



Rathcoole Primary School and Nursery Unit

“Nurture, Inspire, Flourish”

Special Educational Needs & Inclusion Policy

Date reviewed	Summer Term 2024
Next review date	Summer Term 2026

Chair of Board of Governors	Alison Bennington	Alison Bennington
Principal	Emma Quinn	<i>Emma Quinn</i>

In Rathcoole Primary School and Nursery Unit our policy acknowledges that:

- ✓ The needs of all pupils who have Special Educational Needs must be addressed.
- ✓ We must provide the full curriculum for all children at a level appropriate to their ability.
- ✓ When making provision for children with Special Educational Needs in Rathcoole Primary School and Nursery Unit we will adhere to the principles outlined in the Code of Practice.
- ✓ We recognise that there will be a continuum of needs and provision.
- ✓ We hope that by being flexible and realistic in our policy we will reflect the Code's recommendations to meet the needs of children with Special Educational Needs.



Rationale

As a Nurturing school who implement the Take5 Approach, we believe that assessment is an integral and ongoing aspect of school life. It should be consistently applied according to the age and stage of development of each pupil. It may look different across each class and Key Stage.

At Rathcoole Primary School our children have a wide range of abilities, experiences, personalities and interests.

Through a broad and balanced curriculum our pupils participate in a progression of learning experiences that are carefully structured to suit their needs.



Principles and Aims



❖ We will ensure that all children with Special Educational Needs (hereafter SEN) feel valued and have a positive self-image, promote success, and develop self-confidence which is reflected in our school ethos statement “Nurture, Inspire, Flourish”.

❖ We will provide a broad, balanced, and differentiated curriculum with the use of a range of teaching strategies which incorporate different learning styles to ensure effective learning for all.



❖ We will identify children with SEN as early as possible through a variety of means and in consultation with appropriate personnel. We will develop a system for recording continued assessment so that each pupil’s performance can be monitored.

❖ We will encourage parents to recognise the central role they play in the education of their children and promote effective communication between principal, teachers, governors, parents, caregivers, and external agencies.

❖ We will promote the inclusion of all pupils with SEN into the mainstream classroom by creating a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.



❖ We will develop and utilise all resources in support of pupils with SEN.



Definition of Special Educational Needs

“Special Educational Need is defined as “a learning difficulty which calls for special educational provision to be made”. A child has a learning difficulty if s/he has significantly greater difficulty in learning than the majority of children of his/her age and/or has a disability which either prevents or hinders him/her from making use of educational facilities generally provided for children on his/her age in ordinary schools (CoP 1998 para.1.4)

We define “learning difficulty” as a child having significantly greater difficulty in learning than the majority of children of the same age.

“Special educational provision” means educational provision which is different from or additional to provision made generally for children of comparable age.

Definition of Disability

“Someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities”. (Part 1 of Disability Discrimination Act 1995)

In Rathcoole Primary School and Nursery Unit, we recognise that the term Special Educational Needs embraces a breadth of learning difficulties varying in type, duration, and severity.

We recognise that Special Educational Needs may arise as a result of:

- Learning needs
- Specific learning needs e.g., dyslexia
- Social, behavioural, emotional, and well-being needs
- Speech/language and communication needs
- Medical conditions
- Physical needs
- Sensory impairment (hearing or visual needs)
- Prolonged absences/fragmented education
- Adverse social or cultural circumstances

SEN Provision of SENDO

‘The new law will strengthen the right to an ordinary school place for children with a Statement, unless it is against the wishes of parents, or it is incompatible with the efficient education of others.’ ‘Children who have Special Educational needs but do not have a statement, must, except in specific circumstances, be educated in an ordinary school.’

Article 3(1) SENDO 2005

Key Principles of Inclusion

'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school'.

Removing Barriers to Achievement (2004)

In order to make sure that we meet our pupils' needs and include them in all aspects of school life, this SEN policy links closely with all our other policies in supporting pupils such as Assessment, Teaching and Learning, Positive Behaviour, Child Protection, Health and Safety, and Medical Needs.

Categories of SEN/Disability

1. Cognitive and Learning

- a) Dyslexia (DYL) or Specific Learning Need (SpLD)- Language/Literacy
- b) Dyscalculia (DYC) or Specific Learning Need (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 needs (SBEW)

- a) Social and Behavioural Need (SBD)
- b) Emotional and Well-being Need (EWD)
- c) Severe Challenging Behaviour (SCB) associated with SLD or PMLD

3. Speech, Language and Communication Needs (SLCN)

- a) Developmental Language Disorder (SEN) (DLD)
- b) Language disorder (LD) associated with a differentiating biomedical condition
- c) Communication and Social Interaction Difficulties (CSID)

4. Sensory Difficulties (SE)

- a) Blind (BL)
- b) Partially sighted (PS)
- c) Severe/Profound Hearing Impairment (SPHI)
- d) Mild/Moderate Hearing Impairment (MMHI)
- e) Multi-sensory impairment (MSI)

5. Physical

- a) Physical (P)

Guidance for Schools: Recording Children with Special Educational Needs – SEN Categories (Department of Education)

In addition, as a school, we include the following areas of need on our Learning Support Register:

6. Additional Needs

- a) English as an Additional Language (EAL)
- b) Gifted and Talented pupils (G&T)

Rathcoole Primary School and Nursery Unit SEN policy operate in line with legislation (Disability Discrimination Act, Special Educational Needs Discrimination Order, and Code of Practice)

Medical Diagnosis (Including Physical Conditions) Categories (not necessarily an SEN need)

1. Epilepsy
2. Asthma
3. Diabetes
4. Anaphylaxis
5. Autism Spectrum Disorder (ASD)
6. Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)
7. Dyspraxia/Development Co-ordination Disorder (DCD)
8. Developmental Language Disorder (Medical) (DLD)
9. Global Developmental Delay
10. Down's Syndrome
11. Complex Healthcare Needs
12. Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
13. Depression
14. Eating Disorder
15. Psychosis
16. Other Medical Disorder
17. Cerebral Palsy
18. Spina Bifida – with Hydrocephalus
19. Spina Bifida – without Hydrocephalus
20. Muscular Dystrophy
21. Acquired Brain Injury
22. Visual Impairment
23. Physical Disability
24. Other Medical Condition/Syndrome

Roles and Responsibilities

Board of Governors

In 'Every School a Good School' (DE) – The Governor Role (2010) Chapter 12 of the document relates specifically to the Governor role for pupils with special educational needs.

The following section provides an overview of Governor's responsibilities from this document as highlighted in the **SEN Resource File (2011)**:

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 have a responsibility to:

- Take account of the provisions in the DE Code of Practice on identifying and assessing special educational needs.
- Use their best endeavours to provide for pupils identified with SEN and that parents/caregivers 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 and support them;
- Ensure that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching; and
- Allocate funding for special educational needs and disability; and prepare and take forward a written accessibility plan.

The SEND Act (NI) 2016 places new statutory duties on Boards of Governors of mainstream schools in relation to the identification and assessment of those children who have, or may have, Special Educational Needs and the making on special educational provision for those children who have SEN. Two of these duties relate specifically to the Personal Learning Plan (PLP), namely to:

- Prepare and keep under review a programme of special educational provision (a 'personal learning plan') in respect of each registered pupils at the school who has SEN, and
- Seek the consent of a parent/caregiver or a child over compulsory school age to a copy of the PLP being sent to the Board of Governors of a new school.

Principal (Code of Practice 1998)

The Principal should:

- Keep the Board of Governors informed about SEN issues;
- Work in close partnership with the Learning Support Co-Ordinator;
- Liaise with parents/caregivers and external agencies as required;
- Delegate and monitor the SEN budget;
- Ensure the Senior Management Team (SMT) is actively involved in the management of SEN within the school. SMT members should ensure consistency of practice and contribute to the realisation of the School Development Plan.
- Provide a secure facility for the storage of records relating to Special Educational Needs.

Learning Support Co-Ordinator

SEN provision will be the overall responsibility of the Board of Governors and Principal of the school. However, in order to facilitate the day-to-day running of the provision the Board of Governors have delegated responsibility for pupils with special educational needs to Mrs Louise Mc Cann (Learning Support Co-Ordinator)

The Learning Support Co-Ordinator has a responsibility to:

- Co-ordinate the operation of the school's SEN and Inclusion Policy.
- Maintain the SEN register.
- Liaise with parents/caregivers, other professionals, and support agencies.
- Provide support, advice, and impart new information to colleagues.
- Establish the SEN in-service training requirements of the staff, and contributing as appropriate to their training;
- Ensure that the school's SEN systems are operating efficiently.
- Assist with and co-ordinate annual review meetings, alongside the Principal (when appropriate).
- Report to Principal regarding special needs provision within the school.
- Provide support on devising and implementing education plans to meet the needs of the children with SEN.
- Co-ordinate provision for pupils with Special Educational Needs.
- Oversee the records of all pupils with SEN.
- Review SEN and Inclusion Policy as per policy schedule.

Class Teacher

The Class Teacher has a responsibility to:

- Identify initial concerns about a child and act upon these concerns.
- Be aware of the staged approach to special needs as outlined in the Code of Practice, and be aware of current legislation.

- Gather information through formal and informal assessment/observations/interventions.
- Develop an inclusive and safe classroom environment.
- Maintain close contact with parents/caregivers and involve them in the planning, supporting, and reviewing progress. Keep records of all meetings with parents/caregivers.
- Attend Annual Reviews when appropriate.
- Write and review education plans in consultation with the Learning Support Co-Ordinator.
- Ensure quality differentiated planning and work for children with SEN.
- Liaise with Teaching Assistant(s).
- Inform the Learning Support Co-Ordinator before placing a child on a Personal Learning Plan or moving them to a different stage.
- Work closely with all staff supporting the child with SEN to ensure a consistent approach in meeting the child's needs.
- Liaise with Learning Support Co-Ordinator and other support services.
- Support smooth transition by the sharing of all relevant information throughout the child's school career.

Classroom Assistant

Where an assistant is employed in a general support role, he/she has a responsibility to:

- Assist with class work preparation and classroom organisation.
- Provide in-class pupil support under the direction of the class teacher.

SEN Support Staff

Where an assistant is employed to support an individual pupil, he/she has a responsibility to:

- Provide in-class pupil support under the direction of the class teacher.
- Assist and contribute to planning, monitoring, and reviewing Personal Learning Plans.
- Look for positives by talking to the child about his/her strengths.
- Provide practical support to the child and teacher.
- Listen to the child/speak to staff on the child's behalf.
- Explain boundaries and operate these consistently and fairly.
- Keep records and attend meetings; and
- Share good practice.

NB: As a term of reference, classroom assistants designated to children at Stage 3 on the code of practice are referred to as Learning Support Assistants.

Pupil

'The child should, where possible, according to age maturity and capability, participate in all the decision-making processes which occur in education.'

(Supplement to the Code of Practice – pars 1.19)

Key decisions for a particular pupil might include:
(where applicable, depending on age and functioning level).

- Contributing to the assessment.
- Contributing to education plans through setting targets.
- Working towards achieving agreed targets; and
- Contributing to the review of Personal Learning Plans, Annual Reviews, and the transition process in Year 7.

Parent

'The relationship between the parents/caregivers of a child with SEN and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school-based action..... Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important.' **(Code of Practice 2.21).**

It is essential that parents/caregivers inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, important information may need to be made available by a parent/caregiver upon a child's entry to the school.

It is the school's responsibility to inform parents/caregivers when staff are considering placing the pupil's name on the SEN register or moving the child to a higher or lesser stage of need.

The Parent has a responsibility to:

- Attend and contribute to the review and discuss their child's targets at Parent Teacher Meetings / Annual Review or when necessary.
- Support and encourage their child to best meet the targets outlined in their Personal Learning Plan.
- Inform staff of changes in circumstances.
- Provide the school with relevant documentation relating to the needs of their child.

Others

- All visitors to Rathcoole Primary School and Nursery Unit will be expected to have regard for the SEN policy.
- Copies of the SEN policy are available on request.

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.

Children with Statements of SEN are placed in schools at the request of the Education Authority.

When seeking to place a pupil with a Statement, the Education Authority will take into account the wishes of the child's parents/caregivers, 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.

Examples of other policies relevant to SEN

- Admissions
- Positive Behaviour / Relationship Policy
- Health and Safety
- Pastoral Care
- Child Protection
- Curriculum
- Intimate Care
- Transition Policy

Complaints Procedure

All complaints are responded to in accordance with the school's complaints procedure.

Identification and Assessment Procedures

'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)

At Rathcoole Primary School and Nursery Unit we endeavour to promote inclusion and will constantly seek to identify and remove barriers to learning and participation.

We aim to identify children with SEN as early as possible. If the school is aware that a child has SEN before they enter the school, every effort will be made to liaise with the nursery, other agencies, and the parents/caregivers to enable the school to provide support if necessary.

Provision for special needs within our school can be made in a variety of ways depending on the age and needs of the child and the availability of resources. The type of provision given to any child will be reviewed regularly and any changes in organisation will result directly from staff discussion, participation, and planning.

Methods of Identification

- Nursery: information from parents/caregivers and health professionals.
- Primary: information from the Nursery or other pre-school providers.
- Use of agreed strategies for observation, discovery, and diagnosis.
- Home/school dialogue and pastoral care system.
- Advice from external agencies.
- A period of evaluation for children who join the school later in their career.

Methods of Assessment of Pupils with SEN

- Parental information.
- Class or group assessment carried out by the teacher.
- Cognitive ability tests.
- Attainment tests.
- Teacher observations.
- Professional reports.

- Summative and formative assessment.
- Advice from the Educational Psychologist (Stage 2).
- Statement received from the EA (Stage 3).
- Records of Concern.
- Action Plans and/or Personal Learning Plans.
- Medical advice.
- Care plans.
- Annual Reviews for children with a Statement of SEN (Stage 3).

It may also be appropriate to include information from social workers, health visitors, therapists and/or other supporting professionals.

Code of Practice

In recognising that there is a continuum of needs, the Code of Practice (1998) with the 2005 supplement, sets out a three-stage approach to the identification of children having learning difficulties, the assessment of their SEN, and the advising on provision to meet the needs.

- ❖ The three stages of special educational provision focus on the level of intensity of special educational provision required to help a child to make adequate progress.
- ❖ Responsibility for pupils with SEN at each stage lies with the school, with increasing EA involvement, where required.
- ❖ At each of the three stages of special educational provision, the PLP should reflect a graduated approach to meeting the needs of the child with SEN through carefully planned school processes for creating, implementing, monitoring, and reviewing the Personal Learning Plan.

PERSONAL LEARNING PLAN

The Personal Learning Plan should set out:

- Nature of child's strengths and learning needs.
- Records of any external specialist services supporting the child.
- Specific targets that are achievable, measurable, realistic, and timely.
- Monitoring and assessment arrangements.
- Review arrangements and date.

REVIEW

- Determine arrangements for monitoring progress against targets in Personal Learning Plan.

The PLP at Stage 1 – School Delivered Special Educational Provision

- In the event of the child not making sufficient progress despite the full application of the range of strategies and approaches in the school’s special educational provision map, consideration may be given to making a request for external provision.
- The PLP should contain the core information and evidence of the school action to inform a request, if considered necessary, for external provision at Stage 2.
- While the EA is considering the request for Stage 2 provision, the school should continue to implement, monitor, and review the child’s PLP.
- The PLP is a key source in making a request for external provision.
- Clear, written information and evidence of the action which has been taken to address the SEN of the child should be contained within the PLP.

Information required from the school to seek EA provision at Stage 2.

Written information on:	Written evidence on:
<ul style="list-style-type: none">• Educational and other assessments• Views of the parents/caregivers and child within the PLP• The child’s health (within the Medical Register)• Any involvement by social care.	<ul style="list-style-type: none">• The school’s action as contained in the PLP phases under Stage 1 including the outcomes of regular reviews.

The child will only move to Stage 2 once any external special educational provision is being implemented (CoP, 4.48).

The Class teacher has overall responsibility and should:

- Inform the Learning Support Co-Ordinator.
- Consult with the child’s parents/caregivers.
- Collect and record information about the child.
- Provide or arrange special help within the normal curriculum frame e.g., increased differentiation, alternative teaching, and learning strategies.
- Monitor and review progress.

The Learning Support Co-Ordinator should:

- Ensure the child is placed on the SEN register under the appropriate overarching SEN category/ies.
- Help the class teacher gather information and assess the child’s needs.
- Advise and support the child’s teacher as necessary.

The PLP at Stage 2 – School Delivered Special Educational Provision plus Special Educational Provision being Implemented

- The SEN register is updated to reflect that the child is now at Stage 2 and any additional SEN category/ies recorded.
- The PLP is updated to reflect that the child is now at Stage 2 and should document the external provision being put in place to supplement school delivered educational provision.
- The PLP continues to be implemented and regularly monitored and reviewed.
- At Stage 2, there will be close involvement between the EA and the school. The child will remain at Stage 2 while the school makes full use of the range of strategies and supports within the school's special educational provision map supplemented by the EA in order to achieve progress (CoP, 4.49).
- Many pupils will make progress through the delivery of Stage 2 provision and following a period of support will no longer need external provision.
- In the event of the child not making progress, despite accessing external support, consideration may be given to making a request for a Statutory Assessment.
- The PLP contains the core information that the EA will use to consider and if appropriate, make a Statutory Assessment.
- Stage 2 includes the Statutory Assessment process by the EA. While the EA is considering whether to carry out a Statutory Assessment and if deemed necessary to go ahead, the school should continue to implement, monitor, and review the child's PLP.

'In some cases, schools will conclude that the pupil's needs remain so substantial that they cannot be effectively met within the resources normally available to the school.'

(Supplement to the Code of Practice – 4.64)

The Special Needs Department in the Education Authority considers the need for a Statutory Assessment (Stage 3) and, if appropriate, makes a multi-disciplinary assessment.

CONDITION FOR INITIATING STATUTORY ASSESSMENT

- Needs are significant and complex.
- Needs have not been met or have not responded to relevant and purposeful measures taken by the school and external specialists.
- Needs may call for special educational provision which cannot be reasonably provided within the resources normally available to mainstream.

The PLP at Stage 3 – the child has a Statement and is receiving Special Educational Provision as set out in the Statement

- The SEN register is updated to reflect that the child is now at Stage 3 and any additional SEN category/ies recorded.
- The PLP is updated to record that the child is now at Stage 3 and to reflect the content of the Statement in the setting of expected outcomes based on the objectives of the statement.

A Statement of Special Educational Needs sets out the child's educational and non-educational needs, the objectives to be secured, the provision to be made, and the arrangements for monitoring and review.

A Note in Lieu of a Statement sets out the reasons for the EA's decision not to make a Statement of Special Educational Needs and includes supporting evidence from the Statutory Assessment.

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 will:

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 SEN.
- Relevant school staff will undertake the Review on behalf of the Education Authority.
- The Review will take place in school, chaired by the Principal or Learning Support Co-Ordinator.
- Relevant forms and guidance for this process is available from Special Education.

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.

At each stage, as aforementioned, a Personal Learning Plan will be drawn up and should be countersigned by the parent/caregiver and reviewed twice yearly.

Record Keeping

The following are some of the records that the Learning Support Co-Ordinator will keep:

- SEN Register.
- Reports from external agencies.
- Education plans/Reviews.
- Statements/Annual Reviews.
- Assessment results/data.
- Individual Pupil Files.
- Record of liaison/meetings with Education Authority/Health Services.
- Minutes of meetings with parents/caregivers.
- Staffs' Support, Advice and Training Records.
- Observation records from Learning Support Assistants.

Monitoring the Progress of Pupils with SENs

It is the responsibility of the Learning Support Co-Ordinator to ensure that the progress of pupils on the SEN register is monitored.

PLPs are monitored for quality, progression, and appropriateness through meeting with teachers on a regular basis.

Evidence of pupil progress is documented through testing of pupils by the SEN Assistants or class teacher (if a child is withdrawn, or in some cases to inform teachers of academic progress).

Quality reviews of PLPs and other relevant and purposeful measures that focus on educational outcomes to inform future planning and inform movement either up or down through the Code of Practice Stages.

Professional Development

The Principal oversees the professional development of all staff in her school in consultation with the Learning Support Co-Ordinator and ensures necessary training, if required.

The Principal should keep a record of all training relating to SEN.

Staff should also keep record of their own training and forward any certificates to the office for their staff file.

It is essential that all staff keep up to date with developments in the whole area of SEN in order to provide effectively for pupils.

Any staff attending INSET will disseminate the training with colleagues, through staff discussion and / or a written evaluation.

Partnerships

In Rathcoole Primary School and Nursery Unit we have developed partnerships with each of the following:

EA Support Services e.g.

- Autism Advisory Intervention Service (AAIS)
- Primary Behaviour Support Service (PBSS)
- SEN Specialist Setting Support Team (SSST)
- SEN Early Years Inclusion Service (EYIS)
- Literacy Support Service (LTSS)
- Educational Psychology
- Visual Impairment
- Interdisciplinary Services e.g., RISE

Other Support Services e.g.

- Child & Adolescent Mental Health Services (CAMHS)
- Barnardo's
- Family Hub
- Middletown Centre for Autism

SEN Advice and Information Service

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

Dispute Avoidance and Resolution Service (DARS)

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

Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from Special Education Section.

Involvement with DARS will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). Parents/caregivers may contact this service directly.

Special Educational Needs and Disability Tribunal (SENDIST)

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

Contact Details for SENDIST

2nd Floor
Royal Courts of Justice
Chichester Street
Belfast BT1 3JF

Tel: 0300 200 7812

Email: tribunalsunit@courtsni.gov.uk

Website: www.contactdir.uk/special-educational-needs-disability-tribunal-sendist-belfast-northern-ireland/

Monitoring and Evaluating the Policy

This policy will be reviewed in line with current or new legislation. In addition, feedback will be sought on an annual basis.

Any amendments considered necessary will be forwarded to the Board of Governors for approval.