If it is agreed that your child's difficulties are so complex that a Statutory Assessment may be required and, after a process of information gathering a formal 'Statement' may be produced. This is Stage 3 of the SEN Register. A 'Statement' allows for a range of appropriate provision, for example, regular direct teaching by a peripatetic specialist teacher, individual support from a non-teaching assistant or a specialist peripatetic classroom assistant from the EA Support Service or a major piece of equipment. You will be included in discussions and decisions about your child's education, including an invitation to attend an Annual Review together with all the professionals involved with your child.

As parents, how can we help?

When you meet with the teacher, Learning Support Coordinator or Principal to discuss your child's progress and the school's Education Plan, we will discuss what specific support from you would be helpful.

In general, we ask you to do the following:

- Encourage your child in his/her efforts
- Celebrate his/her successes - however small they may seem compared to siblings' or peers'
- Try not to show your child the anxiety you may have over his/her difficulties
- Keep us informed as soon as possible about any medical, social, behavioural or educational difficulties.



The Education Authority offer a Special Educational Needs Advice and Information Service for information on:

- Specific Special Educational Needs
- Regional and local support agencies and services
- The statutory assessment process
- Educational support for children with special needs

Advice and Information Officer
Tel. 028 90 795779

Cranmore IPS, 47 Finaghy Road North, Belfast, BT10 0JB
Telephone : 028 9066 4410



Special Needs Provision

IN CRANMORE INTEGRATED PRIMARY AND NURSERY SCHOOL

- What is meant by Special Educational Needs (SENs)?
- How will/was my child identified as having SENs?
- What help will he/she receive?
- Will other professionals be involved?
- Where else can I get advice and information?
- As parents, how can we help?

The term 'special educational needs' is defined in the Education (NI) Order 1996 as 'a learning difficulty which calls for special educational provision to be made'. 'Special educational provision' means educational provision which is different from, or additional to, the provision made generally for children of comparable age'.*

* From the Code of Practice on the identification and Assessment of Special Educational Needs.

HOW WILL/WAS MY CHILD IDENTIFIED AS HAVING SENs?

At Cranmore every pupil's progress is monitored and your child will have been / will be identified as possibly having SENs by the following:

- Concerns expressed by parents or the pupils themselves
- Concerns expressed by the Principal or class teacher
- Concerns identified within the pre-school setting
- Standardised screening tests administered in Mathematics and English from Year Two onwards
- Standardised ability test CAT 4 – administered in Year 3, Year 4 and also Year 6.
- Information obtained from other professionals (with your knowledge)

Further assessment may be done by the Learning Support co-ordinator or Learning Support teacher.

WHAT HELP WILL HE/SHE RECEIVE?

All children will experience some level of difficulty at various stages of their school career. If your child is provided with different work or activities in class from that of their peers, you should not worry. All children are different. Teachers are highly-skilled professionals and use a wide range of approaches and strategies to help children and young people learn.

Children and young people make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise lessons, the classroom, the books and the materials they give to each child, as well as the way they teach. This is often described as differentiating the curriculum and is known as **whole school educational provision.**

Teachers use effective differentiation, high quality teaching and reasonable adjustments to cater for children's needs.

Only when this whole school educational provision ceases to be effective and the pupil is not making progress, because in the school's opinion the pupil has a significantly greater difficulty in learning, should the school consider making special **educational provision.**

Initially this provision can be provided in school in the form of extra support by way of lessons provided in a small group with the Learning Support teacher. Before this takes place we will arrange to discuss with you the areas of concern and to agree a Learning Plan to support your child.

Other support which we can offer your child includes sessions in the Sensory Room or to be provided with nurturing behaviour or counselling support. Your child's progress is updated termly and a new plan with updated targets set. Your child will be asked for his/her input and you will be invited to attend a meeting with the class teacher to discuss his/her progress and the proposed action.



WILL OTHER PROFESSIONALS BE INVOLVED?

If we consider that your child may require specialised or more intense remedial help we will discuss the matter with you and we will refer him/her to the Education Authority Educational Psychology Service for informal assessment. This is Stage 2 of the SEN Register.

The Educational Psychologist assigned to the school will gather information about your child from the class teacher, the Learning Support Coordinator and yourselves. They will carry out a series of tests and write a report which will include recommendations about how best the school and the parents can best help him/her. You will be given the opportunity to meet with the Educational Psychologist and give you your input before the report is written up.

You and your child may also be given an appointment to attend relevant medical assessments. These take place in a variety of locations such as the Bradbury Centre, the Carlisle Centre, Beechhall Centre or Holywood Arches, depending on your address and the type of assessment. This is a matter of routine and simply ensures that we, as professionals, have a fuller and up-to-date picture of your child's needs whether medical, social or educational or a combination of these.

At this stage of the SEN Register the SEND co-ordinator will invite you to a meeting at the beginning of each term to discuss your child's progress and the proposed action for that term.

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Telephone : 028 9066 4410

WHO WILL HELP YOU IN CRANMORE?

Principal
Learning Support Co-ordinator
Learning Support Teacher





