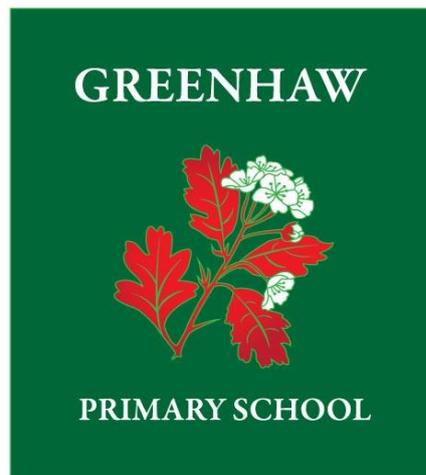


**GREENHAW PRIMARY AND NURSERY  
SCHOOL**

# **SEN POLICY**



**Completed by Staff – November 2017**

**Ratified by Governors – January 2018**

## **Rationale**

Greenhaw Primary and Nursery School is committed to providing equal access for all pupils to a broad and balanced curriculum. As a school we recognise that some pupils during their school career may have special educational needs and/or a disability and we will endeavour to make every possible arrangement to provide for their individual needs.

## **Definitions**

### **Special Educational Needs**

'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**

The following areas will encompass all aspects of SEN/Disability as highlighted in The Code of Practice (*Appendix - page 69 of Code of Practice 1998*)

- Learning difficulties
- Specific learning difficulties
- Emotional and behavioural difficulties
- Physical disabilities
- Sensory impairments
- Speech and language difficulties
- Medical conditions

'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 embed an inclusive ethos within our school, this policy links closely with all other policies in supporting pupils, including those with additional needs who may also have SEN e.g. Gifted and Talented (G&T)/ English as an Additional Language (EAL)  
i.e. A pupil may be gifted or talented in one area yet have communication difficulties.

### **Gifted & Talented**

'The term Gifted and Talented is used to describe those students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group inside their particular school. G and T pupils may also present with learning difficulty.'  
(*Guidelines for Teachers NCCA/CEA 2007*)

'The term dual or multiple exceptionality (DME) is used to describe a group of educationally vulnerable pupils who belong characteristically to both the SEN and G&T groups. In many instances it is the features of SEN that are dominant and the other gifts, talents and exceptional abilities may be hidden or partially hidden.'  
(*Guidance on preventing underachievement DCFS Ref: 00061-2007BKT-EN*)

### **Policy Aims**

- To identify pupils with SEN/Disability as early and thoroughly as possible through a variety of means and in consultation with appropriate personnel.
- To ensure full entitlement and access for pupils with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential and enhance their self esteem.
- To ensure that all pupils with SEN/Disability feel valued and have a positive self-image.
- To offer curricular, pastoral and extra-curricular experiences and opportunities which allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.
- To encourage parental and pupil involvement in the identification, assessment and support for SEN and to strive for close co-operation between all agencies concerned for a multi-disciplinary approach. When considering the wishes of the child, his/her age and powers of understanding must be considered. The support of parents and pupils is crucial if an Individual Education Plan (IEP) is to be effectively implemented.
- To educate pupils with SEN/Disability, wherever possible, alongside their peers within the curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- To develop a system for recording continued assessment so that each pupil's performance can be monitored and reviewed appropriately.
- To stimulate and/or maintain pupil interest and enjoyment in their own education.
- To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning.
- To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their learning needs.
- As far as possible, to enable pupils with SEN/Disability, within their age aptitude, to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives.

The curriculum must be broad to promote intellectual, emotional, social and physical development in order that pupils can develop as valuable members of society both now and in the future e.g. pupils should develop a range of desirable qualities such as safety awareness, politeness, perseverance, initiative and independence.

- To meet the needs of all pupils who have SEN/Disability by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To promote collaboration amongst teachers in the implementation of whole-school policies to take account of the individual needs and requirements of pupils.
- To work closely with all relevant authorities and outside agencies in order to improve the quality of support available for each pupil.

### **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'

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

In Greenhaw Primary and Nursery School, the following may be used to identify pupils' needs:

- Information from nursery school or other transferring school
- Parental information
- Teacher observation
- School assessment -standardised tests, key stage assessments and diagnostic assessments  
(reference GPNS Assessment Policy)
- Psychological Reports
- COP Stage 3 Reports
- IEP Reviews and Annual Reviews
- Statements of Special Educational Need
- Medical Advice
- Care Plans

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

## **Arrangements for Co-ordinating SEN Provision**

### **Roles and Responsibilities**

SEN provision will be the overall responsibility of the Board of Governors and Principal of Greenhaw Primary and Nursery School. However, in order to facilitate the practical day to day running of the provision, the Board of Governors have delegated responsibility for pupils with special educational needs to:

Mr S McLaughlin (Principal) and Mrs. S. McFadden (SENCO)

### **Board of Governors**

The BOG should:

- ensure that all pupils' special educational needs are addressed
- have regard for the Code of Practice
- have regard for the school's SEN Policy
- ensure the policy is kept under review
- ensure that appropriate funds and resources are delegated to SEN

### **Principal**

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 MT is actively involved in the management of SEN within the school.
- provide a secure facility for the storage of records relating to Special Educational Needs

### **SENCO**

The SENCO should:

- be aware of current legislation
- attend professional development training
- co-ordinate the day to day provision of the school's SEN Policy
- liaise with colleagues, working closely with them to identify pupils' needs
- co-ordinate provision for children with special educational needs
- monitor and review progress in education plans which inform learning and teaching
- maintain the school's SEN register and oversee the records of all pupils with SEN
- organise necessary reviews and referrals
- liaise with parents and external agencies
- contribute to the in-service training of staff
- utilise classroom assistant expertise in staff development

### **Class Teacher**

The class teacher should:

- be aware of current legislation
- keep up to date with information on SEN register

- gather information through observation/ assessment
- develop an inclusive classroom
- work closely with other staff including classroom assistants to plan for learning and teaching
- draw up, implement, manage and review education plans in consultation with the SENCO

### **Classroom Assistants**

Classroom assistants 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
- share good practice

### **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 – para 1.19*)

This includes:

- contributing to the assessment of their needs
- contributing to education plans through setting learning targets
- working towards achieving agreed targets
- contributing to the review of education plans, annual reviews and the transition process in Year 7

### **Parent/Guardian**

'The relationship between the parents/guardians 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 therefore essential that parents inform the school of any specific identified needs as early as possible on entry to the school.

It is the school's responsibility to inform parents when considering placing the child's name on SEN register and invite them to:

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

## **The Structure of SEN in Greenhaw Primary and Nursery School**

In Greenhaw Primary and Nursery School we follow the five stage approach as set out in The Code of Practice.

This approach recognises that there is a continuum of Special Educational Needs 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.

(In most cases any movement through the 5 Stage process will occur in a smooth linear fashion. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a further stage is necessary immediately.)

### **Stage 1**

When an initial concern is expressed following observation of classroom practice and on-going assessment:

- Class teacher submits records of concern to SENCO
- Class teacher and SENCO together decide if the pupil's name should be recorded on the Special Needs register
- Class teacher organises groups/resources etc in order to help the child achieve the targets set
- Class teacher will monitor and review progress and report back to SENCO
- SENCO will decide if pupil remains at Stage 1/ is removed from register/moves to Stage 2

### **Stage 2**

Following Stage 1 review or when a concern is expressed by staff, parent, health /social services professional:

- Class teacher discusses concerns with SENCO who registers pupil's needs and agrees that Stage 2 support is appropriate
- SENCO and relevant staff work together using all available information to agree a way forward including drawing up an IEP
- Class teacher invites parent to a meeting to discuss targets (targets are also shared with pupil and a process of target evaluation is agreed with the pupil)
- IEP implemented and reviewed with pupil and parental involvement
- SENCO will decide whether to continue at Stage 2 or revert to Stage 1 or on to Stage 3

### **Stage 3**

Following Stage 2 review or when further concern is expressed by staff, parent, health /social services professional:

- SENCO registers pupil's needs and agrees, having consulted with parent and Principal that intensive action and specialist support is required

- Stage 3 Referral Form (5 board EPS) is completed following consultation with parent, pupil and Educational Psychologist
- Stage 3 psychological assessment is carried out and recommendations made
- Stage 3 support services are involved, recommendations implemented and then reviewed.
- issues are discussed with the Principal
- following review, pupil remains at Stage 3/reverts to Stage 2/Principal requests Statutory Assessment

### **Stage 3 Support Services from EA (Western Region)**

- ASD (Autistic Spectrum Disorder)
- Audiology (hearing impaired)
- Behaviour Support – Little Oaks
- Literacy Support Service – Reading Centre, Woodlands
- MLD – Ardnashee Special School
- Speech and Language – Woodlands Language Unit
- Visual (visual impaired)

### **Health and Social Services support**

- Bridgeview House (occupational/physiotherapy)
- CDC (Child Development Clinic)
- Chance for Change
- Child and Family Team (Woodlea House)
- Community Medical Officer
- Education Welfare Officer
- General Practitioners (health Centres)
- Paediatric Consultants
- SALT (health centres)
- Social Services
- RISE (formerly known as WEST)

### **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*)

Should this be the case, the school will submit form SAR1 to special education section of WELB who will decide whether or not to proceed with a statutory assessment. The Board 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

### **Stage 5**

Once the statement has been finalised:

- provision and /or support will be arranged to meet the pupil's needs

- a Stage 5 Education Plan will be drawn up and implemented
- the Annual Review and P7 Transition process will take place

(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 assessment of the child's progress.)

**The annual review:**

- will assess the child's progress towards meeting the objectives specified in the statement
- will review the special provision made for the child, including placement
- will consider the appropriateness of maintaining the statement

**The school will undertake the Review on behalf of the Board.**

The review meeting will take place in school, chaired by the Principal/ SENCO  
The Annual Review form (AR) and P7 Transfer Form will be forwarded to the EA following this meeting.

**Learning & Teaching**

All children have the right to a broad and balanced curriculum.

This involves all staff in utilising a range of teaching strategies and classroom management styles designed to take account of the differing abilities, interests and experiences of pupils.

In order to facilitate this:

- work should be stimulating
- it should be differentiated so that pupils can experience success yet challenging enough to promote progression in learning
- work should allow pupils to progress at their own rate, yet encourage them to take responsibility for their own learning
- staff should give positive feedback and the achievements of pupils with SEN celebrated
- staff should be sensitive to pupils' literacy and numeracy difficulties and how this impacts on communication. This needs to be taken into consideration when giving instructions
- lessons should be structured in a series of simple clearly defined steps
- the classroom environment should be inclusive, stimulating and attractive, featuring as much pupil work as possible

**Continued Professional Development**

It is essential that all staff keep up to date with current developments in order to best provide for pupils with Special Educational Needs.

All INSET will be organised in consultation with the Principal and SENCO.

**Annual Report**

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

## **Accessibility**

At present pupils with Special Educational Needs &/or Disabilities have equal access to all areas of the school building. This will be reviewed on an annual basis.

## **Complaints**

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

## **Dispute Avoidance and Reconciliation Service (DARS)**

This service was established and came into effect on 1st September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO).

DARS aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents 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 neutral venue) but do not have the authority to resolve a dispute.

- Agreement can only be reached with the approval of interested parties.
- From referral to conclusion is approximately 40 working days.
- DARS is separate and independent from Special Education Branch.

Involvement with the DARS will not affect the right of appeal to the Special Educational Needs Tribunal.

The DARS officer for the Western Region is Sheila Gamble North West Teachers' Centre  
02871863520

Regional referral to DARS 02837512383

## **Special Educational Needs and Disability Tribunal (SENDIST)**

Where agreement cannot be reached between a parent and the ELB with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal or SENDIST.

SENDIST considers parents' appeals against decisions of ELBs and also deals with claims of disability discrimination in schools.

There is a two-month time limit from the notified date of 'disputed decision' to appeal to the tribunal.

Various time limits apply for

- Board Compliance with Orders of the Tribunal
- Boards to Comply with in Unopposed Appeals ([www.education-support.org.uk](http://www.education-support.org.uk))

Further information regarding the appeals procedure can be obtained from:

### **Special Educational Needs and Disability Tribunal**

3rd Floor

Bedford House

16-22 Bedford Street

Belfast

BT2 7DS

Telephone: 028 9072 8757

Fax: 028 9031 3510

Email: [SENDTribunal@courtsni.gov.uk](mailto:SENDTribunal@courtsni.gov.uk)

In operating this Special Education Needs policy document we will adhere to the statutory legislation and Christian ethos and will fulfil our statutory duty under Article 4(2) of the Education (N.I) Order 1996 by having regard to the Code of Practice for Special Educational Provision and the Special Educational Needs Disability Order.

### **Monitoring and Evaluating the Policy**

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

In addition, feedback will be sought on an annual basis.

Information will be discussed and reviewed by the Management team. Any amendments considered necessary will be forwarded to the Board of Governors for approval.

## **GREENHAW PRIMARY AND NURSERY SCHOOL** **SPECIAL EDUCATION NEEDS (Nursery Specific)**

(This policy is an appendix to the SEN Policy of Greenhaw Primary and Nursery School)

The school respects each child as an individual with individual needs. All children, including children with Special Educational Needs, are entitled to a broad, balanced curriculum matched to their needs, abilities and aptitudes as laid down in the Pre School Curricular Guidance, the Nursery Guidelines and the overall aims of the school. We aim to integrate the Special Educational Needs child as far as possible into the Nursery School. We recognise that all children can learn and make progress. As teachers, we are responsible for meeting pupils' individual needs through planning a small steps approach to ensure success.

### **Aims**

We therefore will ensure that:

- All staff will have responsibility for meeting the special needs of individual children.
- We will actively seek to establish a good working relationship/partnership with parents/guardians as proposed in the Code of Practice and we accept that parents are the first educators of their children. The individual needs of the child determine the provision to be made.
- Pupils' individual needs should be identified and addressed as early as possible.
- All staff have a responsibility to self evaluate and communicate their training needs to the Principal / SENCO so that they are able to address the needs of pupils.

## **Identification and Assessment**

We believe that the early identification and assessment of a child with special educational needs is the responsibility of the full staff. Early identification is regarded as vital and is addressed through:

- Acknowledging parental concerns through parental discussion with the teacher during pre-entry meetings or other formal/informal meetings.
- Addressing the teacher's concerns.
- Liaising with the SENCO.
- Referral to and liaison with other agencies eg Health Visitor, Psychologist, Speech Therapist, RISE.
- Ongoing informal assessments - observations.
- Formal assessment during settling in period and once per term

The identification and assessment of a child is based mainly on the professional judgement of the teacher. Following general screening and informal assessment, if we still have concerns about a child's progress then we will try to ensure that a diagnostic assessment will be carried out by an appropriate agency. Referrals will be made by the school SENCO.

## **SEN Provision**

The nature of provision will be dependent on the individual needs of the child and the resources available to the school. The strategies that may be utilised include:

- Extended settling in period.
- Differentiated curricular provision.
- Increased adult support.
- Variation in practical resources.
- Increased curricular access.
- Utilisation of primary resources as appropriate.
- Implementation of advice/guidance from other relevant agencies (eg educational psychology, WEST, SALT).
- Utilisation of the reduced timetable policy as a child support mechanism.

## **Liaison**

Liaison will be organised on a formal and informal basis with parents, Principal, staff, outside agencies, teachers and SENCO.

## **Parental Involvement**

We recognise that a positive working relationship with parents is important especially in the early years. Parents are encouraged to discuss concerns with the teacher informally at the beginning or end of the day or more formally by making an appointment. We actively involve parents in working with the children on agreed targets. Parents are encouraged to discuss concerns with the teacher who will take appropriate action.

## **Staff Development**

As outlined in our aims, the nursery staff, like all staff, will self evaluate their training and development needs and communicate these to the Principal. These will be addressed in line with our staff development policy and the priorities outlined in the School Development Plan.

## **Implementation of Policy**

The responsibility for the implementation of this policy rests with the nursery staff, Principal the SENCO. The implementation of the policy will be through the strategies outlined in the identification and provision sections.

## **Review**

This policy will be kept under continuous review. The next formal review will take place in October 2020.

## **CODE OF PRACTICE - CRITERIA FOR STAGE I**

The following description typifies all children at Stage 1. Children at Stage 1 will be monitored by the class teacher.

THE PUPIL IS MAINLY IN TOUCH WITH THE BODY OF THE CLASS BUT, DUE TO A SPECIFIC IMPEDIMENT TO PROGRESS IN SCHOOL, REQUIRES MORE CLASS TEACHER INTERVENTION AND A MORE STRUCTURED AND DIFFERENTIATED APPROACH.

### **Descriptions of Stage 1 pupils:**

- Pupil is slow to acquire new skills as compared to majority of pupils of same chronological age.
- Pupil is unable to make progress with some or all tasks unless they are broken down into more gradual steps.
- Pupil's language and or speech is delayed and remains immature.
- Pupil has difficulty working independently mainly in literacy and or numeracy
- Pupil's poor attendance due to a registered medical condition or exceptional family circumstances has impinged on learning, and the parents of the child have ensured that he/she has attended school whenever it has been possible to do so.
- Pupil of low academic ability, who is working at his/her own level but does not require close monitoring.
- A pupil with a physical difficulty which affects learning to the extent that the child will lose touch with the main body of the class if their work is not broken down into small steps.
- A pupil with an emotional and or behavioural difficulty which affects learning to the extent that the child will lose touch with the main body of the class if their work is not broken down into small steps.
- A child with a sensory impairment which affects learning to the extent that the child will lose touch with the main body of the class if their work is not broken down into small steps.

**THE ABOVE PUPILS REQUIRE THEIR WORK TO BE BROKEN DOWN INTO SMALLER STEPS BUT DO NOT REQUIRE AN EDUCATIONAL PLAN.**

**CRITERIA FOR STAGE 2**

The following description typifies all children at Stage 2. Children at stage 2 will be monitored by the class teacher and the SENCO.

THE PUPIL IS OUT OF TOUCH WITH THE MAIN BODY OF THE CLASS RESULTING IN A WIDENING GAP BETWEEN HIS/HER ATTAINMENTS IN MOST OR ALL AREAS AND THOSE OF HIS/HER PEERS.

**Descriptions of Stage 2 Children:**

- Pupil's long term or recurrent absence due to a registered medical condition or exceptional family circumstance has greatly affected learning and the parents of the child have ensured that he/she attended school whenever it has been possible to do so.
- Pupil has difficulty in retaining instructions and requires continuous explanation, clarification and reassurance in order to cope with both written and practical activities.
- Pupil has difficulty with comprehension, problem solving and understanding concepts thus needing considerable teacher input through the use of adapted resources and or concrete materials.
- A pupil, who after following a structured programme, is working more or less at his/her ability but requires some support to maintain this level.
- A pupil who is under achieving in comparison to his/her ability thus requiring planned support.
- A pupil with a physical difficulty which seriously affects learning to the extent that the child has lost touch with the class and required structured support.
- A pupil with an emotional and or behavioural difficulty, which seriously affects learning to the extent that the child has lost touch with the class and requires structured support.
- A pupil with a sensory impairment, which seriously affects learning to the extent that the child has touch with the class and requires structured support.

**ALL OF THE ABOVE CHILDREN REQUIRE EDUCATIONAL PLANS CREATED AND EVALUATED BY THE CLASS TEACHER.**

### **CRITERIA FOR STAGE 3**

The following description typifies all children at Stage 3.

All pupils with difficulties (as at stage 2) who have been discussed with the Educational Psychologist and given an assessment date for the academic year.

A stage 3 pupil is a child who is receiving external support from an outside agency or a child with an appointment to see the Educational Psychologist for assessment.

Pupils who have been assessed by the Educational Psychologist and are currently on a waiting list or are receiving outreach support from an outside agency such as:

- The Reading Centre
  - Little Oaks
  - Woodlands Language Unit
  - Peripatetic visual/hearing service
  - Belmont House- MLD support
  - Specific language impairment
  - Child and Family team
  - RISE team
  - Chance for Change
  - ETHOS Programme (Greater Shantallow Area Partnership)
- 
- Pupils who are currently receiving on site provision at Little Oaks or Woodlands Language Unit for a period of 1 full school day or more.
  - Pupils who are on a waiting list or currently being helped by Dr Dale or Child Development Team as part of an ongoing investigation into their difficulties.
  - Pupils who attend Occupational Therapy, Physiotherapy Clinics on an ongoing and regular basis for severe problems.

All of the above require an Individual Education Plan. This educational plan will be drawn up and implemented by the class teacher and SENCO.

### **CRITERIA FOR STAGE 4**

**The following description typifies all children at Stage 4.**

A stage 4 pupil is a child who has been put forward using form SAR1 for formal assessment (consideration for a statement of special educational needs). This referral can come from school, health agency or parent.

- A pupil who is experiencing very extreme difficulties may be placed on stage 4 of the Code of Practice without having been at stage 1, 2 or 3 if the school principal and SENCO deem it necessary.
- A pupil with a physical disability and/or multiple difficulties who face barriers to prevent him/her from maximising his/her full educational potential.
- A pupil with severe emotional behavioural needs who requires extra support from EA.
- A pupil with a medical condition that requires ongoing monitoring and that is affecting the pupil's attendance and education on an ongoing basis to the point where he/she is seriously under achieving.
- A pupil with a long term or life threatening illness, whose medication and/or the effects of the condition are seriously affecting the pupil's ability to achieve to his/her potential and is affecting other areas such as attendance, self esteem etc.

## **CRITERIA FOR STAGE 5**

The following description typifies all children at Stage 5.

- Pupils who the SEN panel at EA have initiated formal assessment for having received SAR1 application forms from the school/health authority or a formal written request from parents.

### **Record of Concern**

Name of Pupil \_\_\_\_\_

Class \_\_\_\_\_ Age \_\_\_\_\_

Date of Birth \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Today's Date \_\_\_\_\_

### **Concerns**

### **Evidence**

Cognitive and learning difficulties

General learning difficulties

Specific learning difficulties

Behavioural, Emotional difficulties

Speech and language difficulties

Autistic spectrum disorders

Sensory and Physical difficulties

Hearing difficulties

Visual impairment

Physical and medical difficulties

## TEACHER IDENTIFICATION OF PUPIL CONCERNS

Pupil's name: ..... Class: .....

Teacher: ..... Date: .....

### Area of Concern

#### Learning

Spatial Skills  
Gross motor skills  
Fine motor skills  
Phonological awareness  
Phonic skills  
Reading skills  
Spelling skills  
Short-term auditory memory  
Visual memory  
Limited vocabulary  
Limited grammatical awareness  
Verbal participation in class  
Comprehension  
Retention of information  
Sequencing  
Unable to follow simple instructions  
Unable to follow complex instructions  
Number conservation  
Number concepts  
Recording work from text  
Recording work from board  
Output  
Presentation  
Letter formation  
Attention to task  
Organisation of thought  
Relevant content  
Confidence in approaching a task  
Self-esteem  
Independent learning

### Area of Concern

#### Emotional/behavioural

Motivation  
Concentration  
Easily distracted  
Calling out in class  
Leaving seat  
Working as part of a group  
Relies on peer support  
Refuses peer support  
Refuses adult support  
Gives up easily  
Listening skills  
Loner  
Social skills  
Vulnerable  
Attention to task  
Co-operation  
Demanding  
Lack of attention to learning  
Self-esteem  
Inappropriate verbal participation  
Poor relationship with peers  
Poor relationship with adults  
Needs firm structures  
Poor self-control  
Homework  
Confidence  
Immature behaviour  
Inappropriate behaviour  
Self-harm