Special Educational Needs (and Inclusion) Policy

Updated September 2026

Rationale/Vision

Gaelscoil na bhFál is a child-centred Irish-medium community of learning where the Irish language connects children, families and staff in a shared purpose. Gaelscoil na bhFál is an Irish-medium immersion school open to all children, irrespective of religious, cultural, social or political background. Staff are committed to providing equal access for all our pupils to a broad and balanced educational experience based on the NI 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 (C&YP) 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 C&YP 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 CoP was published in 2005 and updated parts of the 1998 CoP 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. The school operates within the current Northern Ireland SEN legislative framework, including the Education (Northern Ireland) Order 1996, SENDO 2005 and the Special Educational Needs and Disability Act (Northern Ireland) 2016. The school will have regard to all current Department of Education guidance and statutory requirements relating to SEN and Inclusion.

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."*

In Gaelscoil na bhFál we are conscious to make sure that we meet our pupils' needs and include them in all aspects of school life. We approach inclusion as an integral part of all school policies and this SEN policy links closely with all our other policies in supporting pupils such as; Positive Behaviour and Discipline, Child Protection and Safeguarding, Anti-Bullying and Health and Safety. It is also closely linked with our School Development Plan and School Accessibility Planning.

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: DEPARTMENT OF EDUCATION, DE).

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)

6. Under Assessment (U)

Ref: DEPARTMENT OF EDUCATION, DE – SEN and Medical Categories – Guidance For Schools January 2019

Children with a medical condition

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

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

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

The Medical Register is the responsibility of Caoimhín Devine.

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: DEPARTMENT OF EDUCATION, DE).

- 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

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 ensure that all pupils with SEN/disability feel valued.
4. To offer curricular, pastoral, and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.
5. 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.
6. To encourage parental partnerships in all aspects of SEN provision.
7. To consider the views of the child when planning and implementing SEN provision taking into account their age and capacity.
8. To support children in participating in making decisions in all aspects of their learning.
9. To strive for close co-operation between all services and agencies concerned to achieve an effective multi-disciplinary approach to meeting SEN.

10. To educate pupils with SEN, wherever possible, alongside their peers.
11. To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.
12. To encourage and/or maintain the interest of pupils with SEN in their education.
13. To encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.
14. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
15. 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.
16. To promote collaboration amongst teachers in the implementation of the SEN policy.
17. To work closely with EA services and other outside agencies as appropriate to support each pupil with SEN.

Arrangements for Co-ordinating SEN Provision

Although meeting the needs of pupils with SEN is a whole school issue the overall responsibility for managing SEN provision resides with the Board of Governors and the principal of the school. However, to facilitate the day-to-day running of the provision the board of governors has delegated responsibility to co-ordinate the provision for pupils with special educational needs to Caoimhín Devine (LSO).

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 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.

The Board of Governors has designated Dr. Thomas Rogan as SEN Governor.

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

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

Principal

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

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

Learning Support Co-ordinator

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

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

Class Teacher

The class teacher should:

- Be aware of current legislation;
- Keep up to date with information on the SEN Register;
- Gather information through formal and informal observation/assessment;
- Develop an inclusive classroom;
- Work closely with other staff to plan for learning and teaching;
- Contribute to, manage and review PLPs in consultation with the LSC;
- Involve classroom assistants as part of the learning team; and
- Liaise closely with parents and maintain confidentiality.

Support Staff should / Additional Adult Assistants should:

- Work under the direction of the class teacher and LSC;
- Be involved in planning;
- Look for positives by talking to the child about his/her strengths;
- Provide practical support;
- Listen to the child/speak to staff on the child's behalf;
- Explain boundaries and operate these consistently and fairly;
- Maintain records/observations and attend meetings;
- Share good practice; and
- Maintain confidentiality.

Reference: 'Guidance on the Management, Deployment and Development of Assistants in School' (DE) and other relevant information that you may find on your EA's website.

Pupil

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

In school, as far as reasonably practicable, we seek and have regard to the child's views about their strengths, learning difficulties and education, taking into account their age and maturity. We endeavour to fully involve pupils wherever possible in:

- Contributing to their own assessment, provision and progress;

- Contributing to the review of PLPs, Annual Reviews, and the Transition process;
- Working towards achieving agreed targets; and
- Involving and supporting the pupils to participate in making decisions about matters affecting them.

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

Parent/person with parental responsibility

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

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

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

Parents should be invited as necessary to:

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

Admissions

The admission arrangements with respect to the majority of pupils with SEN must be consistent with the school's general arrangements for all other pupils.

The Special Educational Needs and Disability Order (SENDO) (2005) legislation strengthened the right for children with a Statement to an ordinary school place unless it is against the wishes of parents, or it is incompatible with the efficient education of others. Children who have special educational needs but do not have a statement, must, except in specific circumstances, be educated in an ordinary school (Article 3(1) SENDO, 2005).

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

Accessibility

Every grant-aided school and independent school is required to have a written accessibility plan which should be publicly available and accessible via the school's website. The focus in the 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.

The school is committed to ensuring that all pupils, staff, parents and visitors can access and participate fully in school life. Our current Accessibility Plan was approved in 2023 and outlines the steps being taken to improve access to the curriculum, the physical environment and information for all members of the school community. The plan is available to view on the school website under the Policies section. The Accessibility Plan will be formally reviewed in January 2027, or sooner if changes in legislation, guidance or school needs require this. Implementation of the plan is monitored by the Principal, LSC and Board of Governors, who regularly review

progress against the identified actions and report on outcomes as part of the school's ongoing self-evaluation and development planning processes.

At present pupils with SEN/Disabilities have equal access to all areas of the school building.

- The school is fully accessible to wheelchair users.
- There is a well-equipped SEN teaching/resource base and facilities for personal care, including a toilet adapted for use by persons with the disabilities.
- The 'Puball' in the Ceantar Buí and Ceantar Gorm are fully accessible sensory, break out spaces that are always open to pupils with SEN.

At present:

- pupils with disabilities have equal access to all areas of the school building;
- the school is fully accessible to wheelchair users;
- there are well-equipped facilities for personal care;
- access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude, and attainments; and
- written information can be provided in a variety of formats upon request.

Special Facilities, Resources and Accommodation

The school makes use of the following facilities and resources to support pupils with SEN:

- Two Puball spaces identified and central areas identified throughout the school.
- Additional Adult Assistance is used effectively.
- Additional monies in school budget for SEN are used to release the LSC and class teachers for admin and training.
- Monies are also used effectively to ensure appropriate resources and schemes for pupils with 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. Information regarding SEN provision forms part of the Governors' Annual Report and is available in accordance with statutory requirements.

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 Gaelscoil na bhFál, 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/PIM);
- key stage assessments;
- class tests/school examinations;
- personal learning plans/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 Gaelscoil na bhFál, 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/ 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/ 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/ 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 (and by exception in special school or Learning Support Centre (LS Centre) for the purpose of assessment; and
- Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN.

In the event of a child not making progress, despite the external support from the EA, the child may require consideration for a statutory assessment. A new online form designed to guide the user through the process is used to make a request for statutory assessment. The PLP/ 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/ 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/ PLP should be revised, to reflect the content of the statement (as it relates to the PLP/ 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/ 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 progress towards meeting the objectives specified in the Statement;
- review the special provision made for the child, including placement; and
- consider the appropriateness of maintaining the statement of special educational needs.

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

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

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

Record Keeping

Teachers use a common pro-forma for Individual Education Plans (PLP) and Reviews. At least two phases of PLP per year will be planned and written – September/October, January/February. A third, or further additional plans, can be written as required. The targets set will describe the knowledge or skills that we expect the child to achieve. The PLP will be discussed and planned with the parents and the pupil and their help will be sought in achieving the targets. Each Education Plan will be evaluated with pupils and parents, and the next Learning Plan will be introduced. Evidence will be kept of the evaluation of the targets set, for example, samples of work, running records, teacher observations, informal testing.
The class teacher will give Principal, Parents, Classroom Assistant, LSC and outside agencies (working with the pupil) a copy of each Education Plan.

The LSC keeps the following records in school:

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

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 in his/her school. It is essential that all staff are keep up to date with SEN developments to provide effective teaching and support for pupils.

The school recognises that high-quality professional learning is essential to meeting the diverse needs of pupils with Special Educational Needs. Staff are provided with ongoing opportunities to develop their knowledge, skills and confidence through a programme of professional development aligned to identified school priorities and pupil needs. This includes training in Autism, Inclusive Practice, Trauma-Informed Approaches, Language and Communication Needs, and Emotional Health and Wellbeing. Staff are encouraged to engage with training provided by the Education Authority and other relevant agencies, and to share effective practice with colleagues. The impact of professional development is reviewed regularly through monitoring activities, staff feedback and evaluation of outcomes for pupils to ensure that training translates into effective classroom practice and improved inclusion for all learners.

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 (Outside Agencies):

- RISE NI
- Relate NI – Counselling Service
- Speech and Language Therapist Beech Hall
- Occupational Therapy
- Barnardo's
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Independent Counselling Service for Schools (ICSS)
- Health and Social Services
- Harberton Outreach and Support Services
- Clarawood
- St Gerard's School and Support Services
- Full-Service Community Network

Complaints

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

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

Data Protection and Confidentiality

All SEN records will be stored and processed in accordance with UK GDPR, the Data Protection Act 2018 and school data protection policies.

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.

Policy Date: 09/11/26

Signature of Principal: .....

Signature of Chairperson of Board of Governors: .....

Review Date: 9/11/26.