



Bloomfield Collegiate School

excellence in a caring community

Special Educational Needs Policy



Approved by the Board of Governors 18 June 2026

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Foreword

For the purposes of this document the term SEN refers to those pupils in your school who have special educational needs and/or a disability which affects their learning. As well as using the suggestions we provide, any policy must be personal to your school and be developed as the result of a consultation process between all stakeholders. It must be comprehensive, accurate, fit for purpose and linked to your school's development plan.

In line with the Freedom of Information Act, copies of your school's policy information should be available to all relevant stakeholders. Therefore, it is essential that your SEN policy should be up-to-date, accurate and reflect current practice in your school. Your policy should take account of the following legislation and documentation:

Legislation:

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

Documentation:

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

Rationale/Vision

Bloomfield Collegiate School's vision is 'Excellence in a Caring Community'; pride is taken in being a community in which each individual is recognised and valued. The School strives to sustain a friendly atmosphere within a culture of strong pastoral care, a climate of concern and trust, and adherence to our core values of bravery, benevolence, curiosity, commitment, solidarity and success.

The staff of Bloomfield Collegiate School 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 will endeavour to make every reasonable arrangement to provide for their individual needs.

The legislation that currently governs practice regarding children and young people with special educational needs (SEN) is the Education Order (1996). The current Code of Practice on the Identification and Assessment of SEN provides guidance on how the legislation is to be delivered in schools and was published in 1998.

SENDO (2005) increased the rights of children and young people with SEN and/or disabilities to be educated in mainstream schools and aimed to ensure that children with disabilities were not disadvantaged compared to their peers in school. This included the school being proactive in areas such as ensuring that the school is prepared with an adapted environment and differentiated curricula for all children who may wish to attend, including those with SEN/Disabilities.

The Supplement to the Code of Practice was published in 2005 and updated parts of the 1998 Code of Practice to reflect the changes following SENDO (2005).

The most recent legislation, the Special Educational Needs and Disability Act (NI) 2016, strengthens and builds upon the duties contained within the Education Order (NI) 1996 and SENDO (NI) 2005. It places new duties on the schools Board of Governors, the Education Authority and Health and Social Care Trusts. It provides new rights for parents and children over compulsory school age. It is one element of the new SEN and Inclusion Framework which include new SEN Regulations and a new statutory Code of Practice as of 2021.

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.

Learning Difficulty

A child has a learning difficulty if:

- (a) they have a significantly greater difficulty in learning than **the majority of** children of the same age;
- (b) they have a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools; or
- (c) they have not attained the lower limit of compulsory school age and is or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory school age.

Special Educational Provision

Special educational provision (SpEP) is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in ordinary schools.

Disability

The following definition of disability is taken from the Disability Discrimination Act (1995):

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

(Paragraph 2.3)

Key Principles of 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.”

Bloomfield Collegiate School has an inclusive ethos and actively seeks to promote the inclusion of all children. We approach inclusion as an integral part of all school policies including the school’s SEN policy, School Development Plan, the accessibility plan and other related policies.

For example, the awarding of Autism NI Impact Award (2025) demonstrates our commitment to staff training to ensure all staff understand autism and are able to provide support to autistic people, if needed, providing adjustments to the environment to help autistic people use the premises, ensuring appropriate and individualised customer service and communication that assists autistic people, creating an environment where people feel comfortable disclosing their diagnosis of autism should they wish to.

SEN and Medical Categories

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)
 - b) Severe Challenging Behaviour associated with SLD or PMLD (SCB)

- 3. Speech, Language and Communication Needs (SLCN)**
 - a) Developmental Language Disorder (DLD)
 - b) Language Disorder associated with a differentiating/ biomedical condition (LD)
 - c) Communication and Social Interaction Difficulties (CSID)

- 4. Sensory (SE)**
 - a) Blind (BD)
 - b) Partially Sighted (PS)
 - c) Severe/Profound Hearing Impairment (SPHI)
 - d) Mild or Moderate Hearing Impairment (MMHI)
 - e) Multi-sensory Impairment (MSI)

- 5. Physical Need (PN)**
 - a) Physical (P)

Children with a medical condition

Children who have an identified medical condition will be recorded on the school medical register. Those who do not require special educational provision will be recorded on the medical register only and will not be placed on the SEN register. A pupil with a medical diagnosis or disability may or may not have a SEN but what is key is “does the pupil have a requirement for special educational provision to access the curriculum.”

A pupil can be recorded on both the SEN register and medical register if they have both a medical need and require special educational provision to be made for them.

The Medical Register is the responsibility of the Senior Leader for Pupil Welfare (Mrs J Wharry) and the Pupil Welfare Officer (Mrs B Morrison).

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
- 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

Policy Aims

1. To identify pupils with SEN/disability as early as possible using a variety of measures and in consultation with appropriate personnel.
2. To ensure full entitlement and access for pupils with SEN/disability to high quality education within a broad, balanced, relevant, and differentiated curriculum.
3. To encourage parental partnerships in all aspects of SEN provision.
4. To consider the views of the child/young person when planning and implementing SEN provision.
5. To strive for close co-operation between all services and agencies concerned to support each pupil with SEN.
6. To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.
7. To create a caring and supportive physical environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
8. To meet the needs of all pupils who have SEN by offering appropriate forms of educational provision and the most efficient use of available resources.
9. To train teachers and promote collaboration in the implementation of the SEN policy.
10. To ensure that pupils are granted relevant access arrangements in line with JCQ Regulations to give opportunities to fulfil their potential in examinations

Arrangements for Co-ordinating SEN Provision

Meeting the needs of pupils with SEN is a whole school issue, with the overall responsibility for managing SEN provision residing 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 the Learning Support Coordinator (Mrs E Stevenson).

Roles and Responsibilities

The following section highlights the key roles and responsibilities of all those involved in SEN provision:

Board of Governors

The role of the Board of Governors is to exercise its functions in relation to the school with a view to ensuring that provision is made for registered pupils with special educational needs. Bloomfield Collegiate School has a designated Governor for SEN (Ms F Dornan).

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

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

Principal

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

- keep the board of governors informed about SEN issues;
- work in partnership with the LSC, including delegating and monitoring the SEN budget;
- liaise with parents and external agencies as required;
- ensure the SLT are actively involved in the management of SEN within the school;
- SLT members should ensure consistency of practice and contribute to the realization of the school development plan; and
- provide a secure facility for the storage of records relating to special educational needs.

Learning Support Coordinator

A designated Learning Support Coordinator is responsible for:

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

In Bloomfield Collegiate School, the Learning Support Coordinator delegates a range of duties to an Assistant (Ms L Haggan).

Subject/Form Teacher

The subject/form teacher should:

- be aware of current legislation;
- keep up to date with information on the SEN Register;
- gather information through observation and assessment;
- develop an inclusive classroom;
- work closely with other staff to plan for learning and teaching;

- Subject teacher should read and implement advice given in Pupil Passport and PLP;
- contribute to, manage, and review PLPs in collaboration with the LSC; and
- involve adult assistants as part of the learning team.

Head of Year

The Head of Year (HOY) should:

- be aware of current legislation;
- keep up to date with the SEN Register;
- liaise with other staff regarding pupils who are experiencing difficulty;
- work closely with the LSC, and
- update records as appropriate.

Head of Department

The Head of Department (HOD) should:

- be aware of current legislation;
- keep up to date with the SEN Register;
- ensure new members of department are familiar with the SEN Policy;
- ensure that practice and procedures within the department promote learning and teaching which is relevant and accessible to all pupils;
- support subject teachers to enable them to provide an appropriate and differentiated curriculum;
- ensure appropriate resources are available; and
- discuss issues with subject teachers through departmental meetings and forward minutes to SENCO when appropriate.

SEN Support Staff

Classroom/Learning Assistants should:

- follow the guidance withing the CA Handbook;
- work under the direction of the subject teacher;

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

Learning Support Teacher

Learning Support Teacher (LST) should:

- meet as appropriate with assigned SEN pupils to provide support and encouragement;
- LST consult with the LSC and/or Vice-Principal regarding the pupil's progress, needs and development as and when necessary;
- maintain records of meetings with each SEN pupil and any communication with parents and produce a short summative report on the progress of their pupils at the end of the school year.

The contribution of Learning Support Teachers is greatly valued within the school.

Support Staff

- Support staff should liaise with the LSC regarding SEN pupils, as appropriate.
- Peripatetic teachers should provide an annual report on pupil progress.

Pupil views

In school, as far as reasonably practicable, we seek and have regard to the young person's views about their strengths, learning difficulties and education, taking into account their age and maturity. We seek and listen to their views about how they learn effectively and then focus on the strategies that work for them.

Key decisions for a particular pupil might include:

- contributing to their own assessment, provision, and progress;
- working towards achieving agreed targets;
- contributing to the review of PLPs, Annual Reviews, and the Transition process; and
- involving and supporting the pupils to participate in making decisions about matters affecting them.

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

Parent/person with parental responsibility

At Bloomfield Collegiate School, we acknowledge that successful partnerships between parents, pupils and school play a key role in promoting a culture of co-operation, openness and transparency and have a crucial impact on the effectiveness of special educational provision. Seeking the views of the child or young person also plays a key role in helping us understand individual needs.

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

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

Parents will be invited as necessary to:

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

Admissions

The admission arrangements with respect to pupils with SEN are consistent with the school's general arrangements for all other pupils. Statemented pupils are placed in Bloomfield Collegiate School at the request of the Education Authority. When seeking to place a pupil with a Statement or specific need, the Boards take into account the:

- ability of Bloomfield Collegiate School to meet the young person's SEN;
- provision of efficient education for other young people in the school; and
- efficient use of resources.

This arrangement is in line with SENDO legislation.

Accessibility

The focus in a school's accessibility plan is to:

- increase the extent to which disabled pupils can participate in the school's curriculum. By way of example, this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure, and cultural activities;
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services provided or offered by the school; and
- improve the delivery to disabled pupils of the information which is provided in writing to pupils who are not disabled. This should be completed within a reasonable time and take into account their disability and any preferences expressed by them or their parents.

Bloomfield Collegiate School is committed to consulting on, implementing and making publically available a written accessibility plan by the end of the academic year 2025/2026.

Special Facilities, Resources and Accommodation

Pupils with SEN at Bloomfield Collegiate School have access to:

- Learning Support Centre;
- Additional one-to-one academic support; and
- Additional monies in school budget for SEN.

Annual Report

The Board of Governors report annually on all aspects of SEN provision in school. The SEN section in the Annual Report contains information on: the number of statemented pupils; pupils that received provision from EA Pupil Support Services or Health and Social Care Trust; and those that accessed school-delivered special educational provision.

This report is made available on the school website or by request from the School Office.

Identification and Assessment of Special Educational Needs

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

(Code of Practice 1998, paragraph 2.14)

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

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

In Bloomfield Collegiate School, the following may be used to identify pupils' needs:

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

- professional reports;
- parental contributions;
- pupil contributions.

The Management of Special Educational Needs

The Three Stages of Special Education Provision

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

Stage 1 includes:

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

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

Stage 2 includes:

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust;
- A PLP is required. A smaller number of children will need this provision;

- The responsibility lies with the school plus external provision from EA;
- Operates in mainstream schools and classes for the purpose of assessment; and
- Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN.

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

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

Stage 3 includes:

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

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

The pupil's PLP should be revised: to reflect the content of the statement (as it relates to the PLP including the SEN category (or categories)); setting intended outcomes based on the objectives of the special educational provision and the nature and extent of the EA's

provision including any relevant service and treatment the HSC Trust are to provide; and any additional school provision or modifications to the curriculum, as itemised in the statement; the pupil's PLP will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the annual review of the statement.

Exceptional Cases

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

The Annual Review

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

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

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

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

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

Record Keeping

The LSC keeps the following records in school:

- SEN Register;
- records of concern;
- PLPs, reviews and Pupil Passports;
- statements/annual reviews/transition plans;
- assessment results/data;
- individual pupil files;
- record of liaison/meetings with staff from the Education Authority's SEN Support Services/Health and Social Care Trust;
- minutes of meetings with parents; and
- support, advice, and training provided to staff.

Learning and Teaching

All children have the right to a broad and balanced curriculum, taking into account the entitlement framework. This involves all staff in utilising a range of teaching strategies and classroom management styles designed to take account of the differing abilities, interests, and experiences of pupils. In order to facilitate this:

- the classroom environment should be inclusive, stimulating, and attractive, featuring as much pupil work as possible on display;
- lessons should be structured in a series of simple clearly defined steps;
- work tasks and activities should be stimulating and differentiated so that pupils experience success yet challenging enough to promote progression in learning;
- pupils should be set work to allow them to progress at their own rate;
- encouragement should be given to pupils to take responsibility for their own learning;
- sensitivity should be shown by staff to pupils' literacy and numeracy difficulties and how this impacts on communication. This needs to be taken into consideration when giving instructions; and

- positive feedback should be provided by staff and the achievements of pupils with SEN celebrated.

Access Arrangements for Examinations

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements can be approved by school while others require prior approval from JCQ. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment.

Joint Council for Qualifications 2021, JCQ, accessed 1.10.21.

[<http://www.jcq.org.uk>](http://www.jcq.org.uk)

JCQ Handbook, 1 September 2021 to 31 August 2022

- Mrs J Waterworth is the in-house designated assessor and will assess candidates, process applications online and hold the evidence for inspection purposes for GCSE and/or GCE qualifications.
- The LSC, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements/reasonable adjustments process within his/her Centre.
- The LSC must work with teaching staff, support staff and exams office personnel to ensure that approved access arrangements/ reasonable adjustments are put in place for internal school tests, mock examinations, and examinations.

Monitoring the Progress of Pupils with Special Educational Needs

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

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

- information gathered is used in future planning for intervention and to inform movement either up or down through the stages of the Code of Practice.

Professional Development

The Principal, in consultation with the LSC, oversees the professional development of all staff. It is essential that all staff are keep-up-to date with SEN developments to provide effective teaching and support for pupils.

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

The LSC should keep a record of all training attended by or delivered to staff in relation to SEN.

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
- Transition service

Other services may include:

- Behaviour Support and Provisions
- Education Psychology Service

Other Support Services

- Barnardo's
- Child and Adolescent Mental Health Services (CAMHS)
- Independent Counselling Service for Schools (ICSS)

Other Educational Settings

Under the entitlement framework where links are established with other schools, Further Education Colleges and/or work placements, it is essential that all relevant information pertaining to pupils with SEN is communicated effectively, in order to ensure the best outcomes for each pupil.

Complaints

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

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

Dispute Avoidance and Resolution Service (DARS)

The Dispute Avoidance and Resolution Service (DARS) provides an independent, confidential forum to resolve or reduce the disagreement, in relation to special educational provision, between parents and school/Boards of Governors or the EA for pupils who are on the Code of Practice where previous attempts to do so have been unsuccessful.

Parents can contact the service which is provided by Global Mediation.

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

Special Educational Needs and Disability Tribunal (SENDIST)

The Special Educational Needs and Disability Tribunal (SENDIST) considers parents' right to appeal against the decisions made by the Education Authority about their child's special educational needs whenever an agreement cannot be reached.

This service also addresses claims of disability discrimination in school.

Monitoring and evaluating the SEN Policy

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

Reviewing Committee: Education Committee

Dates of Policy Review

Nature of Change	Date of Consultation with Parents and Staff	Date Review Completed	Date Ratified by Board of Governors
Newly updated policy	n/a	October 2025	20 November 2025
No Changes	n/a	May 2026	18 June 2026