



PARKGATE

PRIMARY SCHOOL

Date of next policy review	2024
Name of persons responsible for this policy	Mrs Caitrina McLean LSC Mrs V Ferguson (Principal) BOG
Other related policies	Positive Behaviour Management Pastoral Care Assessment
Issued to	Staff, Governors, parents
Ratified	23.02.23
Date of Issue	2023

SECTION 1: CURRENT EDUCATIONAL CONTEXTS AND FRAMEWORKS FOR SEN

1:1 Rationale

Parkgate Primary School staff are committed to providing equal access for all our pupils to a broad and balanced educational experience based on the Northern Ireland Curriculum. We recognise that some pupils during their school career may have Special Educational Needs and/or a disability. In the interests of these children, we endeavour to make every reasonable arrangement to provide for their individual needs with due reference to current statutory requirements and guidance.

We endeavour to create an environment which is child centred and where all pupils feel secure, valued, listened to and heard. We aim to educate and inspire every child to reach their full potential and offer them a wide range of enriching opportunities for their personal development and wellbeing.

1:2 Present Legislative and Educational Framework

Definitions

1. The Code of Practice on the Identification and Assessment of Special Educational Needs (Department of Education, 1998)

DE's Code of Practice (Paragraph 1.4) provides the following definitions within SEN:

'Special Educational Needs' (SEN) refers to those pupils who have Special Educational Needs and/or a disability which reflects their learning.

'Learning difficulty' means 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.

'Special educational provision' (SpEP) means educational provision, which is additional

2. The Disability Discrimination Act (DDA, 1995)

A *disability* is when someone has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. (Paragraph 2.3)

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

3. Special Educational Needs and Disability (Northern Ireland) Order (2005)

SENDO states,

“The new law will strengthen the right to an ordinary school place for children with a Statement, unless it is against the wishes of the 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

Therefore, children with a disability which will have a long term effect on their ability to carry out normal day to day activities and/or **require above and beyond the normal classroom differentiation and intervention in place within the school**, are classified as Special Educational Needs. These are the children who will be placed on the SEN Register and receive an Individual Education Plan (IEP).

1.3 SEN and Medical Categories

The following is the list of the four overarching SEN categories and sub-categories

Cognition and Learning - Language, Literacy, Maths, Numeracy

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

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

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

Speech, Language and Communication Needs (SLCN)

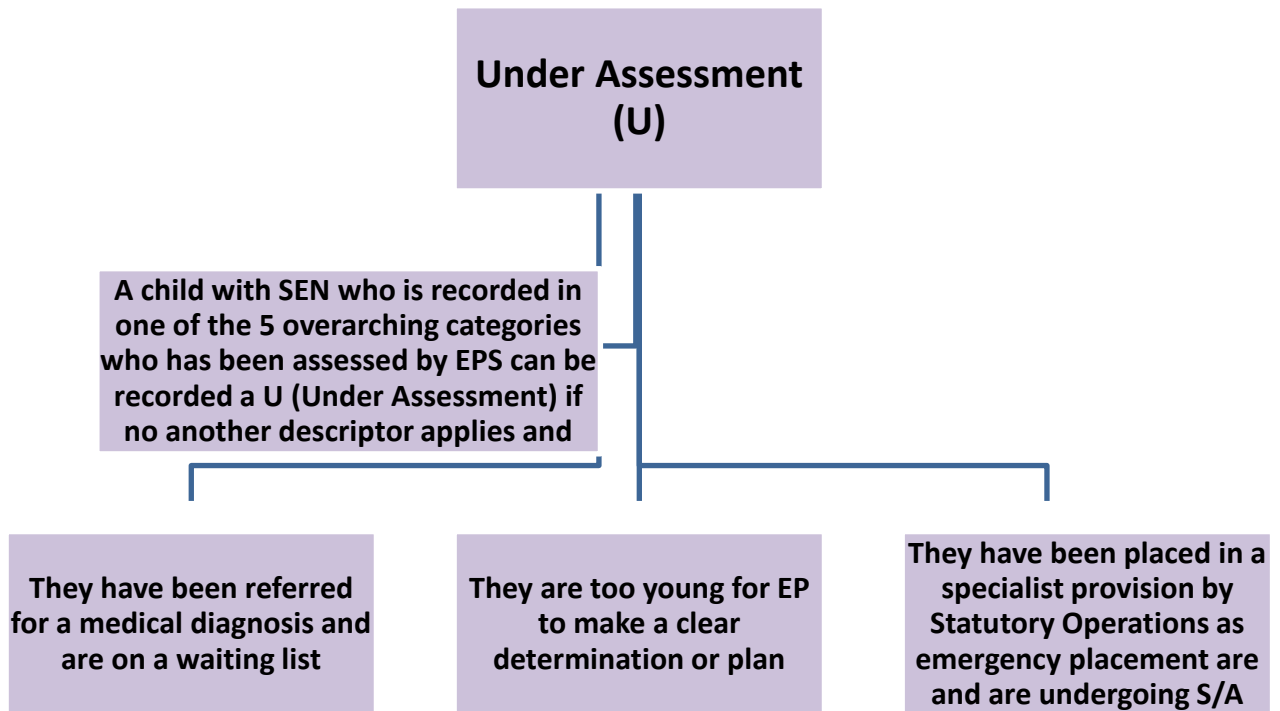
- Developmental Language Disorder (DLD)
- Language Disorder associated with a differentiating/ biomedical condition (LD)
- Communication and Social Interaction Difficulties

Sensory

- Blind/Partially sighted
- Severe/Profound hearing impairment
- Mild/Moderate hearing impairment
- Multi-Sensory impairment

Physical

- Physical Disability



A child should only be recorded under U for two terms unless there is a delay with a medical diagnosis. The SENCo will record children recorded as U at consultation with Educational Psychologist.

In recognition of its obligations towards pupils with SEN, the school has appointed Mrs C McLean as a Special Educational Needs Co-ordinator (SENCo). The SENCo liaises closely with all staff to ensure that inclusion is a daily reality.

1.4 Key Principles of SEN and Inclusion

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

Parkgate Primary has an inclusive ethos and actively seeks to promote the inclusion of all children. Inclusion as an integral part of school policies including the school’s SEN policy, School Development Plan, the school’s **Accessibility Plan** and policies relating to Positive Behaviour Management, Anti-Bullying, Child Protection and Safeguarding and Pastoral Care.

1.5 Children with a medical condition

Children who have an identified medical condition will be recorded on the school’s Medical Register. A pupil may have a medical need which has an impact on their learning.

“Pupils with medical needs do not necessarily have Special Educational Needs. But for those who do, their needs are addressed by the guidance contained within the Code of Practice ... Under the terms of The Education (NI) Order 1996, a Health and Social Care Authority must provide help to the EA...which may include medication needs...advice and training for school staff in procedures which deal with a pupil’s medication needs.”

(Supporting Pupils with medical Needs 1.2.8)

“Consultation and open discussion between the child’s parents, the school, the school doctor, the child’s practitioner, the community paediatrician and any specialist service providing treatment for the child will be essential to ensure that the child achieves maximum progress and also that the child is not unnecessarily excluded from any part of the curriculum or school activity because of anxiety about his or her condition, care and treatment.”

(Code of Practice 1998 A.33)

1.6 Separation of the SEN Register and Medical Needs Register

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

Children with a medical condition will be recorded on the school’s Medical Register. A recording structure and Medical Care Plan will be in place. The Medical Register is the responsibility of Mrs V Ferguson (Principal).

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

Where the medical need does not impact on a child's education the child's name is not included on the SEN Register. Therefore, the child does not need an Individual Education Plan. Children will be recorded on both the SEN Register and Medical Register if they have a medical need which impacts their ability to access the curriculum or presents a barrier to their learning.

SECTION 2: SEN AND INCLUSION POLICY AIMS

1. To identify pupils with SEN/disability as early and thoroughly as possible using a variety of measures and in consultation with appropriate external agencies involved with the child.
2. To ensure full entitlement and access for pupils with SEN/Disability to high quality education within a broad, balanced and differentiated curriculum by offering appropriate forms of educational provision and the most efficient use of available resources.
3. To ensure that all pupils with SEN/disability feel valued and are an intrinsic part of school life with access to equal curricular, pastoral, and extra-curricular opportunities.
4. To offer a broad curriculum which will promote intellectual, emotional, social, and physical progress in order that pupils can develop as valuable members of society both now and in the future.
5. To encourage parental partnerships in all aspects of SEN provision.
6. To consider the views of the child and support them in making decisions when planning and implementing SEN provision taking into account their age and capacity.
7. To strive for close co-operation between all services and agencies concerned to achieve an effective multi-disciplinary approach to meeting SEN.
8. To educate pupils with SEN, wherever possible, alongside their peers.
9. To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.
10. To encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.
11. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
12. To promote collaboration amongst teachers in the implementation of the SEN policy.

SECTION 3: ARRANGEMENTS FOR CO-ORDINATING SEN PROVISION

Roles and Responsibilities

Although meeting the needs of pupils with SEN is a whole school issue the overall responsibility for managing SEN provision resides with the Board of Governors and the principal of the school. However, to facilitate the day-to-day running of the provision the Board of Governors has delegated responsibility to co-ordinate the provision for pupils with Special Educational Needs to Mrs C McLean (SENCo).

3.1 Board of Governors (BOG)

Chapter 12 of *'Every School a Good School'* (DENI, 2010) relates specifically to the role of the Governor in supporting pupils with Special Educational Needs. The role of the Board of Governors of a mainstream school is to exercise its functions in relation to the school with a view to ensuring that provision is made for registered pupils with special educational needs.

Based on this information, The *SEN Resource File* (DENI, 2011) outlines that the Board of Governors has a statutory duty to:

- ensure that all Special Educational Needs are being addressed
- appoint a member with responsibility for SEN – The member of the BOG responsible for SEN is Mrs M Howie
- maintain, operate and review a policy on SEN and Inclusion
- ensure and allocate appropriate funding for Special Educational Needs and disability
- prepare and take forward a written accessibility plan
- Report each year on SEN Provision in school. Information for this report will be collated by the SENCo and Principal.

3:2 Principal

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

- keep the Board of Governors informed about SEN issues
- work in close partnership with the SENCo
- liaise with parents and external agencies as required
- delegate and monitor the SEN budget
- ensure the Senior Leadership Team (SLT) are actively involved in the management of SEN within the school. SLT members should ensure consistency of practice and contribute to the realization of the School Development Plan
- provide a secure facility for the storage of records relating to special educational needs.

3.3 SENCo/LSC

The Special Educational Needs Co-ordinator (SENCo) should be responsible for:

- the day to day operation of the school's Special Educational Needs and Inclusion Policy
- being aware of current legislation and attend professional development training
- responding to requests for advice and working with staff to identify pupils' needs
- contributing to Individual Education Plans which inform teaching and learning
- co-ordinating provision for pupils with Special Educational Needs
- supporting additional adult assistants in record keeping and provision for pupils with a Statement
- maintaining the school's SEN Register and oversee all the records on pupils with Special Educational Needs
- working in partnership with parents of children with Special Educational Needs
- establishing the SEN in-service training requirements of the staff and contributing as appropriate to their training
- liaising with external agencies
- organising and being involved in the Annual Review Process
- promoting progression within an inclusive setting

3.4 Class Teacher

Teachers are responsible for meeting the needs of all the children in their class. 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 to identify strengths and barriers to learning
- develop an inclusive classroom with available resources appropriate to the pupils age, maturity, learning need/disability
- work closely with other staff to plan for learning and teaching;
- liaise with parents, pupils and external support agencies
- contribute to, manage, implement and review IEPs in consultation with the SENCo
- involve additional adult assistants as part of the learning team.

3.5 Additional Adult Assistants

Additional Adult Assistants should:

- work under the direction of the class teacher and SENCo
- be involved in planning, evaluating, monitoring and recording information
- 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
- share good practice
- Attend relevant training and maintaining CPD records

3.6 Pupil

“The child should where possible according to age and capability, participate in all the decision making processes which occur in Education.”

(Supplement to the Code of Practice – paragraph 1.19)

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

Key decisions for a particular pupil might include:

- contributing to their own assessment, provision, and progress
- contributing to the review of IEPs, Annual Reviews, and the Transition process
- working towards agreed targets
- contribute to Annual Reviews and the transition process in Year 7
- involving and supporting the pupils to participate in making decisions about matters affecting them

3.7 Parent/Carers

“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 the 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 parents say and that their views and anxieties are treated as important.

(Code of Practice 2.21)

At Parkgate Primary School, we acknowledge that successful partnerships between parents, pupils and school play a key role in promoting a culture of co-operation, openness and

transparency and have a crucial impact on the effectiveness of SEN provision. Seeking the views of the child or young person also plays a key role in helping us understand individual needs.

Teachers, pastoral staff, SENco, and other school staff all have a significant role in developing positive and constructive relationships with parents and pupils. We encourage this participation and value its contribution.

The school will inform parents when staff are considering placing a pupil's name on the SEN register or moving the child between stages. It is essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, essential information may need to be made available by a parent upon a child's entry to the school.

Parents should:

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

SECTION 4: ADMISSIONS

The 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 SEN are placed in Parkgate Primary at the request of the Education Authority (EA). When seeking to place a pupil with a Statement, the EA will take into account the wishes of the child's parents and the provision of efficient education for other children in the class or school and the efficient use of resources to determine the suitability of the placement. This arrangement is in line with SENDO legislation.

SECTION 5: ACCESSIBILITY, RESOURCES AND ACCOMODATION

Parkgate Primary is a two storey building fully accessible to wheelchair users or for any pupils with SEN/Disability. The school has WC with disabled access on both floors and a lift in the corridor. There is a well equipped multi-purpose sensory/learning space which is available for pupils with SEN to work with additional adult assistants or external support services. The table has an adjustable height setting suitable for wheelcahair users. It is

equipped with writing slopes for ease of writing and resources for sensory and emotional regulation. Currently the school budgets for a SENCo to be released from class approximately 26 days per year and a learning assistant in the P3/4 classroom. Access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude and attainments.

SECTION 6: IDENTIFICATION, ASSESSMENT AND PROVISION OF SPECIAL EDUCATIONAL NEEDS

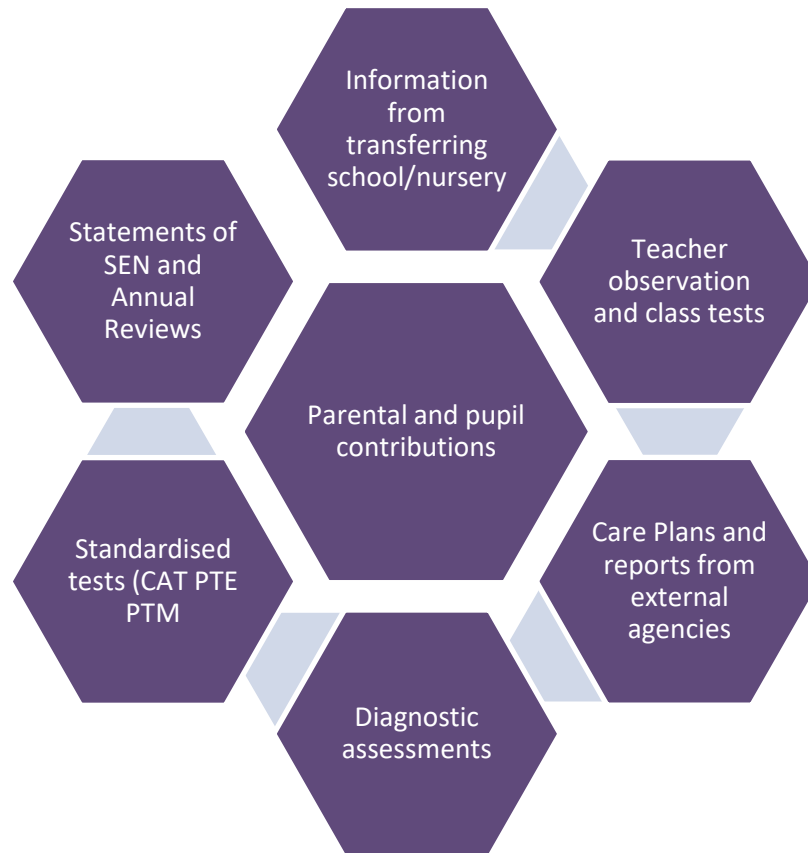
“It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.”

(Code of Practice 1998, paragraph 2.14)

“Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness.”

(Supplementary Guide of the Code of Practice paragraph 5.12 - page 44)

In Parkgate Primary School we prioritise early identification and intervention. A range of the following tools can be used to identify and support pupils'



SECTION 7: THE MANAGEMENT OF SPECIAL EDUCATIONAL NEEDS

The Three Stages of Special Education Provision

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

Stage 1	Stage 2	Stage 3
<ul style="list-style-type: none"> • School delivered special educational provision; • An IEP is required • The majority of special educational needs will be met at this stage • The responsibility lies with the school 	<ul style="list-style-type: none"> • School-delivered special educational provision plus external provision. • An IEP is required. A smaller number of children will need this provision; 	<ul style="list-style-type: none"> • Pupils with a statement of SEN; • School and EA delivered special educational provision plus any relevant treatment or service identified by the HSC Trust;

<ul style="list-style-type: none"> • Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN. 	<ul style="list-style-type: none"> • The responsibility lies with the school plus external provision from EA • Operates in mainstream schools and classes • Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN. 	<ul style="list-style-type: none"> • A IEP reflecting the content of the statement; • The responsibility lies with the school and the EA –with input from the HSC Trust where relevant; • Reasonable adjustments, the school delivered special educational provision are implemented plus EA provision as set out in the Statement. • Regular monitoring, review and evaluation of IEPs and information from HSC Trust to inform the annual review of the statement.
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Exceptional Cases

In most cases transition through the three-staged assessment process occurs in sequence. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a higher stage of need is necessary immediately.

Provision at Stage 1: School provides provision and maintains records

The school places the child's name on the SEN Register with parental involvement.
An initial teacher assessment of the child's SEN using the SEN Categories list.
Previously collected and ongoing information about the child is recorded.



Classroom based strategies through teaching approaches, resources, content and strategies.
Small group withdrawal (when possible).
Individual Education Plan including agreed targets and review.
If sufficient progress is not being met the Educational Psychologist will assess the child in school to determine if any criteria are met for referrals to outside agencies/specialists. If no criteria are met for onward referral the child remains at Stage 1. The school may also refer to the Regional Integrated Services in Education (RISE) or the Primary Behaviour Support Service (PBSS).

Provision at Stage 2: School provides provision with input from EA services and/or HSC Trust
The child's name is placed at Stage 2 on the school's SEN Register.

PROVISION

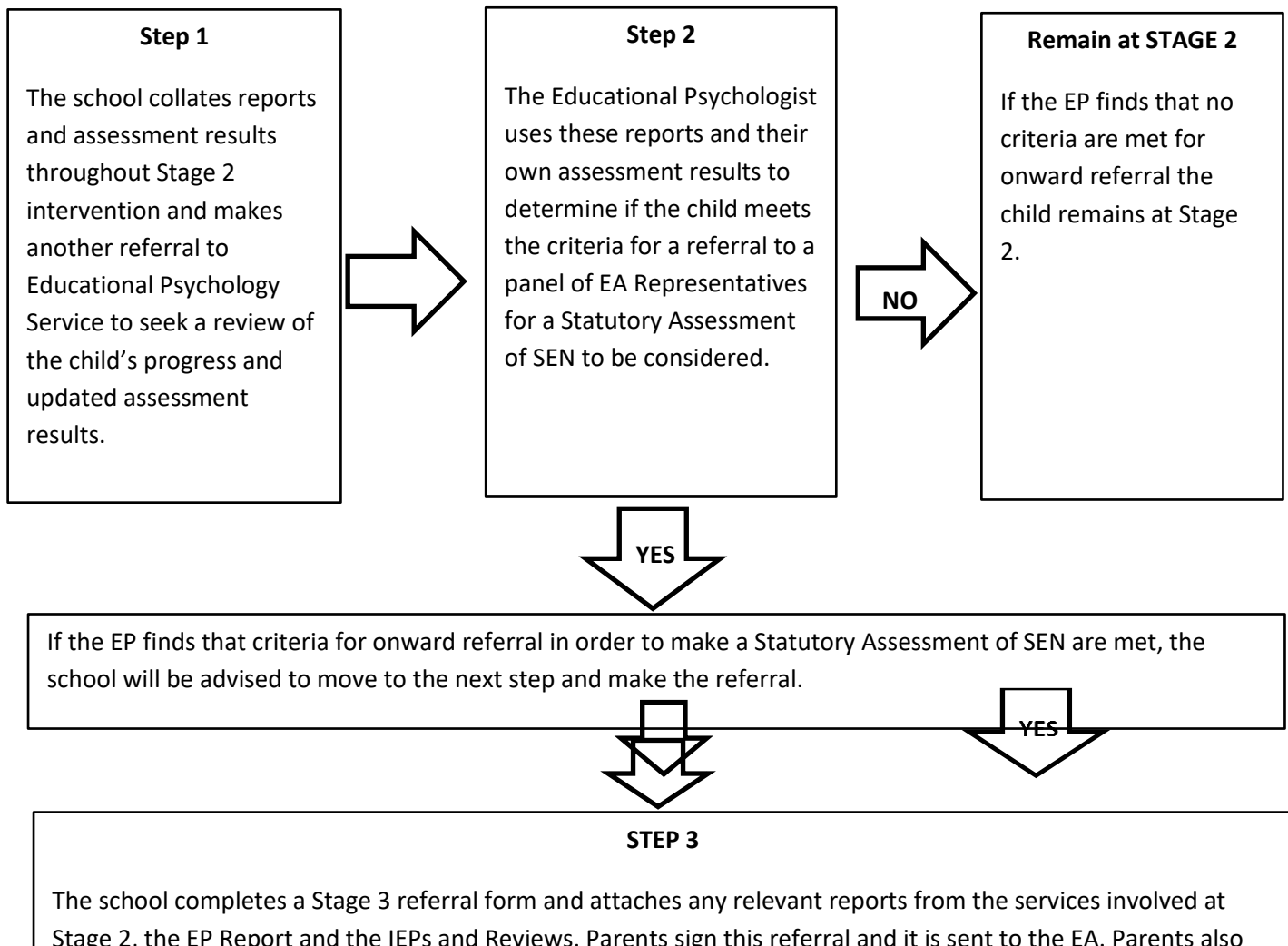
Classroom based strategies through teaching approaches, resources, content and strategies.
School based small group withdrawal (when possible).

Individual Education Plan

The Educational Psychologist has made referrals to agencies relevant to the child's SEN category/categories. These services will deliver intervention/support programmes in school.

Cognition and Learning	Social, Behavioural, Emotional and Wellbeing	Speech, Language and Communication	Sensory and Physical
Literacy Teaching and Support Service (LTSS) Special Educational Needs Early Years Intervention Service (SENEYIS) Special Educational Needs Intervention Service (SENIS)	Behaviour Assessment Service (BAS) Primary behaviour Support Service (PBSS) Child and Adolescent Mental Health Service (CAMHS)	Autism Advisory Intervention Service (AAIS)	Sensory and Physical Difficulties are usually delivered through the HSC Trust.

Stage 2: Process of determining if a child should be MOVED to Stage 3.



STEP 5

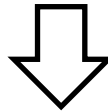
The EA panel will contact all those involved with the child to request updated information and the school will complete the form Appendix B School Information.

On receipt of advice from all concerned, the EA will decide whether:

- ‘the degree of the child’s learning difficulty or disability’
- ‘the nature of the provision necessary to meet the child’s SEN’
- If ‘the child’s needs can reasonably be provided within the resources normally available to mainstream schools.’

(Code of Practice 1998: 4.1)

In order to make a final decision about whether a Statement of SEN is required.



STEP 6

Once all deliberations have been made the parents and school will be informed in writing of one of the 2 following decisions:

NO – The child has not met the criteria for a Statement of SEN and has been issued with ‘A Note in Lieu of a Statement’ setting out the reasons for the EA’s decision not to make the Statement of SEN and including supporting evidence from the Statutory Assessment.

YES – Evidence supports the request, and the EA will make and maintain a Statement of SEN. The Annual Review process will be used to arrange, monitor and review the Statement.



Remain at STAGE 2

If the parents disagree with this decision they may contact the EA to appeal the decision.

Move to Stage 3

SECTION 8: STAGE 3: STATEMENT OF SPECIAL EDUCATIONAL NEEDS

8.1 'Proposed Statement of Special Educational Needs'

Initially, a draft 'Proposed Statement of Special Educational Needs' is drawn up by the EA and issued to parents and the school. At this stage the school and parents can raise any concerns they may have regarding the 'Proposed Statement' with the EA and state any changes they would like to be considered.

8.2 The final 'Statement of Educational Needs'

Through the final Statement of Educational Needs the EA will seek to:

1. 'Arrange for the provision specified in a child's Statement to be made in a cost-effective manner, but that provision should be consistent with the child's assessed needs.'
(Code of Practice 1998 – 4.6)
2. Ensure through the school SENCo that a Stage 3 Individual Education Plan is written, implemented, monitored and reviewed.
3. The Annual Review and Transition processes will take place.

8.3 The Annual Review

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

- gauge the child's progress towards meeting the objectives specified in the Statement;
- review the special provision made for the child, including placement;
- consider the appropriateness of maintaining the Statement of Special Educational Needs.

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

The Review will take place in school and is chaired by the principal, Mrs Ferguson, or the SENCo, Mrs McLean. Relevant documentation is overseen by the SENCo both in advance and following this meeting.

SECTION 9: RECORD KEEPING FOR PUPILS WITH SEN

The class teacher keeps the following records in the Class SEN File:

- Records of Concern
- Individual Education Plans, evidence and reviews for the current school year.

The SENCo keeps the following records in school:

- SEN Register
- Records of Concern
- Individual Education Plans and Reviews
- Statements of Educational Needs/Annual Review documentation/Transition Plans
- Assessment results/data
- Individual pupil files - paper and electronic
- Record of liaison/meetings with staff from the Education Authority's SEN Support Services/Health and Social Care Trust
- Minutes of meetings with parents
- Support, advice, and training provided to staff.

The SENCo employs the use of the Schools Information Management System (SIMS) to aid transition of records from Primary to Post Primary Education. This is a computerised system used by schools throughout Northern Ireland.

SECTION 10: MONITORING THE PROGRESS OF PUPILS WITH SEN

It is the responsibility of the SENCo to ensure that the progress of pupils on the SEN register is monitored. This may be achieved by considering that:

- Individual Education Plans are monitored and reviewed for quality, progression, and appropriateness through meeting with teachers on a regular basis;
- evidence is collated to demonstrate whether the pupil is making progress;
- 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.

SECTION 11: PROFESSIONAL DEVELOPMENT

The principal in consultation with the SENCo oversees the professional development of all staff in the school in regard to SEN provision. It is essential that all staff are kept up to date with SEN developments to provide effective teaching and support for pupils.

Following attendance at relevant internal or external education and training programmes, staff members are encouraged to disseminate the information provided to build the capacity of their colleagues.

SECTION 12: PARTNERSHIP WORKING

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

- Autism Advisory and Intervention Service (AAIS)
- Sensory Service
- Special Educational Needs Inclusion Service (SENIS)
- Literacy Service
- SEN Early Years Inclusion Service (SENEYIS)
- Language and Communication Service

Other services may include:

- Behaviour Support and Provisions
- Education Psychology Service

Other Support Services (for example)

- RISE NI
- Barnardo's
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Independent Counselling Service for Schools (ICSS)
- Other (please specify)

SECTION 13: COMPLAINTS

13.1 Complaints against the school

All complaints regarding SEN in Parkgate Primary School will be dealt with by school's existing complaints procedures. The EA will not deal directly with parents over issues arising in school unless these procedures have first been followed and a resolution has not been found or agreement reached. When resolution has not been reached between the school and the parents, both parties are directed to use the Global Mediation Service.

If parents have any queries in relation to the special educational needs of a child with a Statement or who is currently being assessed for a Statement of Special Educational Needs, they should contact their local EA Office. Please contact the named SEN Link Officer in the first instance. Contact details should be on the EA documentation issued alongside the child's statement.

13.2 Complaints against the EA

Global Mediation aims to provide an independent, confidential service to help resolve or reduce the disagreement between parents and the school/Boards of Governors or the EA for children who are on the school's SEN Register. The disagreement must be in relation to the special educational provision for the child. Global mediation will work with parties once an attempt to resolve a disagreement has been unsuccessful. Involvement with Global Mediation will not affect the right to appeal to the Special Education Needs and Disability Tribunal (SENDIST). The Global Mediation Service can be reached at:

Global Mediation

55-59 Adelaide Street

Belfast

BT2 8FE

T: (028) 90726060

13.2 Special Educational Needs and Disability Tribunal (SENDIST)

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

**SECTION 14: MONITORING AND EVALUATING THE SEN AND INCLUSION
POLICY**

The SEN and Inclusion Policy will be reviewed annually. It will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. This policy will be brought to the Board of Governors for final approval.

Policy Date: __/__/____

Signature of Principal:.....

Signature of Chairperson of Board of Governors:

Review Date: __/__/____