Special Educational Needs and Inclusion policy
Victoria Park Primary School

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At Victoria Park Primary School, our vision is for every child to be inspired to learn, nurtured to grow and ready to flourish. We want our pupils to feel safe, valued and included; to develop confidence, kindness and resilience; and to leave us with the knowledge, skills and values they need to embrace the future with curiosity, courage and hope.

Mission Statement

Victoria Park Primary School recognises that inclusion is about more than access to the curriculum. Through a whole-school nurturing approach, we seek to create a learning environment where pupils feel safe, respected and supported to participate, achieve and develop positive relationships. We believe that meeting pupils' social, emotional and wellbeing needs is fundamental to successful learning and is the responsibility of all staff. Through high-quality teaching and a broad, balanced and engaging curriculum, we support every child to achieve their individual potential and develop as confident, resilient and independent learners prepared for lifelong learning and future success..

Ethos

At Victoria Park Primary School, we are committed to providing an inclusive, nurturing and supportive learning environment in which all pupils are valued and encouraged to achieve their full potential. We promote a whole-school approach to Special Educational Needs, underpinned by a shared responsibility among all staff for identifying, supporting and celebrating the strengths of every learner.

We recognise that some pupils may require additional support at different stages of their educational journey. Through early identification, high-quality teaching and a graduated approach to provision, we aim to respond effectively to individual needs and promote positive outcomes for all learners.

Wherever possible, pupils with Special Educational Needs are supported within their mainstream classroom alongside their peers. Through an inclusive, broad and balanced curriculum, appropriately adapted to meet individual needs, we seek to enable every pupil to participate fully, make progress and realise their potential.

Our provision is based on quality-first teaching, complemented where necessary by targeted interventions and specialist support. Practical, engaging and meaningful learning experiences underpin our approach, helping pupils to develop confidence, resilience, independence and the skills they need for lifelong learning and future success.

We recognise that emotional wellbeing, positive relationships and a sense of belonging are fundamental to effective learning. As a nurturing school, we promote a relational approach that supports the social, emotional and developmental needs of all pupils. Nurture principles inform our whole-school approach to inclusion and help create an environment in which children feel safe, valued, understood and ready to learn.

Policy Rationale

This policy outlines how Victoria Park Primary School fulfils its statutory duties in relation to Special Educational Needs and ensures that appropriate provision is made for pupils who require additional support to access learning and participate fully in school life.

The legal framework for Special Educational Needs in Northern Ireland is set out in the Education (Northern Ireland) Order 1996, as amended by the Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) and the Special Educational Needs and Disability Act (Northern Ireland) 2016. These legislative provisions establish the rights of children and young people with SEN and disabilities and place duties on schools, the Education Authority and other agencies in relation to the identification, assessment and provision of support.

The Code of Practice on the Identification and Assessment of Special Educational Needs (1998) and the Supplement to the Code of Practice (2005) continue to provide statutory guidance for schools, the Education Authority and other relevant agencies when making decisions regarding SEN provision.

SENDO strengthened the rights of pupils with SEN and disabilities to be educated within mainstream settings wherever appropriate and placed duties on schools to promote equality of opportunity, prevent disability discrimination and improve accessibility. The Special Educational Needs and Disability Act (Northern Ireland) 2016 further strengthened SEN legislation by enhancing the role of children, young people and parents in decision-making and promoting greater collaboration between education and health services.

A revised SEN Framework, including new Regulations and a new Code of Practice, has been developed by the Department of Education. Until these are fully implemented, schools must continue to have regard to the 1998 SEN Code of Practice and the 2005 Supplement, alongside current Department of Education and Education Authority guidance.

This policy provides a framework for the identification, assessment, provision, monitoring and review of support for pupils with Special Educational Needs at Victoria Park Primary School and should be read alongside the school's policies relating to Pastoral, Safeguarding, Positive Behaviour and Learning and Teaching.

Objectives

At Victoria Park Primary School, we aim to:

- Provide an inclusive learning environment in which every pupil feels valued, respected and supported to participate fully in all aspects of school life.
- Ensure that pupils with Special Educational Needs and/or disabilities have equitable access to high-quality learning experiences and opportunities that enable them to achieve their full potential.
- Foster independence, confidence, wellbeing and resilience so that pupils can develop as successful learners and active members of the school community.
- Work in partnership with pupils, parents/carers, staff and external agencies to promote positive outcomes for every child.
- Remove barriers to learning, participation and achievement through a proactive and graduated approach to support.
- Promote a culture of inclusion, belonging and high expectations, where diversity is recognised, respected and celebrated.

Aims of SEN Policy

The aims of this policy are to:

- Identify and respond to Special Educational Needs at the earliest opportunity through effective assessment, observation and collaboration with parents/carers and relevant professionals.
- Provide high-quality, inclusive education that enables pupils with SEN and/or disabilities to access a broad, balanced and appropriately differentiated curriculum.
- Ensure that pupils with SEN are fully included in the academic, social, pastoral and extracurricular life of the school alongside their peers wherever possible.
- Promote pupils' progress, attainment, independence, confidence, wellbeing and self-esteem by providing appropriate support and reasonable adjustments tailored to individual needs.

- Listen to and involve pupils in decisions about their learning and support, taking account of their views, wishes, age and developing capacity.
- Work in partnership with parents/carers, recognising their vital role in supporting their child's learning, development and wellbeing.
- Foster effective collaboration between school staff, the Education Authority, Health and Social Care services and other relevant agencies to ensure a coordinated approach to meeting pupils' needs.
- Use evidence-informed approaches, effective monitoring and regular review processes to ensure that SEN provision remains responsive, targeted and impactful.
- Promote equality of opportunity and ensure that pupils with SEN and/or disabilities are not disadvantaged, discriminated against or excluded from any aspect of school life.
- Ensure that available resources are used effectively to provide appropriate support and achieve the best possible outcomes for all pupils with SEN.
- Foster emotional wellbeing, resilience and positive relationships through a nurturing and inclusive approach that supports pupils' personal, social and academic development.

Principles

At Victoria Park Primary School, we believe that:

1. Every child has the right to an inclusive, high-quality education that enables them to participate fully in school life.

2. Provision should be child-centred and responsive, with support matched to each pupil's strengths, needs and desired outcomes.

3. Early identification and intervention are essential to ensuring that pupils receive the right support at the right time.

4. Emotional wellbeing, positive relationships and nurturing approaches are central to learning, inclusion and achievement.

5. The views of pupils and parents/carers should be valued and considered when planning, implementing and reviewing support.

6. High-quality teaching is the foundation of provision for all pupils, with appropriate adaptations and reasonable adjustments made where necessary.

7. Effective SEN provision relies on strong collaboration between school staff, families and external agencies to support positive outcomes.

8. Progress, provision and outcomes should be regularly monitored and reviewed to ensure all pupils are supported to achieve their full academic, social, emotional and personal potential.

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Accessibility

Victoria Park Primary School is committed to ensuring that pupils with Special Educational Needs and/or disabilities can access and participate fully in all aspects of school life. In line with the principles of inclusion and equality of opportunity, we seek to remove barriers to learning, participation and achievement through the provision of reasonable adjustments, appropriate support and accessible learning environments.

Reasonable adjustments are made and reviewed in response to the individual needs of pupils. These may include adaptations to the physical environment, the provision of specialist equipment or assistive technology, adjustments to teaching approaches and modifications to learning materials and communication methods.

The school building, opened in December 2014, was designed with accessibility and inclusion in mind. The school's facilities support access and participation for pupils, staff and visitors with a range of needs.

Victoria Park Primary School aims to ensure that:

- Pupils with SEN and/or disabilities have equitable access to all areas of the school environment wherever reasonably practicable.
- The physical environment is accessible and regularly reviewed to identify and address potential barriers to participation.
- Appropriate facilities are available to support pupils with additional physical, medical and personal care needs.
- Assistive technology and digital resources are utilised where appropriate to support access to learning, communication and independence.
- All pupils can access a broad, balanced and appropriately differentiated curriculum that reflects their individual strengths, needs and abilities.
- Educational visits, extracurricular activities and wider school experiences are planned to maximise participation and inclusion for all pupils.
- Information and communication are available in alternative formats where required to meet individual needs and support effective partnership with families.
- Staff are supported through ongoing professional learning to develop inclusive practices and meet the diverse needs of all learners.

Partnership with parents

At Victoria Park Primary School, we recognise that effective partnerships between pupils, parents/carers and school staff are fundamental to achieving positive outcomes for children with Special Educational Needs. We are committed to fostering relationships based on mutual respect, trust, open communication and shared responsibility. We value the knowledge, insights and experiences that parents/carers bring and recognise their vital role in supporting their child's learning, development and wellbeing.

We are equally committed to listening to the views of pupils and ensuring that their perspectives, aspirations and preferences are considered when planning, implementing and reviewing SEN provision. In line with current SEN legislation and guidance, we seek to involve children in decisions about their learning and support in ways that are appropriate to their age and stage of development.

All staff have a responsibility to develop positive and constructive relationships with pupils and their families. Effective communication between home and school is encouraged to ensure that information is shared promptly and that support remains responsive to pupils' changing needs.

We recognise that effective nurturing practice extends beyond the classroom. Working collaboratively with parents and carers helps ensure consistency, strengthen relationships and support pupils' emotional wellbeing and development across home and school environments.

The school will work collaboratively with parents/carers by:

- Informing and consulting with parents/carers when concerns regarding a pupil's learning, development or progress are identified.
- Keeping parents/carers informed of any decisions regarding SEN provision, including placement on the SEN Register and changes to the level of support provided.
- Seeking and valuing parental views during the planning, implementation and review of support arrangements.
- Providing opportunities for parents/carers to discuss their child's progress, needs and provision with relevant staff.
- Sharing appropriate information, targets and strategies to support consistency between home and school.

Parents/carers are encouraged to:

- Share relevant information about their child's strengths, needs and circumstances as early as possible.
- Attend meetings and review discussions relating to their child's SEN provision.
- Contribute to the development and review of learning targets and agreed outcomes.
- Inform the school of any significant changes that may impact upon their child's wellbeing, learning or support needs.
- Work in partnership with the school to support their child's progress and development.

Through strong partnerships with pupils, parents/carers, school staff and external professionals, we aim to ensure that SEN provision is collaborative, child-centred and focused on achieving the best possible outcomes for every child.

Pupils

Victoria Park Primary School recognises the importance of listening to and seeking the views of pupils regarding their learning and support. We are committed to ensuring that children and young people are involved, as appropriate to their age, maturity and understanding, in decisions that affect their education and wellbeing.

We seek to understand pupils' strengths, interests, aspirations and individual learning needs. We encourage pupils to share their views about what helps them learn effectively and use this information to inform planning, provision and review processes.

Pupils contribute to:

- discussions regarding their strengths, needs and educational experiences;
- the development and review of Personal Learning Plans (PLPs);
- Annual Review meetings where appropriate;
- transition planning;
- target-setting and self-evaluation processes; and
- decisions relating to support strategies and provision.

Personal Learning Plan targets will be shared with pupils in an age-appropriate manner, enabling them to understand their individual goals and participate actively in achieving them. Where appropriate, pupils will be encouraged to reflect on their progress and contribute to discussions about next steps.

We believe that pupils are more likely to engage successfully with learning when their views, wishes and feelings are valued and taken into account.

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

Special Educational Needs
A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them, as defined by the Education (Northern Ireland) Order 1996.

Learning Difficulty
A child has a learning difficulty if:
(a) have significantly greater difficulty in learning than the majority of children of the same age; or
(b) they have a disability which prevents or hinders them making use of educational facilities generally provided for children of the same age in mainstream schools; or
(c) are below compulsory school age and would likely fall within either of the categories above if special educational provision were not made.

Special Educational Provision (SpEP)
Special educational provision is educational provision, that is additional to, or different from, the educational provision generally made for children of the same age in mainstream schools.

Disability
Under the Disability Discrimination Act (1995), a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

SEN Provisions of SENDO and Admission Arrangements
Victoria Park Primary School is committed to providing an inclusive learning environment for all pupils. In line with the Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO), pupils with SEN and/or disabilities have the right to be educated in a mainstream setting wherever appropriate. SENDO also places duties on schools to promote equality of opportunity, prevent disability discrimination and make reasonable adjustments to support participation in school life.

Admission arrangements for pupils with SEN are consistent with those for all pupils and are applied in accordance with the school's admissions criteria and relevant legislation.

Where a pupil has a Statement of Special Educational Needs, placement is determined by the Education Authority, taking into account the child's needs, parental preference, the efficient education of other pupils and the efficient use of resources.

The school works in partnership with parents/carers, the Education Authority and other relevant agencies to ensure that appropriate provision and reasonable adjustments are in place to support pupils with SEN and/or disabilities to access learning and participate fully in school life.

Key Principles of Inclusion

Victoria Park Primary School is committed to promoting an inclusive culture where all pupils are valued and supported to participate fully in school life. We recognise that inclusion extends beyond access to learning and encompasses participation, achievement, wellbeing and belonging.

Through high-quality teaching, nurturing approaches, reasonable adjustments and targeted support where required, we seek to remove barriers to learning and ensure equitable opportunities for all pupils.

Inclusion is a shared responsibility and is embedded across all aspects of school life through effective collaboration between pupils, parents/carers, staff and external agencies.

Categories of Need

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

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)
c) 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)

Special Educational Needs exist along a continuum and may change over time. Pupils may experience needs across more than one area, requiring a flexible and responsive approach to support. Effective provision is informed by ongoing assessment, regular review and collaboration between pupils, parents/carers, school staff and, where appropriate, external agencies.

Children with a medical condition
Victoria Park Primary School is committed to supporting pupils with medical conditions so that they can participate fully in school life and access the curriculum alongside their peers.

Not all pupils with a medical diagnosis have Special Educational Needs. A medical condition or disability does not automatically require a pupil to be placed on the SEN Register. The determining factor is whether the pupil requires Special Educational Provision that is additional to or different from that normally available to children of the same age.

Some pupils may be recorded solely on the school's Medical Register, whilst others may appear on both the Medical Register and the SEN Register where both medical and special educational needs are present.

Where a medical condition has the potential to impact learning, attendance, participation or wellbeing, the school will work closely with parents/carers and relevant professionals to ensure appropriate support and reasonable adjustments are in place.

Individual Healthcare Plans will be developed where required and staff will receive appropriate information and training to ensure pupils' medical needs can be safely supported within the school environment.

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

Any concerns regarding a pupil's health or wellbeing identified within school will be discussed with parents/carers in the first instance. Where appropriate, parents/carers may choose to seek advice from relevant health professionals. Due to data protection and confidentiality requirements, information relating to a pupil's medical needs is normally shared with the school by parents/carers or with their explicit consent.

Where a pupil has an identified medical diagnosis or physical condition, the school will record this appropriately and consider any potential impact on the pupil's learning, participation and access to school life. In partnership with parents/carers and relevant professionals, reasonable adjustments and support arrangements will be implemented as required.

During the early stages of a diagnosis, regular communication between home and school may be necessary to ensure that the pupil's needs are understood and effectively supported. Where appropriate, Health and Social Care Trust services may provide guidance, training and/or an Individual Healthcare Plan to support the pupil's safe and successful participation in school.

School Based SEN Stages

At Victoria Park Primary School, concerns regarding a pupil's learning, progress, participation or wellbeing may be identified by school staff or raised by parents/carers. Where concerns emerge, the class teacher will work in collaboration with the Learning Support Co-ordinator (LSC) to gather evidence, monitor progress and consider appropriate support strategies.

An initial monitoring period may be implemented to assess the nature and extent of the concern. During this time:

- Relevant assessment and observational information will be gathered.
- The class teacher will consult with the LSC to discuss concerns and identify appropriate strategies and support.
- Parents/carers will be informed and involved throughout the process.
- Targets, actions and review arrangements will be agreed where appropriate.
- Progress will be monitored over an agreed period and reviewed regularly.

Following review, a pupil may:

- Continue to be monitored through a further period of targeted support where progress is emerging but concerns remain.
- Be removed from the monitoring process where progress indicates that additional provision is no longer required.
- Be placed on the SEN Register at Stage 1 where evidence indicates that Special Educational Provision is required to address an identified SEN.

The class teacher retains day-to-day responsibility for the pupil's learning and progress and will maintain regular communication with parents/carers regarding outcomes and next steps.

The Three Stages of Special Educational Provision

Victoria Park Primary School follows the three stages of Special Educational Provision currently operating within Northern Ireland. These stages reflect the level of support required to meet a pupil's identified needs and improve educational outcomes. Responsibility for SEN provision remains with the school at all stages, with additional involvement from external services and the Education Authority where required.

The three stages of provision are:

Stage 1: School-Delivered Special Educational Provision

At Stage 1, the pupil receives SEN support delivered by the school through a Personal Learning Plan (PLP), reasonable adjustments, targeted interventions and appropriately differentiated teaching approaches. The PLP 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:
At Stage 2, school-based provision is supplemented by advice, assessment or intervention from external professionals and support services, including the Education Authority and/or Health and Social Care Trust services. A Personal Learning Plan (PLP) continues to guide and record provision and progress. 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. 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:
Stage 3 applies to pupils who have a Statement of Special Educational Needs. Provision is delivered in accordance with the Statement and may include support from the school, the Education Authority and other relevant agencies. Regular monitoring and annual review processes ensure that provision remains appropriate to the pupil's needs.

The level of provision required by a pupil may change over time. Decisions regarding placement within the graduated framework are informed by assessment evidence, pupil progress, professional advice and consultation with parents/carers and the pupil where appropriate.

Exceptional Cases
In most cases, pupils progress through the stages of Special Educational Provision in a graduated manner, based on their individual needs and response to support. However, in exceptional circumstances, a pupil may present with complex or significant needs that require a more intensive level of provision from the outset. In such cases, and following consultation with parents/carers and relevant professionals, a pupil may move more quickly through the graduated approach to ensure that appropriate support is provided without unnecessary delay.

Annual Review
In accordance with the Education (Northern Ireland) Order 1996, all pupils with a Statement of Special Educational Needs are entitled to an Annual Review. The purpose of the review is to ensure that the pupil's needs continue to be appropriately identified and that the provision specified within the Statement remains relevant and effective.

The Annual Review forms part of the ongoing process of monitoring, evaluating and planning for the pupil's educational progress. It provides an opportunity to:

- review the pupil's progress and achievements;
- evaluate the effectiveness of the provision and support in place;
- consider whether the Statement continues to accurately reflect the pupil's needs;
- review the suitability of the current placement; and
- identify future priorities, outcomes and transition arrangements where appropriate.

Annual Reviews are conducted by the school on behalf of the Education Authority and involve consultation with parents/carers, the pupil, school staff and relevant professionals. The views of the pupil will be sought and considered, where appropriate, as part of the review process.

The review meeting is normally held in school and is chaired by the Principal or a designated member of staff. Recommendations arising from the review are submitted to the Education Authority for consideration.

Support offered at each stage

Stage	Criteria	Support Offered
First Steps/Next Steps	• Concerns raised by the class teacher regarding progress, attainment or engagement in learning. • Concerns raised by parents/carers. • Difficulties with literacy, numeracy or other areas of the curriculum. • Attainment or assessment outcomes that indicate a pupil is making less than expected progress. • Social, emotional, behavioural or wellbeing concerns affecting learning or participation. • Difficulties with communication, interaction, attention, organisation or independence. • A pupil moving from a higher stage of SEN provision who requires continued monitoring and support. • Significant changes in circumstances which may impact upon learning, progress or wellbeing.	• High-quality classroom teaching with appropriate differentiation and adaptation of learning activities. • Reasonable adjustments to teaching, learning materials, classroom organisation and assessment arrangements, as required. • Targeted strategies and support to address identified areas of need. • Ongoing monitoring of progress and review of the effectiveness of support.
1	• Persistent difficulties in learning, progress, participation or wellbeing despite appropriate classroom support. • Ongoing concerns identified through assessment, observation and monitoring. • The need for targeted interventions or support strategies to address an identified Special Educational Need. • Limited progress during a period of monitoring or initial concern. • Evidence that a Personal Learning Plan (PLP) is required to coordinate, monitor and review provision.	• School-delivered Special Educational Provision. • A Personal Learning Plan (PLP) is developed and reviewed regularly. • The pupil remains primarily supported within the mainstream classroom. • High-quality teaching, reasonable adjustments and differentiated learning experiences are provided. • Additional targeted strategies, interventions and support are implemented to address identified needs. • Responsibility for planning, delivering and monitoring provision remains with the school • Learning support • Nurture group placement
2	• Limited progress despite sustained and appropriate Stage 1 support. • The need for specialist assessment, guidance or intervention to inform planning and provision. • The involvement of external professionals, such as Education Authority SEN Services or Health and Social Care Trust services. • The requirement for provision that extends beyond the resources and expertise available within school alone. • Evidence that a Personal Learning Plan (PLP) remains necessary to coordinate, monitor and review support.	• School-delivered Special Educational Provision supported by external professional advice and intervention. • A Personal Learning Plan (PLP) is maintained and reviewed regularly. • Responsibility for provision remains with the school, supported by external services where appropriate. • Reasonable adjustments, targeted interventions and additional support strategies continue to be implemented and reviewed. • Specialist assessment, advice, resources, training or direct intervention may be provided by Education Authority services, Health and Social Care Trust services or other relevant agencies. • External support may include services relating to literacy and numeracy, speech, language and communication, autism, social, emotional and behavioural needs, sensory needs, physical needs and inclusion. • Provision is monitored and reviewed regularly to evaluate impact and inform future planning.

		Examples of external services may include: Education Authority Literacy Service Education Authority Communication and Interaction Services Autism Advisory and Intervention Service (AAIS) Sensory Service Special Educational Needs Inclusion Service (SENIS) Behaviour Support and Provisions Educational Psychology Service RISE NI Child and Adolescent Mental Health Services (CAMHS) Child Development Clinic (CDC) Health and Social Care Trust services and other specialist agencies, as appropriate
3	• A statutory assessment has been completed by the Education Authority. • A Statement of Special Educational Needs has been issued. • The pupil requires provision beyond that normally available through Stages 1 and 2. • Coordinated support is required from the school, the Education Authority and, where appropriate, Health and Social Care Trust services.	• A Personal Learning Plan (PLP) is maintained and reviewed regularly. • Special Educational Provision is delivered in accordance with the pupil's Statement of Special Educational Needs. • The school remains responsible for the day-to-day implementation and monitoring of provision. • Reasonable adjustments, targeted interventions and specialised support strategies are implemented to meet identified needs. • Provision may include additional adult support, including classroom assistant support, where specified within the Statement or allocated through Education Authority processes. • Provision may include support from the Education Authority and recommendations from relevant Health and Social Care professionals, as identified within the Statement. • Placement arrangements are reviewed regularly. Where appropriate, and following consultation with parents/carers, the Education Authority and relevant professionals, consideration may be given to alternative educational provision if this is deemed necessary to meet the pupil's identified needs. • The pupil's progress, provision and outcomes are regularly monitored through review meetings and the annual review process. • Close collaboration is maintained between the pupil, parents/carers, school staff, the Education Authority and other relevant agencies to ensure that provision remains appropriate and effective.

Record Keeping

The Learning Support Co-ordinator (LSC) is responsible for maintaining accurate, secure and up-to-date records relating to Special Educational Needs provision. These records may include:

- The SEN Register.
- Initial Concern/Monitoring records.
- Personal Learning Plans (PLPs) and review documentation.
- Statements of Special Educational Needs and Annual Review documentation.
- Assessment information, screening results and progress data.
- Individual pupil SEN files.
- Records of liaison and meetings with Education Authority services, Health and Social Care Trust professionals and other relevant agencies.
- Records of meetings and communication with parents/carers.
- Documentation relating to support, advice, guidance and professional learning provided to staff.
- Relevant reports, referrals and recommendations from external professionals.

Identification of Pupils with Special Educational Needs or disability

Early identification of Special Educational Needs is essential in ensuring that pupils receive appropriate support at the earliest opportunity. At Victoria Park Primary School, a range of information sources may be used to identify and monitor a pupil's strengths, needs and progress. Identification is viewed as an ongoing process involving assessment, observation, professional judgement and consultation with pupils and parents/carers.

Information used to inform the identification and assessment of SEN may include:

- Information received from pre-school settings or previous schools.
- Teacher observations and professional judgement.
- Classroom assessments and monitoring of progress.
- Standardised and diagnostic assessments.
- Whole-school assessment data.
- Screening assessments.
- Personal Learning Plans (PLPs) and review information.
- Healthcare plans and relevant medical information.
- Personal Education Plans (PEPs) for Looked After Children.
- Statements of Special Educational Needs and Annual Review documentation.
- Reports and recommendations from external professionals and agencies.
- Information provided by parents/carers.
- The views and experiences of the pupil.

Identification of SEN is based on a holistic understanding of the pupil and draws upon a range of evidence over time. Decisions regarding SEN provision are made in collaboration with parents/carers, school staff and, where appropriate, external professionals, to ensure that support is responsive to the pupil's individual needs.

At Victoria Park Primary School we are committed to identifying and responding to Special Educational Needs at the earliest possible stage. A pupil may be identified as requiring Special Educational Provision where evidence suggests that they have a learning difficulty or disability which calls for provision that is additional to, or different from, that normally available within the classroom.

This may be evidenced through:

- Persistent difficulties in learning, progress or attainment when compared with peers of a similar age and starting point.
- A disability which prevents or hinders access to educational facilities or learning opportunities normally available within a mainstream setting.
- Concerns arising from teacher observations, assessment data, screening programmes and ongoing monitoring of progress.
- Standardised or diagnostic assessment outcomes that indicate significant difficulties or attainment that is substantially below age-related expectations.
- A significant discrepancy between attainment and cognitive ability, where further investigation indicates the presence of an underlying special educational need.
- Social, emotional, behavioural or communication difficulties that have a significant impact on learning, participation or wellbeing.
- A sensory, physical or medical need that affects access to learning and requires Special Educational Provision.

The identification of SEN is not based solely on assessment scores, a specific diagnosis or a single source of evidence. Decisions are informed by a range of assessment information, professional judgement, classroom observation, parental views and the pupil's own experiences.

It is important to note that a medical diagnosis or disability does not automatically result in placement on the SEN Register. The key consideration is whether the pupil requires Special Educational Provision to access learning and make progress. In some cases, a pupil's needs may be effectively met through high-quality teaching, reasonable adjustments and appropriate classroom support without the need for registration on the SEN Register. Such provision will be monitored and reviewed regularly to ensure that the pupil's needs continue to be met.

How will pupils be identified as having SEN?
A pupil may be identified as having Special Educational Needs through a range of sources and evidence, including:

- Information gathered during the admissions and transition process.
- Information shared by pre-school settings, previous schools or other educational providers.
- Concerns raised through the school's Initial Concern/Monitoring process.
- Ongoing teacher observations and professional judgement.
- Assessment information, including standardised and diagnostic assessments.
- Identification of difficulties in learning, progress, communication, behaviour, social interaction, emotional wellbeing or participation.
- Concerns raised by parents/carers.
- Information and recommendations provided by external professionals or agencies.
- Pupils who are undergoing a statutory assessment or are receiving external specialist support.
- Pupils who have a Statement of Special Educational Needs.

Identification is based on a range of evidence considered over time and involves consultation with pupils, parents/carers, school staff and, where appropriate, external professionals. Decisions regarding SEN provision are informed by the individual needs of the pupil and the extent to which those needs impact on learning and participation in school.

Assessment

As an inclusive and nurturing school, we recognise that early identification of Special Educational Needs is essential in ensuring that all children receive appropriate support and can participate fully in school life. Assessment is viewed as an ongoing process that informs planning, teaching and support within the Graduated Approach.

- Observation is one of the most valuable assessment tools used throughout the school. Staff regularly observe pupils' academic, social, emotional, behavioural and communication development across a range of contexts to identify strengths, barriers to learning and emerging needs.
- Structured observations are recorded using agreed school-based systems, including observation records, checklists, provision mapping documentation and monitoring tools. This information helps teachers to plan appropriate support, evaluate progress and make informed decisions regarding next steps.
- Assessment information is gathered from a variety of sources, including teacher assessments, standardised assessments, classroom-based evidence, pupil voice, parental views and information provided by external agencies where appropriate.
- In line with the Special Educational Needs and Disability (Northern Ireland) Act 2016 (SEND Act) and the SEN Framework, staff are vigilant in identifying pupils who may require additional support and respond through a graduated approach of assessment, planning, intervention and review.
- All teaching and support staff receive ongoing professional learning to develop their understanding of a wide range of special educational needs and barriers to learning, including areas such as Autism, Dyslexia, ADHD, Speech, Language and Communication Needs, Social, Emotional and Behavioural needs and sensory or physical difficulties.
- As a nurturing school, we recognise that children's social and emotional wellbeing is fundamental to successful learning. Staff consider developmental, emotional and environmental factors alongside academic progress when assessing pupil needs, ensuring that support is holistic and child-centred.
- Assessment information is reviewed regularly in partnership with parents/carers, pupils (where appropriate) and relevant professionals to ensure that provision remains responsive, effective and aligned with the child's individual needs.

School based tests

Year Group	Test
Primary 1	**Bury Infant Check/ Wellcomm**
Primary 2	**Wellcomm/British Picture Vocabulary Scale**
Primary 3	**Dyslexia Screener/PTE 7/PTM 7/Pre-CAT 4/BAS test x3**
Primary 4	**PTE 8/PTM 8/CAT 4/BAS test x3**
Primary 5	**PTE 9/PTM 9/NGRT x3**
Primary 6	**PTE 10/PTM 10/CAT 4/NGRT x3**
Primary 7	**PTE 11/PTM 11/NGRT x3**

These are a mixture of diagnostic tools and specialised assessments and can highlight a child's specific difficulty. They may be helpful to confirm/allay any concerns and to provide a baseline against which a child's performance can be measured.

As a nurturing and inclusive school, we are committed to removing barriers to learning and providing a range of facilities, resources and supports that enable all pupils to access the curriculum, participate fully in school life and achieve their individual potential. Provision is tailored to identified needs and reviewed regularly as part of the Graduated Approach.

- Learning Support: providing targeted support, intervention and small-group teaching to meet identified learning, social, emotional and behavioural needs.
- Nurture Group Provision: offering short-term, targeted support for pupils experiencing social, emotional or developmental barriers to learning. The provision is underpinned by the Six Principles of Nurture and aims to support pupils' wellbeing, engagement and readiness to learn.
- Sensory Provision: The school adopts a whole-school sensory approach, including access to a dedicated Sensory area for targeted sensory and therapeutic interventions, the use of sensory toolkits within classrooms to support regulation and engagement and the delivery of Sensory Circuits where appropriate to develop sensory processing, co-ordination, attention and readiness for learning. These supports are implemented by trained staff and adapted to meet the individual needs of pupils.
- Peer Support Initiatives: promoting inclusion, positive relationships, social development and a sense of belonging across the school community.
- Help Me Boxes: available throughout Key Stage 2, providing practical resources and strategies to support literacy difficulties, including dyslexia-friendly materials and aids to promote independence.
- Nurture Corners and Regulation Resources: available in each classroom to support emotional regulation, self-awareness and wellbeing.
- Social, Emotional and Behavioural Wellbeing Resources: used to support pupils' emotional health, resilience, self-esteem and engagement with learning.
- Access to a wide range of reasonable adjustments and specialist equipment, including:
    - Noise-reducing headphones
    - Writing slopes and writing wedges
    - Wobble cushions and movement supports
    - Weighted lap pads and weighted blankets
    - Alternative seating options
    - Adapted tables and workstations
    - Visual timetables and communication supports
    - Pencil grips and fine motor resources
    - Assistive technology and accessibility tools where appropriate
- Targeted intervention programmes: to support literacy, numeracy, communication, social skills, emotional regulation and independence.
- Access to support and guidance from a range of external agencies and multidisciplinary professionals, including:
    - Educational Psychology Service
    - Behaviour Support and Provisions Service
    - Autism Advisory and Intervention Service
    - Speech and Language Therapy
    - Occupational Therapy
    - School Nursing Service
    - Family Support Services
    - EA SEN Services
- School-based counselling: is available, where appropriate, to help pupils develop emotional wellbeing, resilience and positive mental health, enabling them to engage more effectively with learning and school life.

Through these facilities, resources and supports, we seek to ensure that every child experiences a sense of belonging, feels valued within our school community and is enabled to participate, progress and achieve within a nurturing, inclusive environment.

Arrangements for Co-ordinating SEN Provision

Supporting pupils with Special Educational Needs is a whole-school responsibility, with all staff contributing to the identification of needs and the delivery of appropriate provision. Overall responsibility for SEN provision rests with the Board of Governors and the Principal.

The day-to-day co-ordination, development and monitoring of SEN provision is delegated to the SEN Team, comprising the Learning Support Co-ordinator (LSC), Deputy Learning Support Co-ordinator and SEN Team Member(s). Working collaboratively with staff, parents/carers, pupils and external agencies, the SEN Team supports the effective implementation, monitoring and review of SEN provision across the school.

Roles and Responsibilities

The following section outlines the responsibilities of those involved in the identification, provision, monitoring and review of Special Educational Needs within Victoria Park Primary School.

Board of Governors

The Board of Governors has overall responsibility for ensuring that the school fulfils its statutory duties in relation to Special Educational Needs and Disability (SEND). A designated governor with responsibility for SEN and Inclusion supports the Board in monitoring the effectiveness of SEN provision and promoting inclusive practice throughout the school.

The Board of Governors is responsible for ensuring that:

- The school's SEN policy is implemented, monitored and reviewed regularly.
- Appropriate provision is made for pupils with Special Educational Needs and/or disabilities.
- SEN provision is consistent with current legislation, the SEN Code of Practice and Department of Education guidance.
- Sufficient resources are allocated to support pupils with SEN and/or disabilities.
- The Principal and SEN Team are supported in developing and monitoring effective SEN provision.
- Appropriate arrangements are in place to identify, assess and meet the needs of pupils with SEN.
- Accessibility is promoted through the implementation and review of the school's Accessibility Plan.
- Pupils with SEN and/or disabilities are enabled to access and participate fully in all aspects of school life.
- The effectiveness of SEN provision is monitored through regular reports and updates from the Principal and SEN Team.

The Board of Governors works in partnership with the Principal, SEN Team, staff, parents/carers, pupils and external agencies to promote positive outcomes for all pupils and to ensure that inclusion remains central to the life and work of the school.

Annual Report

The Board of Governors receives regular updates regarding Special Educational Needs provision and reports annually on SEN provision within the school.

The SEN section of the Annual Report includes information relating to:

- The number of pupils on the SEN Register.
- The number of pupils with a Statement of Special Educational Needs.

- The number of pupils receiving school-delivered Special Educational Provision.
- The involvement of Education Authority and Health and Social Care Trust services.
- Developments in SEN provision, staff training and inclusive practice.
- Progress made in implementing the school's SEN and Accessibility policies.

This annual review process helps the Board of Governors monitor the effectiveness of SEN provision and ensure that the school continues to meet its statutory responsibilities in supporting pupils with Special Educational Needs and/or disabilities.

Principal

The Principal has overall responsibility for the strategic leadership and management of Special Educational Needs provision within the school. Working in partnership with the SEN Team, staff, parents/carers and external agencies, the Principal ensures that the school fulfils its statutory duties and promotes effective inclusive practice.

The Principal will:

- Keep the Board of Governors informed about SEN provision, developments and outcomes.
- Work closely with the SEN Team to oversee the implementation, monitoring and review of SEN provision across the school.
- Promote a whole-school approach to inclusion and ensure that SEN remains a priority within school improvement planning.
- Ensure that members of the Senior Leadership Team contribute appropriately to the monitoring and development of SEN provision.
- Oversee the effective deployment of resources and the management of the SEN budget.
- Liaise with parents/carers, the Education Authority, Health and Social Care Trust services and other relevant agencies where appropriate.
- Ensure that appropriate systems are in place for the identification, assessment, monitoring and review of pupils with SEN.
- Support staff in developing inclusive practices and meeting the needs of pupils with SEN.
- Ensure that SEN records and documentation are maintained securely and in accordance with data protection requirements.

The Principal works collaboratively with the SEN Team to ensure that pupils with Special Educational Needs are appropriately supported and enabled to achieve positive outcomes.

Learning Support Co-ordinator

The Learning Support Co-ordinator (LSC), supported by the Deputy LSC and SEN Team, plays a key role in the development, co-ordination and monitoring of Special Educational Needs provision across the school.

The LSC is responsible for:

- Leading the day-to-day implementation of the school's SEN policy and procedures.
- Co-ordinating, monitoring and reviewing SEN provision throughout the school.
- Supporting staff in the identification of pupils with SEN and advising on appropriate interventions, strategies and reasonable adjustments.
- Maintaining the SEN Register and overseeing SEN records and documentation.
- Co-ordinating the development, implementation and review of Personal Learning Plans (PLPs).
- Working closely with pupils, parents/carers and staff to ensure a collaborative and child-centred approach to provision.
- Liaising with the Education Authority, Health and Social Care Trust services and other relevant external agencies.

- Supporting the planning and delivery of staff training and professional learning relating to SEN and inclusive practice.
- Monitoring the effectiveness of SEN provision and contributing to school improvement planning.
- Supporting smooth transitions for pupils with SEN within school and between educational settings.
- Keeping the Principal informed of developments relating to SEN provision and emerging needs within the school.

Through collaboration with staff, parents/carers, pupils and external professionals, the LSC helps ensure that SEN provision is effectively planned, delivered and reviewed to promote positive outcomes for all pupils.

Class Teacher

Class teachers have primary responsibility for the learning, progress and wellbeing of all pupils in their class, including those with Special Educational Needs. They play a key role in identifying needs, implementing support and monitoring progress on a daily basis.

Class teachers are responsible for:

- Delivering high-quality teaching that is inclusive and responsive to the needs of all learners.
- Creating a positive, nurturing and supportive classroom environment in which all pupils can participate and achieve.
- Identifying and monitoring concerns relating to a pupil's learning, progress, wellbeing or participation.
- Gathering and reviewing information through observation, assessment and ongoing monitoring.
- Implementing appropriate differentiation, reasonable adjustments and support strategies within the classroom.
- Working collaboratively with the SEN Team, parents/carers and other staff to support pupils with SEN.
- Contributing to the development, implementation and review of Personal Learning Plans (PLPs).
- Monitoring and evaluating the impact of support and interventions on pupil outcomes.
- Ensuring that classroom assistants are effectively deployed and included as part of the wider learning support team.
- Maintaining awareness of current SEN guidance, school procedures and inclusive practices.

The class teacher remains responsible for the progress and development of all pupils in their class, including those receiving additional support or intervention.

SEN Support Staff/ Additional Adult Assistants

SEN Support Staff and Additional Adult Assistants play an important role in supporting the learning, participation and wellbeing of pupils with Special Educational Needs. Working under the direction of the class teacher, they contribute to the implementation of support programmes and the promotion of inclusive practice throughout the school.

SEN Support Staff and Additional Adult Assistants are responsible for:

- Working under the guidance and direction of the class teacher and other relevant staff.
- Supporting the delivery of learning activities, interventions and support programmes.
- Contributing to planning discussions where appropriate and providing feedback on pupil progress.
- Promoting pupils' independence, confidence and engagement in learning.
- Building positive, supportive relationships with pupils and recognising their individual strengths and achievements.
- Supporting pupils to access learning, participate fully in school life and develop social and emotional skills.
- Implementing agreed strategies and approaches consistently.
- Maintaining appropriate records and contributing to meetings and review processes as required.
- Communicating effectively with teachers and other members of staff regarding pupil progress and wellbeing.
- Sharing effective practice and participating in relevant professional learning opportunities.

- Contributing evidence and observations to support the monitoring and review of PLP targets.

SEN Support Staff and Additional Adult Assistants are valued members of the wider learning support team and contribute significantly to the provision of high-quality, inclusive support for pupils across the school.

Parents/Carers

Parents/carers are valued partners in the education of their child and play an important role in supporting the identification, planning and review of Special Educational Needs provision. Victoria Park Primary School is committed to working collaboratively with parents/carers to ensure that pupils receive appropriate support and achieve positive outcomes.

Parents/carers are encouraged to:

- Share relevant information about their child's strengths, needs and circumstances.
- Raise any concerns regarding their child's learning, progress or wellbeing at the earliest opportunity.
- Participate in discussions relating to their child's SEN provision and progress.
- Contribute to the development and review of Personal Learning Plans (PLPs) and other support arrangements.
- Attend review meetings and annual reviews where appropriate.
- Support agreed strategies and targets at home where possible.
- Inform the school of any significant changes that may impact upon their child's learning, wellbeing or support needs.
- Support regular school attendance and punctuality.
- Engage with relevant health, education or support services where appropriate to their child's needs.

The school values the knowledge and insights that parents/carers bring and seeks to work in partnership to ensure that each pupil's needs are effectively met.

Pupils

Pupils are at the centre of the SEN process and should be encouraged to participate in decisions about their learning and support, in a manner appropriate to their age, maturity and understanding.

Pupils will be encouraged to:

- Share their views, strengths, interests and aspirations.
- Contribute to discussions about their learning and progress.
- Participate in the setting and review of appropriate learning targets.
- Develop an understanding of the strategies and support that help them learn effectively.
- Take increasing responsibility for their learning and personal development.
- Contribute to review meetings and transition planning where appropriate.

By listening to and involving pupils in decisions that affect them, the school seeks to ensure that provision is child-centred, meaningful and responsive to individual needs.

Monitoring the Progress of Pupils with SENs

The monitoring and review of SEN provision is a shared responsibility involving the SEN Team, class teachers, pupils and parents/carers. The Learning Support Co-ordinator (LSC) oversees the monitoring of pupils on the SEN Register to ensure that provision remains appropriate, effective and responsive to individual needs.

This is achieved through:

- Regular monitoring and review of Personal Learning Plans (PLPs) to ensure that targets, strategies and provision remain relevant and appropriate.
- Ongoing assessment of pupil progress using a range of evidence, including teacher observations, assessment data, work samples and pupil outcomes.
- Regular consultation with class teachers regarding the effectiveness of support, interventions and reasonable adjustments.
- Engagement with pupils and parents/carers to gather feedback on progress and provision.
- Analysis of assessment and progress information to evaluate the impact of support and identify next steps.
- Regular review of SEN provision to inform decisions regarding the level of support required and movement within the graduated approach to SEN provision.

Information gathered through monitoring and review is used to inform future planning, ensure effective use of resources and support positive outcomes for pupils with Special Educational Needs.

Personal Learning Plans

Personal Learning Plans (PLPs) are used to record, plan, monitor and review provision for pupils receiving Special Educational Provision. They provide a framework for identifying priority areas of need, setting appropriate targets and evaluating the impact of support.

At Victoria Park Primary School:

- A PLP will be developed for all pupils receiving SEN support.
- PLPs will normally be completed and reviewed twice during the school year.
- Targets will be based on the pupil's identified needs and informed by assessment information, professional judgement, parental views and pupil voice where appropriate.
- PLPs will be used to monitor progress, inform future planning and evaluate the effectiveness of provision.
- A clear record will be maintained of the strategies, interventions and support provided.

PLP Targets

PLP targets should be limited in number, prioritise the pupil's most significant areas of need and be written using the **SMARTER** framework:

- **Specific** – clearly identifies the skill or outcome to be developed.
- **Measurable** – progress can be monitored and evidenced.
- **Achievable** – appropriate to the pupil's current level of attainment and development.
- **Relevant** – linked directly to the pupil's identified needs and learning priorities.
- **Time-bound** – has a clear review date.
- **Evaluated** – progress is reviewed and the effectiveness of support considered.
- **Reviewed** – targets are amended, continued or replaced based on outcomes achieved.

Typically, no more than three or four targets should be identified at any one time to ensure that support remains focused and manageable.

Reviewing PLPs
PLPs will be reviewed regularly to evaluate progress and determine next steps. As part of the review process:

- Parents/carers will be involved and kept informed of progress and provision.
- Pupils will be encouraged to contribute to target setting and review in a manner appropriate to their age and stage of development.
- Updated PLPs will be shared with relevant staff involved in supporting the pupil.
- A copy of the PLP will be retained by the SEN Team as part of the pupil's SEN records.
- Outcomes from reviews will inform future targets, provision and decisions regarding the level of support required.

PLPs form an important part of the school's graduated approach to SEN and support collaborative planning between pupils, parents/carers, teachers and the SEN Team.

To ensure that provision remains focused and manageable, PLPs will normally contain a small number of prioritised targets. Following review, updated PLPs will be shared with parents/carers, pupils (where appropriate) and relevant staff involved in supporting the pupil. Copies will be retained by the SEN Team in accordance with the school's record-keeping procedures.

Graduated Approach to Support and Provision
At Victoria Park Primary School we use a Provision Map to identify, organise and monitor the range of universal, targeted and specialist supports available across the school. This reflects our graduated approach to meeting pupils' needs and ensures that support is matched to identified strengths and areas for development.

Before a pupil is placed on the SEN Register, appropriate classroom-based strategies and interventions will be implemented and reviewed. These may include differentiation, reasonable adjustments, targeted interventions, nurture-based approaches and pastoral supports. The impact of provision is monitored regularly to inform future planning and determine whether additional or different Special Educational Provision is required.

Learning Support Teacher
The Learning Support Teacher works under the direction of the SEN Team to provide targeted support for pupils who require additional intervention to access learning and achieve positive outcomes. Support may be delivered within the classroom, alongside the class teacher, in small groups or through short-term targeted programmes.

The Learning Support Teacher contributes to the school's graduated approach to SEN provision through early intervention, targeted support and collaborative working with staff, pupils and parents/carers.

The Learning Support Teacher is responsible for:

- Working collaboratively with class teachers to plan, deliver and review effective support for identified pupils.
- Delivering targeted interventions and support programmes based on identified needs.
- Supporting pupils through individual, small-group or in-class provision, as appropriate.
- Maintaining records of interventions, progress and outcomes.
- Monitoring and evaluating the impact of support and sharing findings with class teachers and the SEN Team.

- Contributing to the development, implementation and review of Personal Learning Plans (PLPs).
- Assisting in the collection and analysis of relevant assessment and progress information.
- Contributing to review meetings and Annual Reviews where appropriate.
- Liaising with parents/carers as required and supporting communication between home and school.
- Working closely with the Learning Support Co-ordinator, class teachers and external agencies to ensure continuity of support.
- Engaging in ongoing professional learning to develop knowledge of SEN and inclusive practice.

Learning support provision is reviewed regularly to ensure that interventions remain responsive to pupil needs and contribute positively to progress, wellbeing and inclusion.

Professional Development

Victoria Park Primary School is committed to ensuring that all staff have access to relevant professional learning opportunities to develop their knowledge, skills and confidence in meeting the needs of pupils with Special Educational Needs.

The Principal, in collaboration with the SEN Team, oversees the planning and co-ordination of SEN-related professional learning. Training priorities are informed by school needs, identified areas for development, changes in legislation and guidance, and the needs of individual pupils.

Staff are encouraged to engage in ongoing professional learning and to share effective practice, resources and learning from training opportunities with colleagues. This collaborative approach helps to build capacity across the school and supports a consistent, inclusive and evidence-informed approach to SEN provision.

Data Protection and Confidentiality

The school recognises the sensitive nature of information relating to Special Educational Needs and disabilities. All records and documentation relating to pupils with SEN are maintained securely and treated confidentially.

Information is stored, shared and managed in accordance with the school's Data Protection Policy, Records Management procedures and relevant data protection legislation. Information will only be shared with staff and external agencies on a need-to-know basis and in accordance with agreed procedures.

Complaints

We our committed to working in partnership with pupils, parents/carers and external agencies to resolve concerns at the earliest possible stage. Any concerns or complaints relating to SEN provision should, in the first instance, be discussed with the class teacher, Learning Support Co-ordinator (LSC) or Principal. Complaints will be managed in accordance with the school's Complaints Procedure.

Parents/carers may also seek advice from the Education Authority regarding matters relating to statutory assessment and Statements of Special Educational Needs. Where concerns cannot be resolved through the school's procedures, parents/carers may access independent disagreement resolution services or exercise their right of appeal through the Special Educational Needs and Disability Tribunal (SENDIST) in accordance with current legislation.

Dispute Avoidance and Resolution Service (DARS)

DARS is an independent, confidential and voluntary service that supports the resolution of disagreements relating to Special Educational Needs provision between parents/carers, schools, Boards of Governors and the Education Authority. DARS aims to promote constructive communication and facilitate early resolution of concerns through mediation and discussion.

Participation in DARS is free of charge and does not affect a parent's/carer's right to pursue a formal appeal through the SENDIST where appropriate. The service is delivered independently on behalf of the Education Authority.

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)

SENDIST is an independent tribunal which hears appeals against decisions made by the Education Authority regarding a child's Special Educational Needs. This may include decisions relating to statutory assessment, Statements of Special Educational Needs and the provision specified within a Statement. SENDIST also considers claims of disability discrimination relating to schools.

Parents/carers may access SENDIST where they have exhausted other avenues of resolution and wish to formally challenge decisions made by the Education Authority or pursue a claim relating to disability discrimination.

Monitoring and evaluating the SEN Policy

This policy will be reviewed annually, or sooner where required, to reflect changes in legislation, guidance, school practice or identified priorities for development.

The effectiveness of the policy will be monitored through:

- Evaluation of SEN provision and pupil outcomes.
- Feedback from pupils, parents/carers and staff.
- Monitoring and review of SEN procedures and documentation.
- Consultation with relevant external agencies where appropriate.
- Review of developments in legislation, guidance and best practice.

Any amendments will be considered by the Senior Leadership Team and SEN Team before being presented to the Board of Governors for approval. This process helps to ensure that the policy remains current, effective and responsive to the needs of pupils, staff and the wider school community.

Policy Date: 08/11/2026 **Review Date: November 2026**