

At Cloughoge Primary & Nursery School we aim to:

- Meet the needs of the whole child
- Remove barriers to learning
- Raise pupil self-esteem
- Build pupil confidence
- Develop pupil independence
- Provide access to a relevant tailored curriculum

The school SEN policy is reviewed regularly and revised in discussion with parents / carers, pupils, staff and governors.

You can get a copy of the school SEN Policy from the Principal.

This leaflet can only provide a summary of Special Educational /Additional Needs at Cloughoge Primary & Nursery School. More details for parents can be obtained online:

[www.education-support.org.uk](http://www.education-support.org.uk) with local links and information for each Education and Library Board. The Education Authority, Southern Region, website is [www.eani.org/specialeducation](http://www.eani.org/specialeducation).

If you prefer to speak directly to the Advice and Information Officer in the Education Authority, please telephone 028 3741 5355

Other sources of information and help:

Publications:

*“Special Educational Needs (SEN) – A guide for parents / carers”*. Revised 2009

*“Special Educational Needs Codes of Practice”*

Both are available for [www.direct.gov.uk](http://www.direct.gov.uk)

Principal: Mrs. K O’Hanlon

SEN Co-ordinator: Mrs Joanne O’Hagan

SEN Governor: Mrs Roisin Lynch

Cloughoge Primary & Nursery School

Chancellors Road

NEWRY

Co. Down

BT35 8NG

Phone: 028 302 62688

Fax: 028 30267730

## Special Educational/ Additional Needs

Ag Foghlaim ’s ag Fás Le Grá  
Learning and Growing with Love



A Parent’s Guide to  
Special Educational Needs at  
Cloughoge Primary & Nursery  
School, Newry

## All about Special Educational Needs

Approximately one in five children will have special educational needs (SEN) at some time during their school career.

This means they may need extra support with:

- Literacy and / or Numeracy
- Processing information
- Expressing themselves
- Sensory perception
- Physical mobility
- Managing their behaviour
- Social interaction

These difficulties cause barriers to the child's learning. In consultation with parents the school will assess a child to identify his/her strengths, needs and the extra help he/she may require.

A child may be at one of five stages on the SEN Code of Practice, according to the need:

*Stage 1:* in consultation with parents and the Special Educational Needs Co-ordinator (SENCO), teachers take initial action. They identify and register a child's special educational needs. A Stage 1 Education Plan is implemented if deemed appropriate.

*Stage 2:* the class teacher, under the direction of the Senco collects and records information and provides for the child's special educational needs through differentiated work in class. A Stage 2 Education Plan is implemented.

*Stage 3:* teachers and the SENCO are supported by specialists from outside the school. A Stage 3 Education Plan is implemented.

*Stage 4:* the Board considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

*Stage 5:* the Board considers the need for a statement of Special Educational Needs. If appropriate, it makes a statement and arranges, monitors and reviews provision

## What is offered to your child?

The school offers the following according to your child's special educational needs:

- High quality teaching
- A curriculum tailored to match needs
- Enhanced access to ICT or specialist equipment
- In-class support from teaching assistants. Daily Motor Sensory Group Activities.
- Support programmes in literacy and numeracy
- One to one support , withdrawal or small group work
- Strong pastoral care support
- Pupil counselling
- Access to a range of outside agencies e.g. Speech Therapists, O.Ts, Autism Team, Educational Psychologists, Behaviour Support, Medical, ACE Team, SPLD, Sensory Impairment , Down Syndrome Support etc.
- Extra help from other relevant services.

## Outcomes for pupils

The extra help the school offers will enable the child to:

- Reach their full potential
- Achieve their personal best
- Make Progress
- Feel valued and included
- Enjoy school

We seek to ensure positive relationships among all stakeholders and to safeguard the self-esteem and self confidence of every child. We aim to promote inclusive practices and to ensure that those children with special educational needs are integrated into the life of the school.

We encourage pupil involvement in their own learning, and responsibility for their own actions. We give every pupil the opportunity to experience and celebrate success

## Partnership with parents

The school works in partnership with parents to meet the child's needs. This means:

- We listen to the views of parents
- Parents are partners in decisions about their child's education
- Parents are kept informed about their child's needs and progress

## An Individual Education Plan (IEP)

An IEP is written for those children on the SEN Register who have the above additional needs that may be impacting on their learning outcomes from Nursery to Primary 7 as deemed necessary. Parents are invited to review their child's IEP each term, either with class teacher or SENCO.

## What to do if you have any concerns

If a parent has a concern regarding provision, in the first instance they are encouraged to work in partnership with the school to try and resolve the issue.

Parents are advised of the Education Authority Information and Advice Service (SAIS) and the Dispute Avoidance & Resolution Service (DARS).

DARS – The Education Authority, Southern Region

3 Charlemont Place, The Mall, Armagh

BT61 9AX

Tel: 028 3741 5355

Fax: 028 3751 2599

Email: [DARS.enquiry@eani.org](mailto:DARS.enquiry@eani.org)