ANTRIM PRIMARY SCHOOL

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Special Educational Needs Policy

Next Review Date: Sept 2027

For the purposes of this document the term SEN refers to those pupils in our school who have Special Educational Needs and/or a disability which affects their learning.

This policy takes into account the following documentation:

Code of Practice 1998 (DENI)

http://www.deni.gov.uk/the_code_of_practice.pdf

Supplement to the Code of Practice 2005 (DENI)

http://www.deni.gov.uk/supplement.pdf

Disability Discrimination Code of Practice (2005)

http://www.deni.gov.uk/disability discrimination.pdf

Every School A Good School 2009 (DENI)

http://www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/03-every-school-a-good-school-a-policy-for-school-improvement.htm

Good Practice Guidelines 2009 (Inter-Board)

http://www.neelb.org.uk/parents/special-education/publications/

Special Educational Needs Policy

Rationale/Vision

Antrim Primary School staff are committed to providing equal access for all our pupils to a broad and balanced curriculum including 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.

Definitions

Learning Difficulty

"Learning difficulty" means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. 'Special education provision' means educational provision which is different from, or additional to, the provision made generally for children of comparable age." Code of Practice 1998 (paragraph:1.4).

Disability

"Someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities." Disability Discrimination Act (1995).

SEN Provisions 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; Positive Behaviour, Child Protection, Health and Safety and Medical Needs.

For example

- A pupil may achieve well academically yet have behavior difficulties/ASD.
- A pupil may have a medical need which has an impact on their learning.

The following areas encompass all aspects of SEN/Disability:

1. Cognition and Learning

a) Dyslexia(DYL) or Specific Learning Difficulty (SpLD)- Language/Literacy
b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) Maths/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 Wll-being Difficulties (EWD)
c) Severe Challenging Behaviour (SCB) associated with SLD and/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 (SE)

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

5. Physical Needs (PN)

a) Physical (P)

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

Policy Aims

1. To identify pupils with SEN/Disability as early and thoroughly as possible using a variety of means 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. 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.

4. To offer a broad curriculum which will promote intellectual, emotional, social and physical progress in order that pupils can develop as valuable members of society both now and in the future.

5. To encourage parental involvement in all aspects of SEN provision. The support of parents and pupils is crucial if an (EP) is to be effectively implemented. To consider the wishes of the child when planning and implementing SEN provision. When considering the wishes of the child, his/her age and powers of understanding must be taken into account.

6. To strive for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach to meeting SENs.

7. To educate pupils with SEN/Disability, wherever possible, alongside their peers.

8. To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.

9. To encourage and/or maintain interest of pupils with SENs in their education.

10. To encourage a range of teaching strategies that accommodate different

learning styles and promote effective learning.

11. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.

12. To meet the needs of all pupils who have SEN/Disability by offering appropriate forms of educational provision and the most efficient use of available resources.

13. To promote collaboration amongst teachers, support staff, parents and governors in the implementation of the SEN policy.

14.To involve pupils in self-evaluation and target setting.

15. To work closely with all EA departments and other outside agencies in order to improve the quality of support available for each pupil with SENs.

Arrangements for Co-ordinating SEN Provision

Roles and Responsibilities

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 S McCloskey **(SENCo).**

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 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 endeavours 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;
- Ensure that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching;
- Allocate funding for Special Educational Needs and disability; and prepare and take forward a written accessibility plan.

We recommend that the Governors take account of the specific guidance from Chapter 12 of the Handbook. The Board of Governors may establish a committee of its members to monitor the school's work for children with special educational needs.

Principal (Code of Practice 1998)

The Principal should:

- Keep the Board of Governors informed about SEN issues
- Work in close partnership with the SENCo
- Liaise with parents and external agencies as required
- Delegate and monitor the SEN budget
- Ensure the SLT are actively involved in the management of SEN within the school. SLT members should ensure consistency of practice and contribute to the realisation of the SDP
- Provide a secure facility for the storage of records relating to Special Educational Needs.

SENCo

In all mainstream schools, a designated teacher 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
- Liaison 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
- Liaison with external agencies
- Review/audit current Special Educational Needs provision within school
- Audit/update/maintain Special Educational Needs Policy
- Prepare/review/maintain Action Plan for Special Educational Needs

- Liaise with/advise class teachers/classroom assistants on individual/group education plans
- Liaise with and advise Principal and class teacher on statementing process
- Disseminate strategies/good practice for teaching children with Special Educational Needs throughout the school
- Co-ordinate provision for pupils at all stages of the Code of Practice
- Liaise with parents of children with Special Educational Needs when necessary
- Promote inclusion of children with Special Educational Needs
- Keep informed of study developments and Code of Practice requirements, inspection surveys relevant to Special Educational Needs
- Attend appropriate INSET and disseminate to staff
- Audit existing resources for Special Educational Needs and be responsible for maintaining records of and renewing
- Organise school based INSET training or colleagues
- Establish and maintain good working partnerships with ESA and outside agencies
- Assist in reviewing identification/monitoring/evaluation strategies
- Give help, advice and encouragement to colleagues
- Inform new staff of Special Educational Needs procedures in school
- Liaise with Key Stage, Literacy, Numeracy, UICT and Assessment co-ordinators
- Be a member of and contribute to Senior Leadership Team
- Prepare reports/updates to Board of Governors

Class Teacher

The class teacher should

- Have overall responsibility for all SEN pupils within their class
- 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
- Compile, manage and review IEPs in consultation with the SENCo and ensure that these are “working documents”
- Involve classroom assistants as part of the learning team
- Express initial concern
- Liaise with Principal, SENCo, Parents and outside agencies
- Provide support in class in all areas of the curriculum through differentiation, alternative teaching and learning strategies, classroom organisation and ICT
- Adhere to the ‘spirit’ of the Code of Practice, SENDO and the school SEN policy and current legislation

- Involve the pupil in his/her learning
- Keep records on the child eg IEP's, evidence of work or assessments towards targets on IEP's, meetings with parents/outside agencies, reports/advice given by outside agencies, samples of work, tests etc and give originals of all records to SENCo
- Attend appropriate training (INSET/EA) when available

Special Needs Teacher/Learning Support Teacher

The Special Needs teacher will work under the direction of the SENCo and should:

- Be aware of current legislation
- Be familiar with the administrative process within the school
- Be involved in testing and recording data for the SEN Register
- Work closely with all members of staff to identify pupils' needs
- Implement the delivery of suitable programmes for all identified pupils with SEN/Disability which promote progression within an inclusive setting
- Contribute to IEPs which inform learning and teaching
- Monitor and review progress
- Be involved in the Annual Review process
- Attend professional development training

Classroom Assistants

Support Staff should

- Work under the direction of the class teacher
- 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
- Keep records and attend meetings
- Share good practice

Reference should be made to the document titled 'Guidance on the Management, Deployment and Development of Assistants in School' (DE) and other relevant information that you may find on the EA website.

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 appropriate:

- Contributing to the assessment
- Contributing to education plans through setting/agreeing targets
- Working towards achieving agreed targets
- Contributing to the review of IEPs, Annual Reviews and the Transition process in Year 7

Parent/Carer

'The relationship between the parents of a child with SEN and their child's school has a crucial bearing on the child's educational progress and 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 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 upon a child's entry to the school.

In Antrim Primary we inform parents when a child has been identified as requiring extra support, staff are considering placing the pupil's name on the SEN register or moving the child to a higher or lesser stage of need. 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
- Support targets on IEPs
- Agree and work towards parent targets

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 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

Accessibility Plan:

- At present pupils with SEN/Disabilities have equal access to all shared areas around the school.
- The majority of classrooms are accessible to wheelchair users.
- There are facilities for personal care, including a toilet adapted for use by persons with disabilities.
- Access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude and attainments.
- Plans to enhance the school building and mobile classrooms will provide extra toilets adapted for those with disabilities.

Special Facilities, Resources and Accommodation

Antrim PS has two designated Learning Support/Resource rooms where pupils can be withdrawn from class individually or in small groups to work with an adult.
The SENCo/Classroom assistant works on a daily basis with identified individuals and small groups to give additional support as identified in Education Plans. The aim of this support is to provide additional support for pupils who are experiencing difficulties in Literacy**.**

Annual Report

The BOG should report each year on SEN provision in school. Information for this report should be collated by the SENCo and the Principal.

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 Antrim Primary School, the following may be used to identify pupils' needs:

- Parental information

- Information from Nursery School or other transferring school
- Cognitive ability tests
- Attainment/standardised tests
- Summative and formative assessment
- Key Stage Assessments
- Teacher observation
- Professional Reports
- Statements of Special Educational Need
- Care Plans
- Personal Education Plans for looked after children
- IEP Reviews
- Annual Reviews
- Foundation Stage observation records, plans and evaluations.

This list is not exhaustive

Criteria for Placement on the SEN Register

- Use of standardised tests- i.e. pupils scoring 81 or below in standardised tests in Reading, Spelling and/or Maths* (PTE/PTM scores)
- Pupils who have not responded to differentiation/ reasonable adjustments/strategies such as withdrawal/ booster groups within the school setting
- Pupils with a diagnosis of Dyslexia
- Pupils referred by the school who are in receipt of support from external agencies
- Concern regarding social, emotional or behavioural difficulties
- A physical difficulty which may impact on the pupil's ability to learn
- Pupils who have a Statement of Educational Needs

**Standardised tests cannot always be relied upon for accuracy and must be used in conjunction with a teacher's professional judgement*.

The Management of SEN

In Antrim Primary School, we follow the five stage approach as set out in The Code of Practice (1998).

This approach recognises that there is a continuum of SEN and that the requirements of the majority of pupils with SEN lie at Stages 1, 2 or 3. This means that their needs are met by the school with the help of outside agencies and/or specialists as required.

Stage 1

Stage 1 begins with a concern that a child may have special educational needs. Normally such a view is expressed either to or by the class teacher. The class teacher maintains day-to-day responsibility for meeting the pupil's SENs and should inform the SEN co-ordinator and the Principal and consult the child's parents. In addition, the class teacher should:

- Collect and record information about the child and make an initial assessment of SEN.
- Provide or arrange special help within the normal curriculum framework, such as: increased differentiation of class work, alternative teaching and learning strategies to help meet the child's needs. The nature and aims of such provision should be recorded, together with the targets, monitoring arrangements and review date and
- Monitor and review progress and report back to SENCo.

The SENCo should:

- Decide if the child's name is included in the school's SEN register.
- Help the class teacher gather information and assess the child's needs.
- Advise and support the class teacher.

Stage 1 Review

Parents should always be informed of proposed action and any review date. Having considered review outcomes the SENCo will decide whether to remove pupil's name from the register, keep the pupil at Stage 1 or move the child to Stage 2.

Stage 2

Stage 2 begins with a decision either at the Stage 1 Review, or following discussions between teachers and parents, to proceed with early and more intensive action.

The SENCo:

- Takes the lead in assessing and identifying the child's learning difficulty. This includes planning, monitoring and reviewing the special educational provision

working with the child's teacher. The class teacher remains responsible for working with the child in the classroom.

- Again, working with the class teacher, the SENCo should ensure that a relevant Education Plan is drawn up for the pupil.
- All these operations should take into account, as far as possible, the child's own views and the parents' views.

Stage 2 Review

Usually the Stage 2 review should be conducted by the SENCo, in consultation with the class teacher and, where possible, child and parents. It should focus on the child's progress.

- If progress has been satisfactory the SENCo may decide that the child should continue at Stage 2 in order to consolidate gains. If the progress continues to be satisfactory, the SENCo may decide that the child no longer needs special educational provision at Stage 2 and may decide to move the child to Stage 1.

- The child's name should be kept on the SEN register until there is no longer any significant concern about progress.

- If the relevant and purposeful measures at Stages 1and 2 do not result in adequate progress the SENCo should move the child forward to Stage 3 and referral may be made to specialist support services/agencies outside the school.

Stage 3

Stage 3 begins with a decision either at Stage 2 review or following discussions between the SENCo, teachers and parents, that early intervention with external support is necessary. A referral to outside agencies is made.

The SENCo, working with the class teacher, and with the help of the external support services, should ensure that a Stage 3 Education Plan is drawn up.

The child may receive direct support from outside specialists or teaching staff may receive advisory support.

A range of teaching approaches and appropriate support materials, including the use of ICT are considered. The Education Plan should set out revised strategies for supporting the child's progress and arrangements for monitoring and review. It

should be implemented, as far as possible, within the everyday classroom setting. The SENCo should ensure close liaison with the child's teacher and parents are always kept informed and the child should be involved as far as possible.

At Stages 2 and 3 of the Code of Practice the SENCo and class teacher should consider potential benefits of:

- The Good Practice Guidelines
- SEN Resource File
- Encouraging inclusive activities to ensure integration of the pupils
- Differentiated teaching
- Withdrawal for more intensive support
- SEN resources available within school; support programmes, ICT, etc
- Available staff skills which support pupils with SEN
- Implementation of any provision/strategies as a result of external advice, support and training provided by EA/other services

Review of the Stage 3

The review of the Stage 3 should normally be conducted by the SENCo, in consultation with the class teacher and where possible, parents and child. Relevant external support services may also be present, particularly if the child's progress has not been satisfactory. The review should focus on the child's progress and whether this has been adequate.

- If intervention remains appropriate the child will remain at Stage 3 for a further period of time.

- If the progress has been satisfactory and intervention is no longer required, the SENCo, following consultation, may agree that the child no longer needs external support at Stage 3 and may decide to move the child back to Stage 2 and action appropriate to that stage will be taken.

- If the relevant and purposeful measures at Stage 3 have not resulted in adequate progress, following consultation with the SENCo, teacher, external support services and parents, the Principal may request a Statutory Assessment.

Stage 4

'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)

Following an application to the EA from school's Principal or the parent, the EA will consider the need for transition to Stage 4.

It should be noted that a request of this kind will not always result in Statutory Assessment nor will Statutory Assessment always lead to a Statement of Special Educational Needs.

In reaching a suitable decision, the EA will consider:

- The degree of the child's difficulty
- The nature of the provision required
- Whether the child's needs can reasonably be met by the resources normally available to the school
- The use of EA Provisional Criteria for Statutory Assessment.

Following Statutory Assessment

The EA will either:

Make and maintain a Statement of Special Educational Needs and arrange, monitor and review provision **or** provide a Note in Lieu of a 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.

Stage 5

Once the statement has been made final:

- Provision and /or support will be arranged to meet the child's needs.
- The class teacher ensures that a Stage 5 Education Plan is drawn up, implemented, monitored and reviewed, in consultation with the SENCo.
- The Annual Review and Transition processes will take place.

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.

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 EA.
The Review will take place in school, chaired by the SENCo or Principal.
Relevant forms and EA guidance for this process is available from Special Education.

Exceptional Cases

In most cases transition through the five 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.

Record Keeping

It is the role and responsibility of the class teacher to monitor and keep up-to-date records on each pupil on the SEN Register. They should act on any concerns through the completion of a 'reasonable adjustments' proforma. After reviewing these the pupil may require individual targets to be set using an Individual Education Plan. Samples of work and records of liaisons with parents or outside agencies will need to be kept. The SENCo offers advice in these areas. Targets on Educational Plans are set with pupils and parents and should be:

S - specific

M - manageable/measurable

A - achievable

R - realistic

T - timebound

The following are some of the records kept by the SENCo

- SEN Register
- Education plans/Reviews
- Statements/Annual Reviews
- Assessment results/data
- Individual Pupil Files
- Record of liaison/meetings with EA/Health Services
- Minutes of meetings with parents
- Staffs' Support, Advice and Training Records

Monitoring the Progress of Pupils with SENs

It is the responsibility of the SENCo to ensure that the progress of pupils on the SEN register is monitored.

- EPs monitored for quality, progression and appropriateness through meeting with teachers on a regular basis.
- Evidence that the pupil is making progress.
- Quality reviews of EPs 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 his/her school in consultation with the SENCo.

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

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 should disseminate the training with colleagues.

Partnerships

In Antrim Primary School we have developed partnerships with each of the following:

EA Support Services (for example)

Autistic Spectrum Disorder (ASD)
Behaviour Support
Literacy Service
Visual Impairment
Multidisciplinary Services eg Regional Integrated Support for Education NI (RISE)

Other Support Services (for example)

Child & Adolescent Mental Health Services (CAMHS)

Barnardos

Counselling Services
National Deaf Society (NDCS)

Complaints

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

SEN Advice and Information Service

EA have 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 and schools/Boards of Governors or 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/Guardians may contact this service directly.

Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent 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 parents' appeals against decisions of EA and also deals with claims of disability discrimination in school.

Monitoring and Evaluating the Policy

Your policy should be reviewed regularly and in light of changes in legislation or practice following consultation with all staff members, parents and external agencies.