Guidance Materials Produced by the
Inter-Board Learning Support Team

The Role of the
Special Needs Co-ordinator

Managing the Paperwork

A School Audit

# The Role of the Special Educational Needs Co-ordinator

# Role of the Special Needs Co-ordinator

## The Context

With the increase in inclusive practices and a growing awareness of the rights of all children, perceptions of special educational needs (SEN) are changing in the community in general and in education in particular. These changing perceptions are reflected in government and legislative contexts. Guidance materials for special educational needs co-ordinators (SENCOs) outline the professional knowledge, understanding, skills and attributes that are required to carry out the key tasks of the role in order to raise achievement and improve the quality of education provided for pupils with special educational needs.

The role of the SENCO has developed significantly over recent years and is likely to become more complex as increasing numbers of children with special educational needs are included in mainstream schools. It involves working closely with pupils, head teachers, staff, parents, governing bodies and other agencies.

The development of the potential of pupils with special educational needs in schools requires high levels of expertise. Whilst SENCOs must have an in-depth knowledge of special educational issues it is also necessary for them to be skilled leaders, managers and administrators in order to take on broader and more senior roles.

Research evidence shows there is considerable diversity throughout the UK in the terms and conditions under which SENCOs work and in the career structures and promotional prospects available to them. It is important that adequate resources, support and time are made available to SENCOs and that they should be valued for the key role that they play in the education of children with special educational needs.

# Children with Special Educational Needs
Allocation of responsibilities in mainstream schools

**STRATEGY/ POLICY MAKING**

> **Governing Body**
> 1  Determines policy (and budget), bearing in mind need to have regard to legislation.
> 2  Consults with ELB and where appropriate with CCMS.
> 3  Reports annually to parents.

**MANAGEMENT**

> **Principal**
> 1  Oversees and reports on implementation of special educational needs policy.
> 2  May delegate responsibility for satisfactory operation to special educational needs co-ordinator.
> 3  Should allocate sufficient time for special needs co-ordinator to carry out management duties.

**IMPLEMENTATION**

> **Special Educational Needs Co-ordinator**
> 1  Manages day to day operation of policy and reports to headteacher.
> 2  Supports class teachers as and when required.
> 3  Compiles and maintains the special educational needs register.
> 4  Ensures stages of the code are followed and checks that the required documentation is kept and the appropriate action taken.
> 5  Ensures education plans are drawn up.
> 6  Maintains contact with parents and support services.
> 7  Ensures reviews including annual reviews are carried out.

**OPERATIO**

> **Class Teacher**
> 1  Collects and records information.
> 2  Makes initial assessment of child's special educational needs.
> 3  Provides or arranges help within normal curriculum framework based on differentiated classwork, teaching and learning strategies and alternative classroom organisation.
> 4  Monitors and reviews progress.
> 5  Completes records of concern.
> 6  Consults with special educational needs co-ordinator.
> 7  Liaises with parents and other key personnel within school.

# Key Areas of SEN Co-ordination

## Role of SENCO

There are four key areas of SEN co-ordination.

a)      Strategic direction and development of SEN provision in the school

b)      Teaching and learning

c)      Leading and managing staff

d)      Efficient and effective deployment of staff and resources

The SENCO will be effective when:

*   the Board of Governors and the principal acknowledge their responsibility to meet the needs of all pupils and allocate sufficient time to the SENCO to fulfil this role.

*   decisions, policies and practices in relation to children with SEN are communicated and implemented effectively throughout the school and to parents.

*   all staff acknowledge their responsibility for pupils with SEN;

*   effective procedures for monitoring and recording are in place;

*   he/she has expertise and knowledge issues of SEN issues.

The SENCO should have the support of the principal, SMT and colleagues in the management and delivery of support in the 4 key areas outlined above. SENCOs should be aware of other schools policies and procedures and should work closely with all staff members. There will be variation in how schools of different phases, sizes and types implement the above 4 areas of SEN.

## A      Strategic Direction and Development of SEN Provision in the School

SENCOs, with the support of the headteacher, should co-ordinate the development and implementation of the SEN policy in order to raise achievement and improve the quality of education provided.

### They should:

i       contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life;

ii      support staff in understanding the learning needs of pupils with SEN and the importance of raising their achievement;

iii    ensure that the objectives of the SEN policy are reflected in the school development plan; that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed;

iv    monitor the progress made in setting objectives and targets for pupils with SEN, assist in the evaluation of the effectiveness of teaching and learning, and use the analysis to guide further improvement;

v    advise the headteacher and governing body on the level of resources required to maximise the achievements of pupils with SEN;

vi    liaise with and co-ordinate the contribution of external agencies;

vii    analyse and interpret relevant national, local and school data plus research and inspection evidence to inform the SEN policy, practices, expectations, targets and teaching methods.

## B    Teaching and Learning

SENCOs, with the support of the headteacher and colleagues, should seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

### They should:

i    support the identification of pupils with SEN, and disseminate the most effective teaching approaches;

ii    collect and interpret specialist assessment data gathered on pupils and use it to inform practice;

iii    work with pupils, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for pupils with SEN;

iv    monitor the effective use of resources, appropriate teaching and learning activities and target-setting to meet the needs of pupils with SEN;

v    develop systems for monitoring and recording progress made by pupils with SEN towards the achievement of targets set;

vi    support the development of improvements in literacy, numeracy and information technology skills, as well as access to the wider curriculum;

vii    identify and develop study skills to support pupils in their ability to work independently and learn more effectively;

viii    support other staff in developing pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;

ix    know how to recognise and deal with stereotyping in relation to disability or race;

x    maintain effective partnerships between parents and the school's staff so as to promote pupils' learning; provide information to parents about targets, achievements and progress;

xi    develop effective liaison between schools to ensure that there is good continuity in terms of support and progression in learning when pupils with SEN transfer;

xii    develop effective liaison with external agencies in order to provide maximum support for pupils with SEN.

C    Leading and Managing Staff

SENCOs should support staff involved in working with pupils with SEN by ensuring all those involved have the training and information necessary to secure improvements in teaching and learning and sustain staff motivation.

**They should:**

i      help staff to achieve constructive working relationships with pupils with SEN;

ii     encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN;

iii    ensure the establishment of opportunities for themselves, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEN;

iv     provide regular information to the headteacher and governing body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision-making and policy review;

v      advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to pupils with SEN, and provide support and training to trainee and newly qualified teacher in relation to the standards for the award of Qualified Teacher Status, Career Entry Profiles and standards for induction.

D    Efficient and effective deployment of staff and resources

SENCOs, should identify with the support of the headteacher and governing body, appropriate resources to support the teaching of pupils with SEN and monitor their use in terms of efficiency, effectiveness, and safety.

**They should:**

i      establish staff and resource requirements to meet the needs of pupils with SEN, advise the headteacher, senior management team and governing body of likely priorities for expenditure, and allocate resources made available with maximum efficiency to meet the objectives of the school and SEN policies, and to achieve value for money;

ii     deploy, or advise the headteacher on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise;

iii    organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness;

iv     maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.

# Managing the Paperwork

## A Practical Approach

This section suggests ways of setting up efficient systems in order to manage, monitor and coordinate the special needs provision within the school. This is what you may find helpful:

1      a four-drawer filling cabinet

2      ring binders – one for every teacher in the school

3      wall calendar showing all the days of the school year

## Special Educational Needs Co-ordinator's (SENCO's) Office and Equipment

### 1      The Filing Cabinet

The filing cabinet should lock, as it will contain the pupils' records and paperwork, which are confidential.

The four drawers should contain all the essential documentation and resources necessary for the SENCO role.

It should be in an area that will provide easy access for the SENCO (not in the principal's office, for example) and preferably in an area specially designated for the sole use of the SENCO. Resources for use with pupils with SEN throughout the school may also be stored in this area. The ideal would be for this area to be suitable for the SENCO to hold the many meetings that are an essential aspect of the role.

#### The Top Drawer

The drawer should contain:

a      The SEN Register

The SEN register should be kept in the filing cabinet, and a back-up copy should be kept on the computer. The registers should be updated regularly with class lists, as appropriate, placed in the teachers' SEN ring binders; (these should refer only to the pupils in that teacher's class). The SENCO retains overall responsibility for the SEN register.

b      The Pupil's SEN Wallets

The top drawer should also contain the pupils' SEN wallets. These could be colour coded, according to the stage at which the pupils are placed. For example:

■      Stage 1 – Green Wallets

- **Stage 2 – Blue Wallets**

- **Stage 3 – Red Wallets**

- **Stage 4 and 5 – Yellow Wallets**

They should be filed in class order for ease of access. If and when it is necessary to transfer a pupil to another stage and consequently a different-coloured wallet, simply stick a white label over the pupils name so that the wallet may be used again (and again).

These wallets will contain the following:

(i)     All necessary education and library board (ELB) paperwork

The SENCO should be familiar with the ELB paperwork and the procedures and expectations regarding the SEN process within their particular ELB in order to prevent a delay in addressing the needs of pupils.

(ii)    Background Information

The SENCO should gather appropriate background information – to inform provision at each stage. For example:

At Stage 1   this may include test results and Records of Concern if available.

At Stage 2   these may be supplemented with additional information to provide a starting point on which to base the education plan targets.

At Stage 3   further information may be provided by external agencies.

At Stage 4   the folder will contain a copy of the statutory assessment.

At Stage 5   for pupils with statements the folder will contain a copy of the statement plus previous stage information.

(iii)   Current and Preceding EPs

(iv)    Any Other Relevant Paperwork

This may include information from other professionals and outside agencies that have been involved with the child.

Photocopies of correspondence and records of any communication with parents or professionals regarding the pupil.

c       Records of Concern

Some schools may wish to keep Records of Concern for pupils who are receiving careful observation from the class teacher. A decision may need to be taken later to add the pupil's name to the SEN register.

<u>The Second Drawer</u>

This drawer should contain all the documents that are useful, or essential, for the smooth running of the SENCO's role. SENCOs should gather documents, articles and books, which will be of use to them in their role. However, as a starting point, the following are recommended:

a       The Code of Practice on the Identification and Assessment of Special Educational Needs (DENI 1998)

This sets out principles, practices and procedures that schools must bear in mind when organizing provision within the school. All schools and ELBs need to demonstrate that they are fulfilling their statutory duty to have regard for the Code.

b       The School's Special Needs Policy

All schools must have a policy, which ideally involves all teaching and non-teaching staff. The complete policy document must be accessible to teachers, governors, parents, support staff and outside agencies working in the school.

c       The ELB SEN Policy

This will indicate to the SENCO the expectations and particular procedures followed by the ELB; it is important that the SENCO takes account of these.

d       The School's Prospectus

This should contain a summary of special needs provision.

e       Any Other Relevant Materials

There are times when SENCOs will need to check certain facts, to deliver INSET to teachers, and to upgrade their own knowledge and skills. Relevant documents should be on hand when such occasions arise. It is useful, for example, to have information regarding medical conditions that are likely to be encountered in school. Some of the

materials may simply be useful articles cut from educational journals and magazines.

<u>The Third Drawer</u>

This drawer will contain master copies and prepared photocopied letters and proformas which are needed on a regular basis.

It would be advisable for SENCOs to build up their own proformas in the following areas:

a      Records of Concern

b      SEN register letters

c      Exemplar letters to parents

d      Exemplar letters to professionals – educational psychologist/other health professional

e      Blank education plans

f      Blank copies of all ELB paperwork regarding SEN pupils.

      Master copies should be kept together in a ring binder. (Refer to exemplars in appendices)

      The use of appropriate ICT should make all of the above easier to manage.

<u>The Bottom Drawer</u>

This drawer should contain:

a      photocopiable worksheets

b      other appropriate resources

c      inventory of all the school's SEN resources

d      signing out book.

2      **The Ring Binders**

Every teacher in the school should be provided with a ring binder in which to store all the paperwork regarding SEN provision which is relevant to them, and in particular to the needs of the pupils in their own classes. The ring binders should include the information set out below, <u>but you</u> may wish to provide particular teachers with additional material relating to the needs of specific pupils. For example, a teacher may need to support a pupil with

attention deficit hyperactivity disorder (ADHD); it is clearly important that they are provided with as much information as possible regarding this condition.

The ring binder for every teacher should contain:

a    The School's SEN Policy

By including this you make sure that every teacher, including any supply teacher who may take over the class for short periods of time, has immediate access to a copy of the policy.

b    Exemplars of Letters to Parents

There are two proformas included in the appendices.  It is the task of the SENCO or class teacher to inform the parent that their child has been placed on the school's SEN register, and it is important that some kind of record be kept to confirm this.  A letter should be sent to invite parents to discuss child's progress and a copy given to the SENCO for the pupil's SEN wallet.  A second letter should be sent out if the parents do not respond.

c    Records of Concern (Blanks and Completed Forms)

The teacher should give copies of the completed ROCs to the SENCO to keep in the folder which the SENCO keeps in the filing cabinet.  The teacher's copy in the SEN ring binder will act as a reminder to the teacher to observe the pupil until a decision is made about whether to provide extra support for the child.

d    Relevant Assessment Information

This is useful as it will remind the class teacher of the information on which the child's EP is based.  It should be regularly updated to show what progress is being made.

e    Current Educational Plans

Current Educational Plans should include targets and review dates and all class teachers should incorporate these into their planning.

f    Class Lists of Pupils with SEN

There should be a class list recording the names and stages of every pupil in the class who has been identified as having SEN.  Supply teachers will be immediately aware of which pupils are on the SEN register.

The SEN ring binder should always be left in an accessible place so that if a supply teacher takes over the class they have all the necessary information. The ring binder, however, contains confidential information, so it should be available only to teachers and classroom assistants.

The SEN ring binders are very useful in helping the SENCO to monitor what is going on in the classroom.  They can be collected by the SENCO in order to check that the assessment information and the registers are all being kept up to date, and that review meetings are arranged and taking place.

The SENCO can use the teacher's information to update their own records.  It is important that the class information matches the SENCO's central records.

## 3    The SENCO's Wall Calendar

This is the fourth and final piece of essential equipment.  It helps to co-ordinate the whole system.  It provides an overview of all the review meetings that should be taking place.  If the wall calendar does not show meetings for all the pupils on the school SEN register, then the SENCO immediately becomes aware of this fact.  They can check with the teacher if this is an oversight or if there is some other reason why the pupil's review meeting is not being held. All pupils who are on the SEN register should have a review meeting indicated on the wall calendar at least twice a year.

*The use of ICT to assist in 'Managing the Paperwork' is recommended.*

# Record of Concern

Name: _____

Class: _____

DOB: _____

Reason for Concern_____

_____

_____

_____

_____

_____

_____

_____

Teacher's Name _____        Date _____

## Letter to Parents – Type One

# Dear

I am writing to ask you to call into the school in order to discuss the progress of

your child _____.

Please could you come into school on:

Date: _____ Time _____

Place: _____

If this is not convenient, please will you contact me to arrange another appointment.

Many thanks

Yours sincerely

Class Teacher

-------------------------------------------------------------------------------------------------

Please fill in the reply slip, and return it to the school as soon as possible.

I/we will/will not be able to attend the meeting regarding the progress of my/our child.

In Class _____ on _____

Signed _____ (Parent/guardian)

# Letter to Parents – Type Two

Dear

I am sorry you were not able to attend the meeting to discuss the progress of your

child _____.

In view of the difficulties your child is currently experiencing, it has been decided to offer him/her extra support and progress will be carefully monitored. It would be very helpful if we could discuss the matter further, and I would be pleased if you could contact the school to arrange a meeting. In the meantime, I enclose a copy of the Education Plan containing targets that we hope _____ will achieve by _____ , when the review meeting is to be held. I also enclose a summary of the school's special needs policy to provide you with further information.

Yours sincerely

Class Teacher

# SPECIAL EDUCATIONAL NEEDS AUDIT

| ISSUE | IMPLICATIONS FOR SCHOOL | YES | NO | DON'T KNOW |
|---|---|---|---|---|
| **1 General Statement**<br><br>Outlines the school's overview of special educational needs and how the approach is linked to general aims/ethos. | ▪ Are all members of staff aware of general aims of school?<br><br>▪ Is there a forum for discussing general issues amongst whole staff?<br><br>▪ Is there agreement about the school's stance on special educational needs? | | | |
| **2 Aims of the Policy for Special**<br>**Educational Needs**<br><br>Concise general statement(s). | ▪ Do all members of staff appreciate the implications of the Code of Practice for their individual work regime? | | | |
| **3 Objectives for Special Educational Needs**<br><br>Objectives are designed to develop the overall aims of the school policy. | ▪ How much is known about the current position?<br><br>▪ Has everyone for whom the objectives will have implications been involved in their construction?<br><br>▪ Do all members of staff appreciate the implications of the expressed objectives?<br><br>Can the school realistically meet resource implications? | | | |

| ISSUE | IMPLICATIONS FOR SCHOOL | YES | NO | DON'T KNOW |
|---|---|---|---|---|
| **4   Management of Special Educational Needs** <br><br> (i)     Name of designated teacher as co-ordinator <br><br> (ii)     Co-ordination arrangements <br><br> ▪ Role of co-ordinator <br> ▪ Maintain overview of provision <br> ▪ Liaise with teacher, parents, other agencies <br> ▪ Role in record-keeping and reporting <br> ▪ Role of other staff <br> Role of senior management team in management | ▪ Is there a named SEN co-ordinator? <br><br> ▪ Are there mechanisms for the co-ordinators to monitor the position of their area of responsibility throughout the school? <br><br> ▪ Can the timetabling implications be met within the school resources? <br><br> ▪ Will the school review regularly the management implications of the special education needs policy? <br><br> ▪ Are all staff sympathetic to the needs of the co-ordinator and other staff? | | | |
| **5   Admission and Accessibility** <br><br> (i)   Status of admission of non-statemented pupils with special educational needs against other criteria <br><br> (ii)   General statement of accessibility Access for pupils with disabilities | ▪ Do existing criteria acknowledge children with special educational needs? <br><br><br> ▪ Is there access for pupils with disabilities? | | | |

| ISSUE | IMPLICATIONS FOR SCHOOL | YES | NO | DON'T KNOW |
|---|---|---|---|---|
| 6    **Special Educational Needs Specialisms – Descriptions of:**<br><br>(i)   Staff expertise and qualifications<br><br>(ii)   Special unit provision (if any)<br><br>(iii)   General special facilities available | ▪ Is the current expertise sufficient to meet SEN needs?<br><br>▪ Is the school maximizing the potential expertise?<br><br>▪ Are there plans to extend provision (linked to objectives, INSET, resources etc)? | | | |
| 7    **The policy should refer to the allocation of resources to and amongst pupils with special educational needs** | ▪ Is there a procedure for the identification of resources for special educational needs pupils?<br><br>▪ Is there a procedure for accessing the resources for special educational needs pupils?<br><br>▪ Is there a process for allocating funding?<br><br>▪ Is there a strategy for monitoring funding?<br><br>▪ Do all members of staff know what resources are currently available in the school? | | | |

| ISSUE | IMPLICATIONS FOR SCHOOL | YES | NO | DON'T KNOW |
|---|---|---|---|---|
| 8   The identification and assessment arrangements and review procedures should be addressed in the policy | ▪ Are all members of staff aware of the staged procedures for identification and assessment arrangements?<br><br>▪ Are all staff, including beginning teachers, aware of how pupils with special educational needs are reviewed? | | | |
| 9   Curriculum access for special educational needs pupils should be addressed in the policy | ▪ Are pupils with SEN given access to a broad and balanced curriculum?<br><br>▪ Do units of work meet the needs of pupils with SEN?<br><br>▪ Are members of staff aware of the range of teaching strategies?<br><br>▪ Are there special arrangements (eg support teaching) currently in operation? | | | |
| 10   The policy should detail how special educational needs pupils are to be included | ▪ Are special educational needs pupils included fully into the life of the school? | | | |

| ISSUE | IMPLICATIONS FOR SCHOOL | YES | NO | DON'T KNOW |
|---|---|---|---|---|
| 11  Arrangements for the evaluation of the school's procedures and practices with regard to special educational needs provision should be included | • Has the school identified criteria or targets against which the success of the special educational needs policy can be measured?<br><br>• Have all teachers established criteria by which the success of their work can be measured? | | | |
| 12  The arrangements for making and dealing with complaints should be described | • Are there procedures in place for handling complaints?<br><br>• Are all staff aware of these procedures?<br><br>• Is there a timescale for action drawn up?<br><br>• Are parents informed? | | | |
| 13   INSET for Special Educational Needs<br><br>• The school's plan for INSET and professional development of its staff should be described in the policy | • Do all members of staff attend INSET?<br><br>• Are the staff appropriately selected for INSET?<br><br>• Is information gained disseminated?<br><br>• Is "in-house" expertise utilised? | | | |

| ISSUE | IMPLICATIONS FOR SCHOOL | YES | NO | DON'T KNOW |
|---|---|---|---|---|
| # 14   Outside Support<br><br>- Arangements for gaining the assistance of outside agencies and support services should be noted | - Is the help of outside agencies currently used?<br><br>- Do all members of staff know the names and contact arrangements for outside agencies and support services? | | | |
| **15   Partnerships with Parents**<br><br>The policy should contain a clear description of the school's arrangements for developing a close working relationship with the parents of pupils | - Does the school welcome parents?<br><br>- Are there arrangements for meeting parents on a regular basis?<br><br>- Do all members of staff have the opportunity to talk to parents?<br><br>- Are records kept of meetings with parents? | | | |

| ISSUE | IMPLICATIONS FOR SCHOOL | YES | NO | DON'T KNOW |
|---|---|---|---|---|
| **16 Links with other mainstream** schools/special schools, including arrangements when pupils change schools or leave school<br><br>▪ Details of any arrangements whereby the school draws upon the expertise from special schools, units or other special provision should be explained.<br><br>▪ Links with feeder schools and arrangements for when pupils change schools should be detailed. | ▪ Has the school links with other mainstream schools?<br><br>▪ Has the school links with special schools?<br><br>▪ Has the school links with units?<br><br>▪ Has the school links with feeder schools?<br><br>▪ Are there arrangements in place to deal with key stage 2/3 transition issues?<br><br>▪ Is documentation maintained? | | | |
| **17 Links with Health and Social Services, Educational Welfare Services and any Voluntary Organisations**<br><br>The arrangements schools have made for liaison with outside agencies such as the social services, the health authority, the education welfare service and any voluntary organisations either locally or nationally. | ▪ Are all the staff aware of the possibility of liaison with such agencies?<br><br>▪ Are there current arrangements for liaison with outside agencies?<br><br>▪ Is this kind of liaison documented? | | | |

## THE FIVE STAGES

The Code sets out a 5-stage approach within which responsibility for pupils within Stages 1 - 3 lies at school level (with close involvement by the board at stage 3) and with both boards and schools at stages 4 and 5.

Regard should be given to the following key principles:

- provision should match a child's needs;

- there should be careful recording of needs, action taken and outcomes;

- consideration should be given to the wishes and feelings of the child;

- parents should be closely consulted and informed at all stages;

- outside specialists should be involved where appropriate at any stage, but particularly preceding any referral to the board.

Most children will be helped by stage 1 procedures with a smaller number requiring provision at stage 2. Only in a small minority of cases should the school consider referral to the board either at Stages 3 or 4.

# THE FIVE STAGE APPROACH

| STAGE | PERSONNEL | ACTION |
|---|---|---|
| **Stage 1**<br><br>Initial Concern Expressed | Class Teacher, Special Needs Co-ordinator, Principal and Parents | Class teacher initiates programme in child's class. |
| **Stage 2**<br><br>Initial Concern Expressed<br>or<br>Stage 1 Review | Special Needs Co-ordinator, Class Teacher, Principal Parents and Others | EP is drawn up and implemented by class teacher, co-ordinator supports as required. |
| **Stage 3**<br><br>Initial Concern Expressed<br>or<br>Stage 2 Review | Class Teacher, Special Needs Co-ordinator, External Specialists, Parents, Principal and Board | EP is drawn up and implemented by class teacher with additional support provided by SENCO and outside specialists. |
| **Stage 4**<br><br>Referred for Statutory Assessment | Board, Teacher, Principal, Parents, Psychologist, Social Services, GP and Others | Multi-disciplinary assessment is made. |
| **Stage 5**<br><br>Board obtains Advice from Others | Board, Parents, Principal and Others | Board decides whether to make a statement. |

# REVIEWS

| FOCUS | PERSONNEL | OUTCOMES |
|---|---|---|
| **Stage 1**<br><br>Progress<br>Future Action | Class Teacher,<br>Pupil,<br>Parents | Continues at Stage 1;<br>no longer needs<br>special help,<br>move to Stage 2 |
| **Stage 2**<br><br>Education Plan<br>Future Action | Pupil, Special<br>Needs Co-ordinator,<br>Class Teacher,<br>Parents | Continues at Stage 2;<br>move to Stage 1;<br>no longer needs<br>special help;<br>move to Stage 3 |
| **Stage 3**<br><br>Education Plan<br>Future Action | Pupil, Special Needs<br>Co-ordinator,<br>Teacher, Outside<br>Specialists, Parents | Continues at Stage 3;<br>Reverts to Stage 1<br>or Stage 2; considers<br>referral to board. |
| **Stage 4**<br><br>Education Plan<br>Referral for<br>Assessment | Pupil, Principal,<br>Board Officer,<br>Parents, Teacher,<br>Specialists | Continues at Stage 3.<br>Carries out a statutory<br>assessment.  Draws up a<br>statement of special<br>educational needs. |
| **Stage 5**<br><br>Focus on<br>Statement<br>Progress<br>Future Action | Pupil,<br>Board Officer,<br>Principal, Parents<br>Teacher, Others | Statement drawn<br>up/maintained;<br>statement amended; or<br>decision made not to<br>draw up a statement. |
|  | Principal, Pupil, Parents,<br>Board Officer, Careers<br>Officer,<br>Other Providers<br>(HSS Trusts), Others | Statement maintained.<br>Review report and<br>transition plan<br>prepared. |

**STAGE 1 – REFERRAL PROCESS/SPECIAL NEEDS CO-ORDINATOR KEEPER OF REGISTER**

INITIAL CONCERN EXPRESSED TO SPECIAL NEEDS CO-ORDINATOR BY CLASS TEACHER/PARENT OR OUTSIDE AGENCY

SPECIAL NEEDS CO-ORDINATOR IN CONSULTATION WITH CLASS TEACHER AND PARENTS WILL DECIDE IF CHILD'S NAME IS PLACED ON REGISTER

NO EXTRA HELP NEEDED

CHILD'S NAME ON REGISTER

FURTHER ADVICE AND SUPPORT NEEDED. GO TO APPROPRIATE STAGE

EXTRA HELP TO BE GIVEN BY CLASS TEACHER

CHILD'S NAME DOES NOT GO ON REGISTER

REVIEW

MOVE TO STAGE 2

SET NEW TARGETS

# STAGE 2

STAGE 1
REVIEW

INITIAL CONCERN

TEACHER INFORMS SPECIAL NEEDS
CO-ORDINATOR AND PARENTS

TEACHER DRAWS UP EP SUPPORT FROM
SPECIAL NEEDS CO-ORDINATOR

EP IMPLEMENTED

REVIEW

# STAGE 3

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┌─────────────────┐          ┌─────────────────┐
│ STAGE 2         │          │ INITIAL         │
│ REVIEW          │          │ CONCERN         │
└────────┬────────┘          └────────┬────────┘
         │                            │
┌────────┴────────────────────────────┴─────────────┐
│ TEACHER INFORMS SEN CO-ORDINATOR AND WITH          │
│ SUPPORT SERVICES THEY DRAW UP EP.                  │
│ INFORM PARENTS AND BOARD                           │
└────────────────────────┬───────────────────────────┘
                         │
              ┌──────────┴──────────┐
              │ EP IMPLEMENTED      │
              └──────────┬──────────┘
                         │
              ┌──────────┴──────────┐
              │ REVIEW WITH PARENTS │
              └──────────┬──────────┘
```

**REVERT TO STAGE 1 OR 2 OR REMOVE FROM REGISTER**

**REFER TO PRINCIPAL**

**CONTINUE AT STAGE 3 WITH REVISED EP**

**PRINCIPAL REQUESTS STATUTORY ASSESSMENT**
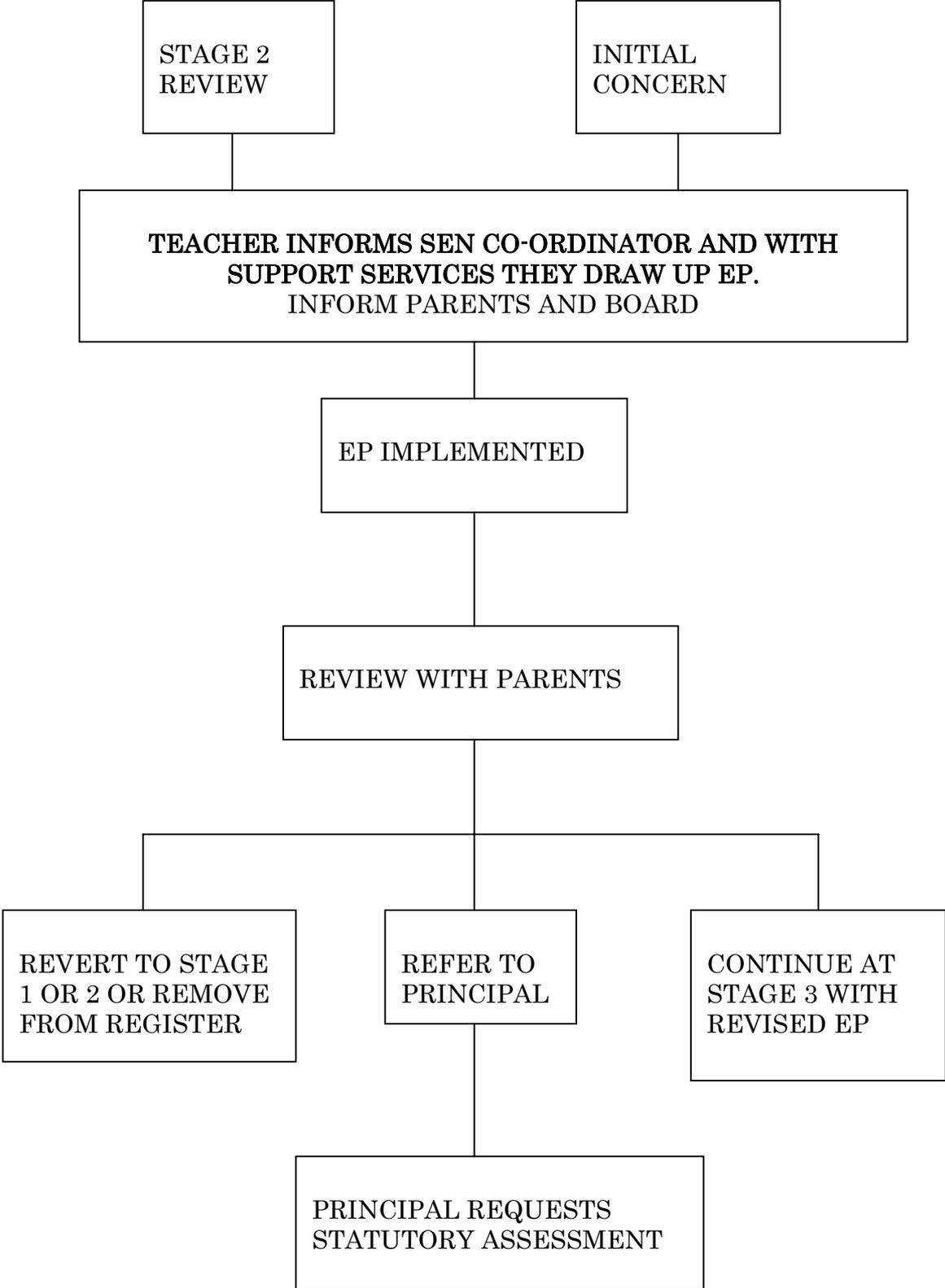
## STAGE 4 - STATUTORY ASSESSMENT

In a small minority of cases the board will need to consider whether a statutory assessment of the child's special educational needs is necessary.

- An assessment should be undertaken only if the board believes that it needs to determine the child's provision by making a statement.
- Statutory assessment will not always lead to a statement.

### Referrals

A child will be brought to the board's attention as possibly requiring an assessment through:-

- referral by a child's school;
- a formal request from a parent; or
- a formal request from another agency.

### Requests for Advice

For the purpose of making a statutory assessment, the board is required to seek:-

- parental advice;
- educational advice;
- medical advice;
- psychological advice;
- social services advice;
- any other advice, which may be considered desirable.

**Statutory assessment will not always lead to a statement.**

## STAGE 5 - STATEMENTS

### Contents of a Statement

Part 1:  Child's name, address, date of birth and address(es) of the child's parents, guardian, or carers.  The child's home language (if not English).

Part 2:  Special educational needs (based on statutory assessment).

Part 3:  Special educational provision:

      a    objectives which provision should aim to meet;

      b    provision to meet the needs identified in part 2 and to meet the specified objectives;

      c    arrangements for monitoring and reviewing progress and for setting short term targets.

Part 4:  Placement (name/type of school or other arrangements);

Part 5:  Non-educational needs as agreed between health services and social services or other agencies and the board;

Part 6:  Non-educational provision as agreed between health services, social services and the board.

### Time Limits for Making Assessment and Statements

- In normal circumstances the length of time taken for a board to reach the stage of issuing a proposed statement must be no more than <u>26 weeks.</u>

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### Time Limits for Making Assessment and Statements

- In normal circumstances the length of time taken for a board to reach the stage of issuing a proposed statement must be no more than <u>26 weeks.</u>

# SPECIAL EDUCATIONAL NEEDS – SAMPLE OF A SCHOOL REGISTER

School

| Date | Name | Stage (COP) | Nature of Difficulty | Referring Teacher | Parents Informed Date: | Action |
|------|------|-------------|---------------------|-------------------|------------------------|--------|
|      |      |             |                     |                   |                        |        |
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