of all pupils with SEN into the mainstream classroom ensuring opportunity for all; To eliminate prejudice and discrimination against children with special

educational needs ensuring that all pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusion provision is positively valued.

- To outline arrangements for the early identification, assessment and intervention of pupils with special educational needs and/or disability within the guidance of the Code of Practice and in consultation with appropriate personnel;
- To encourage the use of a range of teaching strategies which incorporate different learning styles to ensure effective learning for all and to provide specific input which is **in addition to** the differentiated classroom provision for those pupils identified as having SEND or a Statement of Educational Needs.
- To encourage parental involvement and co-operation between school and various external agencies in the diagnosis and management of pupils with SEN;
- To develop a system for recording continued assessment so that each pupil's performance can be monitored and to keep parents/carers informed and involved at every stage
- To create a caring and supportive environment where children themselves can contribute to the planned provision in relation to their individual learning needs ensuring that all children with SEN feel valued and have ownership of decisions which affect them;
- To outline the arrangements for the support of Newcomer/ Gifted and Talented children;
- To develop and utilise resources and training in support of pupils with SEN.

Roles and Responsibilities:

The role of the Board of Governors 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.

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.

The designated SEN governor at Greystone Primary School is **Mrs Joan McDowell (Chair)**.

Role of the 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 Learning Support Coordinator;
- 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.

Role of the Learning Support Co-ordinator (formerly known as SENco):

In recognition of its obligations towards pupils with SEN, the school has appointed **Mrs Kelly Milligan** as Learning Support Co-ordinator who will liaise closely with all staff, principal and the SEN governor to ensure inclusion is a daily reality. Responsibilities include:

- 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.
- implement the delivery of suitable programmes for all identified pupils with SEN/Disability which promote progression within an inclusive setting;
- contribute to PLPs which inform learning and teaching;
- monitor and review progress;
- be involved in the Annual Review process;
- attend and disseminate professional development training.

Role of Class Teacher:

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 EPs in consultation with the Learning Support Coordinator;
- involve classroom assistants as part of the learning team.

Role of the Learning Support Assistant:

Support Staff/ Additional Adult Assistants should:

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

Role of the Parent/Carer:

'The relationship between the parents of a child with SEN and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school based action....

Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what the parents say and that their views and anxieties are treated as intrinsically important.' (C.o. P. 2.21)

It is therefore essential that parents inform the school of any specific identified needs as early as possible on entry to school. It is the school's responsibility to inform parents when considering placing the child's name on the SEN register and invite them to;

- meet with staff to discuss their child's needs.
- attend review meetings
- inform staff of changes in circumstances
- support targets on IEP's
- work in partnership with the school and play their part in creating a positive and supportive framework to meet their child's needs.

Role of the Pupil

'The child where possible according to age maturity and capability, participate in all the decision making processes which occur in education.' (Supplement to the Code of Practice- par 1.19)

This includes:

- contributing to the assessment of their needs
- contributing to education plans through setting learning targets
- working towards achieving agreed targets
- contributing to the review of IEP's, annual reviews and the transition process in Year 7

Admissions:

Admission arrangements with respect to the majority of pupils with SEN are consistent with the school's general arrangements for all other pupils. Children with Statements of Education are placed in Greystone 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, the provision of efficient education for the individual as well as 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:

At present, pupils with SEN/Disabilities have access to most areas of the school grounds and to the ground floor areas of the building. There is a flexible approach to the organisation and location of class bases and a range of differentiated teaching resources are available in every classroom. There are facilities for personal care, including a ground floor toilet and wet room within the main school building that has been adapted for use by persons with disabilities. Accessibility arrangements are reviewed annually and contact made with the Education Authority as necessary.

Special Facilities, Resources and Accommodation:

Greystone Primary School currently has the following resources for pupils with SEN:

- additional monies in school budget for SEN to provide small group withdrawal teaching.
- Learning support room
- A fully equipped Sensory Room
- Sensory Toolbox and visuals available in classrooms

Annual Report:

The Board of Governors should report each year on SEN provision in school. Information for this report is collated by the Learning Support Coordinator and the Principal and shared with Mrs. McDowell to deliver to the Board of Governors on an annual basis.

Identification of SEN:

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)

We recognise that special educational needs can arise as a result of:

1. Learning difficulties
2. Specific learning difficulties
3. Emotional and behavioural difficulties
4. Physical disabilities
5. Sensory impairments

6. Speech and language difficulties
7. Medical conditions
8. Prolonged absences
9. Adverse social or cultural circumstances

In line with principles and best practice guidance, Greystone Primary School places a strong emphasis on early assessment, identification and intervention that begins by establishing baselines at the point of each child's entry to the school in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years.

If the child already has an identified Special Educational Need, this information may be transferred from the Early Years setting. The Learning Support Coordinator and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure on-going observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning involve parents in implementing a joint learning approach at home.

At Greystone, the following sources *may* be used to build a picture of each pupils' needs:

- Parental information;
- Information from nursery school or other transferring school
- Teachers' professional judgement and observations;
- Class assessment routines – Daily/weekly tests, classroom performance;
- Assessment of SEN pupils will follow the stages outlined in the Code of Practice. Pupils' progress will be closely monitored and reviewed throughout the school year. Testing (standardised and school-based) will take place in accordance with school procedures.
- Whole school assessment processes e.g. standardised scores such as Progress to English (PTE), Progress to Maths (PTM), Non-Reading Intelligence Tests (NRIT), (NFER) Single Word Spelling Test, (NFER) Group Reading Test,
- Outcomes of additional diagnostic/SEN Screening e.g. British Picture Vocabulary Scale, Running Records, CAT 4, PASS, Dyscalculia Screener, Dyslexia Portfolio (N.B. this test **does not** provide a confirmed diagnosis of Dyslexia);
- Information from Educational Psychology Reports;

- Information from Code of Practice 'Stage 2' Reports e.g. from RISE NI, EA Literacy Support Service (EALS), Primary Behaviour Support Service (PBSS), ASD Advisory and Intervention Service (AAIS)
- Information from Statements of Special Educational Need;
- Medical Advice/Information e.g. from Child and Adult Mental Health Service (CAMHS), Northern Health and Social Care Trust (NHSCT) Occupational Therapy Services, NHSCT Speech and Language Services, NHSCT Paediatric Services etc.;
- Information in Looked After Children (CLA) Care Plans e.g. from Social Services requiring specific responses; PEP
- Personal Learning Plans and Reviews;
- Annual Reviews.
- It may also be appropriate to include information from social workers, health visitors, therapists and/or other supporting professionals if such occasion arises.

Procedures at Greystone Primary School:

The Code of Practice currently sets out a three stage approach to the identification of children having learning difficulties, the assessment of their special educational needs and the making of whatever provision is needed to meet those needs. All stages are school based, calling, as necessary, on external specialists at stages 2 and with the Education Authority (EA) sharing responsibility with the school in Stages 2 and 3.

Stage 1:

Teachers identify and register a child's special educational needs according to the definition that the child has "***significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities.***" They consult with the child's parents and the Learning Support Co-ordinator. Pupils who are recorded as new Stage One receive school delivered special educational provision as outlined in their PLP.

The Learning Support Coordinator and the child's class teacher will decide on the additional action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- some small withdrawal group or individual withdrawal support with LSC;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.

- access to external support services for one-off or occasional advice on strategies or equipment.

Strategies employed to enable the child to progress will be recorded within a Personal Learning Plan (PLP). The PLP will include information about:

- the short-term, SMART targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when PLP is reviewed).

The PLP will only record that which is additional to, or different from the differentiated curriculum and will focus on up to 3 individual targets that match the child's needs and have been discussed with the child and the parents.

The Personal Learning Plan will be reviewed twice a year and parents' views on their child's progress will be sought. The child will also take part in the review process and be involved in setting the targets.

Pupils may move to Stage 2 if there is evidence that they:

- continue to make little or no progress in specific areas over a long period continues working at curriculum levels substantially below that expected of children of a similar age
- continue to have difficulty in developing literacy and mathematics skills
- have emotional or behavioural difficulties which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and **cause substantial barriers to learning**.

Stage Two:

Stage 2 begins only when external provision is put into place to supplement the provision already being made by the school. Pupils on the SEN register who are awaiting psychology assessment or who are on a waiting list for external support will remain at Stage 1 in the new Code and will only

move to Stage 2 once any external special educational provision is being implemented (Draft CoP, 3.22). A PLP is still required for each of these children.

At this stage, the Learning Support Coordinator may seek the support of the educational psychologist, adding the child's name to the consultation list for discussion with the psychologist in the first term. A consultation form will be filled in with permission of the parent/guardian prior to this meeting. After consultation and with regard to both the school's waiting list and the process of prioritisation, the Educational Psychologist will decide whether a child may be referred for a full psychological assessment. NB: In responding to requests for referral to Educational Psychology, it should be noted that the school is required to follow procedures established by the Education Authority and that time for consultation and Stage 2 referrals is allocated by total enrolment numbers i.e. **15 hours allocated/ 3 children assessed per academic year.**

Following a Stage Two assessment, the Educational Psychologist may refer the child to external support services, who may see the child so that they can advise teachers on new PLP targets and strategies or provide direct interventions.

Stage 3 – Request for a Statutory Assessment

'In some cases schools will conclude that the pupil's needs remain so substantial that they cannot be effectively met within the resources normally available to the school.' (Supplement to the Code of Practice – 4.64)

Where a pupil has demonstrated **significant cause for concern**, the school will submit form SA1 to Special Education who will decide whether or not to proceed with a statutory assessment. The Educational Psychology Service will need information about the child's progress over time, documentation in relation to the child's Special Educational Needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through:

- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- levels of attainments in literacy (PTE) and mathematics (PTM)
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child

- involvement of other professionals such as health, social services or education welfare service

Stage 3b Parental request for a statutory assessment

It should also be noted that parents are able to exercise their right to request Statutory Assessment under Article 15 of the *Education (NI) Order 1996* if they believe that their child has a learning difficulty or a disability which is holding them back at school and the school is unable to provide the necessary help which their child needs, or if the child is under school age and they believe that they **will** need extra help or special provision when they start school.

<https://www.eani.org.uk/request-for-statutory-assessment>

When collating evidence of SEN, it should also be noted that the school can **only act upon their observations of how a child behaves, interacts or performs within the school environment.**

Similarly, the school is unlikely to respond to recommendations in external (including private) reports if they do not match their professional judgement within a school context.

The Process of Statutory Assessment of SEN (Stage 3)

Statutory assessment involves consideration by the Educational Psychology Service, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the Educational Psychology Service attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the service suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and therefore, may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the Educational Psychology Service will consider the case for a statutory assessment of the child's special educational needs.

After due consideration of the evidence, the EA may decide to either:

*Devise and maintain a **Statement of Special Educational Needs** which sets out the child's needs.*

This will:

- include the pupil's name, address and date of birth
- include details of all of the pupil's special needs
- identify the special educational provision necessary to meet the pupil special educational needs
- identify the type and name of the school where the provision is to be made

- include relevant non-educational needs of the child and information on non-educational provision e.g. Speech and Language Therapy, Occupational Therapy etc.

or

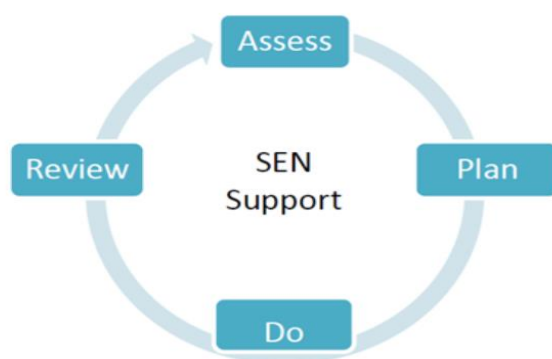
Provide a **Note in Lieu of a Statement** which sets out the reasons for the Board's decision **not** to make a Statement of Special Educational Needs and includes supporting evidence from the Statutory Assessment. (*This is considered as a refusal to provide a Statement*)

The EA considers the need for a statement of special educational needs; if appropriate, it produces a Statement and arranges, monitors and reviews provision. All children with Statements of Special Educational Needs will have short-term targets set for them that have been formalised after consultation with parents and child which include targets identified in the statement of educational need. These targets will be set out in an PERSONAL LEARNING PLAN and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the PLP will continue to be the responsibility of the class teacher.

The Management and Provision for SEN:

Provision for children with special educational needs is a responsibility for the school as a whole. In addition to the governing body, the school's principal, the Learning Support Co-ordinator and all other members of staff have important day-to-day responsibilities. ***All teachers are teachers of children with special educational needs.***

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. **Those children whose overall attainments or attainment in specific curriculum areas fall significantly outside the expected range may have special educational needs.**



The A-P-D-R cycle should be consistently employed throughout the graduated response

Children who are identified and assessed as having SEN may receive a range of learning support through implementation of Personal Learning Plans that may include:

- Individually differentiated learning tasks;
- Additional targeted small group/individual support within their classroom;
- Integration of specific programmes provided by Occupational Therapy and/or Speech and Language services from community services or from the Multi Agency Support Team (RISE NI);
- Strategies and advice to support with organisation and memory;
- Additional targeted small group/individual withdrawal support with SENco;
- Integration of support from Stage 2 services/resources
- Adult assistance at Stage 3

In order to help children with special educational needs, the school will adopt a **graduated response** that recognises there is a continuum of special educational needs provision and brings increasing specialist expertise to shoulder the difficulties that a child may be experiencing. We are fortunate in Greystone, to be able to offer additional targeted small group/individual withdrawal support at present but this remains subject to the financial constraints of the Board of Governors.

Specific Issues:

Teaching and Learning:

All children have the right to a broad and balanced curriculum. This involves all staff in utilising a range of teaching strategies and classroom management styles designed to take account of the differing abilities, interests and experiences of pupils. In order to facilitate this at Greystone, it is recognised that:

- work should be stimulating;
- work should be differentiated so that pupils can experience success yet challenging enough to promote progression in learning;
- work should allow pupils to progress at their own rate, yet encourage them to take responsibility for their own learning;
- staff should give positive feedback and the achievements of pupils with SEN celebrated;
- staff should be sensitive to pupils' literacy and numeracy difficulties and the potential influence and impacts of communication. This should be taken into consideration when giving instructions;
- lessons should be structured in a series of simple clearly defined steps;
- the classroom environment should be inclusive, stimulating and attractive, featuring as much pupil work as possible.

Cognition and learning (6.30)

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

Social, emotional and mental health difficulties (6.32)

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

-

Communication and interaction (6.28/6.29)

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Sensory and/or physical needs (6.34)

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities

generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Medical Needs

Pupils with a diagnosis in keeping with the Medical Descriptors will be recorded on the medical register unless there are additional Learning difficulties/SEN.

No child will be recorded under Medical Diagnosis (including physical conditions) in the absence of evidence from the HSCT provided by the parent, or identified on statements issued by the EA. Reasonable adjustments may be put in place to support the pupil within the classroom.

Newcomer Children including those from the Traveller Community

- The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance and progress in different subject areas to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. It should be noted that it may take up to 2 years before a second language is embedded.

Children Who Are Looked After (CLA)

- We recognise that, there is considerable educational underachievement of CLA, when compared with their peers, and we are committed to ensuring all CLA at Greystone reach NI Curriculum levels appropriate to their abilities and achieve their educational potential. We recognise our role in safeguarding CLA. We recognise our collective responsibility along with the health trust and Social Services to achieve good parenting through:
 - prioritising education;
 - having high expectations;
 - inclusion – changing and challenging attitudes;
 - achieving continuity and stability;
 - early intervention – priority action; and

- listening to children.
- Greystone Primary also recognises that many children who have been adopted or who are subject to kinship care require additional support in order to succeed and that this may be similar to that required for CLA. Greystone is committed to providing this support to ensure these children achieve their potential.

Gifted and Talented Learners

Teachers will provide differentiated activities and a range of support and resources for gifted and talented pupils, as appropriate.

- Ongoing assessment against year group objectives and NI Curriculum expectations are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress
- In addition, and especially at the end of Key Stages, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided
- Opportunities for Gifted and/or Talented pupils to work on various projects will be provided.
- If appropriate, teachers would approach local secondary schools for resources and or advice to support pupils.

Record Keeping

Arrangements for SEN Record Keeping:

We respect that SEN information is personal to children and their families. The Learning Support Co-ordinator and class teacher maintain key SEN information. SEN information retained by the Learning Support Co-ordinator is stored securely and includes copies of the school's SEN register, current/previous PERSONAL LEARNING PLANS for each child, a copy of statements of SEN and/or Multi-Agency reports.

Each class teacher securely stores any copied documentation. These are regularly referred to for planning and provision. All staff maintain a dated record of conversations held with parents that will include any decisions taken and actions to follow.

Restriction on Disclosure/ Freedom of Information/ Consent:

The GDPR became effective on 25 May 2018 and has an impact on how schools manage personal data. The GDPR aims primarily to give control to individuals over their personal data. It allows

people to have easier access to the data which organisations hold about them and introduces a new fines regime and a clear responsibility to obtain the consent of people they collect information about. The government has created a new Data Protection Act (2018) to coincide with the GDPR, this replaces the Data Protection Act 1998.

The Learning Support Coordinator should keep and have access to:

- SEN Register;
- Personal Learning Plans/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.

The Annual Review

The Annual Review of a Statement of SEN:

All statements must be reviewed at least annually with the parents, the pupil, the Educational Psychology Service, the school and other professionals involved within the time frames provided by the EA. All invited will consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. 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.

At the P7 review, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit post-primary schools and to consider appropriate options within the similar timescales as other parents.

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 Learning Support Coordinator, as delegated by the principal).

Relevant forms and the EA's guidance for this process are available by contacting the Statutory Operations department of the school's local EA office or they can be downloaded from the following link: <https://www.eani.org.uk/publications/annual-review-notes-of-guidance>

Monitoring the Progress of Pupils with Special Educational Needs:

Monitoring the effectiveness of our educational provision is central to all that we do throughout Greystone Primary School. It is the responsibility of the Learning Support Coordinator to ensure that the progress of pupils on the SEN register is monitored. This may be achieved by considering that:

- Using a range of standardised and non-standardised measures, we regularly monitor and review the PLP targets set for children to ensure appropriateness and progression evidence is collated to demonstrate whether or not 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 decisions and judgements are also informed by holistic processes such as on-going staff observation of the child's performance/ behaviour, information gathered from parents and, if appropriate, information that has come directly from the pupil. Monitoring and reviewing pupil progress within such a holistic, child-centred context also considers the effectiveness of measures and interventions that takes account of individual strengths, difficulties or circumstances. This focus on educational outcomes along with the distinct strengths and/or barriers to learning are used to assist in future planning and will also inform pupil movement on, off, up or down the stages of the Code of Practice.

Professional Development

Staff Development and Training:

Continued Professional Development

The principal in consultation with the Learning Support Coordinator oversees the professional development of all staff in his/her school. While all teaching staff are fully qualified to teach all pupils in their care, it is essential they keep up to date with current developments in order to best provide for pupils with Special Educational Needs. In-Service Training will be organised in consultation with the Learning Support Co-ordinator, Principal and Senior Leadership Team. Staff who attend training disseminate knowledge and information to upskill other staff. The school maintains a record of staff training attended and how this will be utilised in support of pupils with SEN.

The EA provides SEN capacity building training to learning support coordinators, principals, teachers, other school staff, Boards of Governors and the EA on the new SEN framework.

The Learning Support Coordinator should keep a record of all training attended by or delivered to staff in relation to SEN. Following attendance at relevant internal or external education and training programs, staff members should be encouraged to disseminate the information provided in order to build the capacity of their colleagues.

Partnerships in support of pupils with SEN (ref. Appendix 3):

Greystone Primary prides itself on the development of many effective working partnerships and practices in order to support a wide range and continuum of pupil SEN at all stages of the Code of Practice. These include,

1. Internal Partnerships

As a staff we have wide individual and collective knowledge of a range of SEN which we share as part of good practice, for the benefit of pupils. Examples of best practice include the development of collegiate approaches which may typically involve meetings and professional discussion between Principal, Learning Support Co-ordinator, Class teacher, Teaching Assistant to share professional knowledge and experience in respect of a pupil with SEN, to plan/review SEN provision/resources and to determine appropriate onward actions/pathways within and beyond school.

As children transition through school at the end of each year, handover arrangements are in place for class teachers from each year group to meet and share relevant information to ensure pupil progress, well-being and support continuity and progression.

2. Partnerships with Parents

The importance of developing positive parental partnerships to support our pupils is highly recognised. Parents are encouraged to contact their child's class teacher through See Saw/ Class Dojo if they have any concerns with regard to their educational progress or well-being so that a meeting to discuss these can be arranged at a mutually convenient time. Alternatively, parents may wish to request to meet with the Learning Support Co-ordinator or Principal. Any requests for a meeting should be made by telephoning the school office to arrange an appointment.

Similarly, if school staff are seeking to discuss any concerns with parent/s about pupil progress, contact in the first instance will usually be made by the child's class teacher. While we recognise this can be an anxious experience, we would request that parents make arrangements so that they can attend the meeting. We would also reassure parents that their child's best educational interests will

be at the heart of any conversation. At this meeting, staff will respectfully talk through any concerns, seeking parent views and involvement in any decisions to be made and in the development, implementation and review of Personal Learning Plans.

Parents are involved in the following:

1. Through homework, both written and learning
2. At the stage of the first concern raised, by liaising with the teacher
3. At the PLP review meetings
4. At the annual parent-teacher interviews in October and March
5. By attending other meetings at the request of the teacher or Principal

3. Pupil Partnerships

Good relationships with pupils are promoted at all levels of school life to enhance self-confidence, positive self-esteem and open communication. When possible, depending on their level and powers of understanding, pupils are involved in the decision making processes that affect them and their views and opinions sought. Key learning targets are shared with pupils and various opportunities to experience and celebrate success are recognised and acted on.

4. Education Authority

The school has developed strong and effective working relationships and links with various EA (NE region) departments and services and may consult with fellow professionals on a range of SEN matters. These include:

- Educational Psychology Service;
- Educational Welfare Service;
- EA Literacy Support Service (EALS);
- ASD Advisory and Intervention Service (AAIS)
- Intercultural Inclusion Education Service
- Primary Behaviour Support Service;

5. Other External Agencies

The school has developed links with a wide range of external services in support of pupil SEN. Relevant information in support of pupil SEN is shared on a professional basis to support cohesive, multi-disciplinary approaches.

- Multi-Agency Support Team for Schools (RISE NI);
- Middletown Centre for Autism;
- Child & Adolescent Mental Health Services (CAMHS);

- Child Development Clinic (CDC);
- Children’s Community Paediatric Services;
- Community Speech and Language;
- Social Services – e.g. ‘Child in Need’/family support.

6. Other schools

We have strong links with local schools through the Moving Forward Together (MFT) hub. The importance of this is recognised not just in terms of sharing best practice experiences across a range of SEN but also in supporting pupils transitioning between and across educational phases.

7. Transitions

Transition Arrangements Pre-School – Year 1

- P.1 class teachers liaise with feeder pre-school settings;
- Copies of appropriate documentation are shared;
- As part of our admissions procedure, following confirmation of their child’s admission, all parents are offered an opportunity to share any SEN concerns/information in relation to their child and to meet with the Learning Support Co-ordinator/Principal to enable school staff to put any necessary measures in place to support the child’s transition to formal education in line with SENDO legislation;
- On their child’s enrolment, all measures outlined within this policy come into effect.

NB: Arrangements around transition for children with an Educational Statement are managed by the Education Authority.

Cross-Phase Transition Arrangements - Year 7 to Post-Primary

The school has links with its many post-primary schools. In order to support children with SEN with their move to post primary education:

- Copies of appropriate records are made available to the Learning Support Co-ordinator of the receiving school;
- Where possible, the Learning Support Co-ordinator/Class teacher will communicate with their counterpart at the receiving school.

Inter-phase Transition – Years 1 – 7

As part of good practice and to ensure continuity for children involved, the Learning Support Co-ordinator and Principal will implement the following:

- For children transferring to Greystone, relevant information and records will be requested from the Principal/Learning Support Co-ordinator of the feeder school while allowing the

child time to settle and adjust to his/her new environment. A meeting is arranged between class teacher and parent once the child has settled in to school (usually within the first few weeks of enrolment);

- For children transferring from Greystone, copies of appropriate records will be made available following discussion with or at the request of the Principal/Learning Support Co-ordinator of the receiving school. Documentation may also be requested by the child's parent/s for this purpose although it should be noted that appropriate notice should be given for this to be compiled.

Complaints

All complaints regarding SEN will be dealt with in line with school's existing complaints procedures. We would encourage parents to initially discuss any concerns with relevant staff. We would hope that most issues raised can be satisfactorily resolved in this manner.

If parent's or carers have a complaint about the way we are supporting their child who has SEN, they should speak to the Learning Support Co-ordinator (Mrs Kelly Milligan). She will address the problem and will report back to the parent within one week. If parents or carers continue to be dissatisfied she will refer the matter to the Principal to take further action as appropriate.

SEN Advice and Information Service

The EA has set up a SEN Advice and Information Service to provide support in relation to children with Special Educational Needs. Details of this service can be found on EA's website:

<https://www.eani.org.uk/parents/special-educational-needs-sen/contact-details-for-special-education-in-the-local-education>

Parents may also choose to contact other agencies such as the SENAC helpline, the Children's Law Centre or NICCY.

Dispute Avoidance and Resolution Service (DARS)

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

Members of the DARS team will facilitate the possible resolution of disagreements (in a neutral venue) but do not have the authority to resolve a dispute. DARS is separate and independent from the Statutory Operations section in relation to Special Education.

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

The main office for DARS is based in Armagh. Parents/Guardians may contact this service directly either by telephone: (028) 3751 2383 or email: DARS@eani.org.uk

Special Educational Needs and Disability Tribunal (SENDIST)

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

Where agreement cannot be reached between a parent and the Education Authority with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal or SENDIST. SENDIST considers parents' appeals against decisions of the Education Authority and also deals with claims of disability discrimination in schools. There is a two-month time limit from the notified date of 'disputed decision' to appeal to the tribunal.

Monitoring and Evaluating the SEN Policy

This policy has been reviewed in light of recent changes in legislation and following consultation with staff members, parents and external agencies. In addition, feedback will be sought on an annual basis. Information will be discussed and reviewed by the Senior Management team. Any amendments considered necessary will be forwarded to the Board of Governors for approval.

The policy will be signed and dated.

Date: **November 2022** to replace the previous May 2018 policy.

Policy Date: __/__/____

Agreed by Staff: _____

Policy ratified by Board of Governors on 22/11/22

Date Reviewed in 2022 : _____

Agreed by Staff _____

Approved by the Board of Governors: _____

Date Reviewed in 2023: _____

Agreed by Staff _____

Approved by the Board of Governors: _____

Date Reviewed in 2024: _____

Agreed by Staff _____

Approved by the Board of Governors: _____

Appendix 1: Key SEN Documentation and reference material

1. Code of Practice 1998
2. Supplementary Guide to the Code of Practice
3. Guidance on preventing underachievement DCFS
4. Guidelines for Teachers NCCA/CEA 2007
5. Removing Barriers to Achievement, DE 2004
6. Special Educational Needs and Disability Order (DE 2005)
7. The Disability Discrimination Act (DDA, 1995)
8. Statutory Assessment Guidelines
9. Guidance for Schools: recording Children with Special Educational Needs- SEN Categories (Department of Education)
10. Special Educational Needs and Disability Act (Northern Ireland) 2016 (SEND Act)

APPENDIX 2 – Possible Reasonable Adjustments:

ADHD & ASD

- Clear consistent rules and routines displayed in class.
- Differentiated Classwork/ Homework
- Simplified instructions.
- Use 10 second rule for processing.
- Adopt a flexible pace e.g. Timers
- Provide a multi-sensory environment e.g. fidget toys, ear defenders, wobble cushion
- Provide Brain Breaks – go for a walk, access to movement/ trampoline/ peanut ball
- Safe person & Access to a Safe Place to cool down
- Use the child's specific interests where possible to ensure engagement and interest.
- Additional adult input if available
- Home-school liaison book.
- Visuals e.g. timetable/ first and then board
- Circle Time.
- Debrief time.

Specific Learning Difficulty in Literacy i.e. Dyslexia:

- Offer practical/ pictorial tasks
- Reduce copying from the board.
- Limit the amount of print on worksheets.
- Use of Dyslexic friendly font. Use at least point 12 font and 1.5 line spaces.
- Employ alternate methods of recording information e.g. Mind maps, flow-charts, spider diagrams etc.
- Use ICT to spellcheck
- Have access to Literacy aids e.g. coloured overlays, triangular pencils, sloped writing board, personal dictionary, word mats, coloured/cream paper
- Additional adult input if available for pre-teaching/ support

Dyscalculia:

- Differentiated Classwork/ Homework
- Use of concrete materials
- Additional adult input if available

EAL/ Newcomer Pupils:

- Differentiated Classwork/ Homework
- Use of visual strategies
- Additional adult input if available

Additional Resources:

PERSONAL LEARNING PLAN Targets

Withdrawal sessions

Reading Support

APPENDIX 3 – Contacts



Contacts: People and Agencies

Name	Agency	Telephone	Email
	Gateway Gateway Team (SPOE) Referral Oriel House 2-8 Castle Street, Antrim	SPOE (Gateway) 0300 1234333	SPOE.Referrals@northerntrust.hscni.net
	CPSSS Child Protection Support Service for Schools	028 9598 5590	(North Eastern Region) Antrim Board Centre 028 94482223
	Antrim Children's Services, (Social Work)	Antrim Fieldwork Office (028) 94416555	
	Regional Emergency Social Work Service (Out of hours)	028 9504 999	
Lorraine Magee/ Dympna Cunningham	SEN Statutory Assessment and Review Service	028 25661313 Internal Ext: 661311	Lorraine.Magee@eani.org.uk
Lena McAleenan Senior – Dr Marie Hill	EDUCATIONAL PSYCHOLOGY SERVICE	Ballymena 028 25661111 028 25661282	Psychology.Ballymena@eani.org.uk lena.mcaleenan@eani.org.uk
	CAMHS SPOC Alder House Antrim Area Hospital Bush Road, Antrim BT41 2QB	028 94424693	Single Point of Contact camhs.spoc@northerntrust.hscni.net
	AAIS (AUTISM Advisory & Intervention Service)	Ballymena 02825661480	Janine.Simpson@eani.org.uk
	Paediatric ASD Diagnostic Team	028 25633777	camhs.spoc@northerntrust.hscni.net
	SEN Advice and Information Service	Ballymena Office 028 25661319	tracey.logan@eani.org.uk amanda.robinson@eani.org.uk

	SEND Implementation		cyps-send@eani.org.uk
	SEN Helpline	028 9598 5960	
Janine Simpson	AAIS (AUTISM Advisory & Intervention Service)	Ballymena Office 028 25661480	karen.craig@eani.org.uk craig.goodall@eani.org.uk moira.mcbride@eani.org.uk janine.simpson@eani.org.uk
	EALS (EA Literacy Service)	Ballee Centre 2-6 Ballee Road West Ballymena BT42 2HS	literacyservice@eani.org.uk
	LANGUAGE & COMMUNICATION SERVICE	028 82411360 028 82254534	LCSGeneral@eani.org.uk
	RISE NI (formerly MASTS)		marjorie.mcconnell@northerntrust.hscni.net
	Translation services	Contact Flex in Belfast. 028 90727878	info@flexlanguageservices.com https://www.eani.org.uk/school-management/intercultural-education-service-ies/newcomers/interpreting-documents
	Intercultural Education Service		ciaran.mcpeake@eani.org.uk vicky.park@eani.org.uk
Rachel Galbraith/ Lynne Morrison	Behaviour Support Service and Provision	028 38314450 028 9443225	
	SEN EARLY YEARS INCLUSION SERVICE	Antrim Office 028 9448 2298	
	Early Years Panel	028 25661423	
Justin Craig Roma Smith 07864689441	SEN INCLUSION SERVICE (MLD)	028 8241 1360	InfoSenis.MLD@eani.org.uk MLD/SLD Tel: 028 8241 1331
Justin Craig	SEN INCLUSION SERVICE (DOWNS)	028 8241 1360	InfoSenis.DS@eani.org.uk Down Syndrome/SLD Tel: 028 3751 2357
Noreen McQuaid	SEN INCLUSION SERVICE (MEDICAL NEEDS)	028 71272340	EADiabetesSupportMailbox@eani.org.uk Medical Needs Tel: 028 7127 2340

Justin Craig	SEN INCLUSION SERVICE (SLD)	028 8241 1360	InfoSenis.SLD@eani.org.uk kellie.arguelles@eani.org.uk
	SENSORY SERVICE	028 2566 1258	sensoryservice@eani.org.uk conor.mervyn@eani.org.uk (hearing)
	EDUCATIONAL WELFARE OFFICE	Ballymena Office 028 2566 1266	naomi.coupland@eani.org.uk
	Action for Children, Family Support Hubs, 4A Steeple Road, Antrim BT41 1AF.	028 94467345	Northern Area Early Intervention Support Project 07525733601 (Pamela Sweeney)
(Gary Barr)	Neighbourhood PSNI	101 EXT. 36652 07500080735	
Stephen McCord Rebekka Gilpin	ULSTER TEACHERS' UNION	028 90662216	office@utu.edu Stephen.mccord@utu.edu www.utu.edu
Paula Brown (Investigating Officer)	NI OMBUDSMAN OFFICE	028 9089 7787 (Direct Line)	paula.brown@nipso.org.uk
EA Ballymena Office	182 Galgorm Road Ballymena BT42 1HN	028 25661111	info@eani.org.uk
EA Ballee Centre	2-6 Ballee Road West Ballymena BT42 2HS	028 25661111	
Jocelyn Wallace Office Manager / Personal Assistant to Sara Long, Chief Executive Chief Executive's Office	Education Authority 40 Academy Street, Belfast BT1 2NQ	T: 028 90413175 internal : 3175	Email: jocelyn.wallace@eani.org.uk

Lead Drs in Local Offices- CPMS

Southern Hub Area

Local Office	Lead Dr/Drs
Glengormley	Dr McCorkell and Dr Woodrow
Larne	Dr Deeney
Antrim	Dr McClure
Carrickfergus	Dr Small

Northern Hub Area

Local Office	Lead Dr /Drs
Ballymena	Dr Ong
Magherafelt	Dr McCandless
Cookstown	Dr Ong
Ballymoney	Dr Sutherland and Dr Cameron

Help and Advice

SENAC (Special Educational Needs Advice Centre)

General Advice Line: 028 9079 5779

The Children's Law Centre

Tel: 0808 808 5678

Special Educational Needs and Disability Tribunal

Tel: 0300 200 7812

Email: tribunalsunit@courtsni.gov.uk

Department of Education

Tel: 028 91 279279

Dispute Avoidance and Resolution Service (DARS)

Tel: 028 37512383

The Equality Commission for Northern Ireland

Tel: 028 90 500 600