



PDF Resource

Special Educational Needs and Disability (SEND)

Supporting schools, children,
young people and their parents



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What is SEN?



What is SEN

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What is SEN?

Top Tip

Children do not all learn at the same rate or pace. Some children and young people need extra help at school because they find it harder to learn than other people of their age, or because they have a disability that makes it more difficult for them to learn.

What is Special Educational Needs (SEN)?

In law, [The Education Order \(Northern Ireland\) 1996](#), a child or young person is described as having Special Educational Needs (SEN) if they have a significantly greater difficulty in learning than the majority of children of their age or have a disability, which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in mainstream schools.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision which is generally made in a school for children and young people of a similar age.



General Information

What are the SEN and Medical Categories?

The Department of Education (DE) requires common special educational needs (SEN) categories in order to provide accurate information about the numbers of children and young people in Northern Ireland with different types of SEN for whom special educational provision is being made.

It is the school's decision to place a child on the SEN Register. Pupils with SEN may have more than one type of need. A pupil on the SEN Register has a special educational need that requires special educational provision to be made for them. Children or young people not on the SEN Register have their learning needs met through whole school educational provision which includes differentiation and reasonable adjustments.

If a pupil has a medical need, this is recorded on the school's medical register. Teachers or educational psychologists are not qualified to diagnose medical conditions. Schools will add a pupil to the medical register based on information provided by their parents or carers or from a Health and Social Care Trust (HSCT).



Top Tip

A pupil can be recorded on the SEN Register and the Medical Register if they have both a medical need and require special educational provision.



Additional Information

The Department of Education website has [information and guidance](#) for SEN and Medical Categories.



What is the SEN Register?

If a school thinks that a child or young person needs special educational provision, they will be recorded on the SEN Register.

The school will meet with parents and carers to discuss the child's needs and share targets included on their Individual Education Plan (IEP) or Personal Learning Plan (PLP). Teaching staff will also discuss what parents or carers can do to help with your child's learning and development.

Only the school can decide if a child should be placed on the SEN Register, based on the evidence of how each child presents in the classroom. The school will also take into account any additional information provided by parents or carers and other educational or health professionals.

What to do if you are worried that your child may have Special Educational Needs (SEN)

Children do not all learn at the same rate or pace. Some may have difficulties with aspects of their learning from time to time but most children with learning difficulties do not have special educational needs.

If you are worried about your child's progress, contact their class or form teacher who will arrange a time to meet with you. The teacher will explain how your child is getting on in school and, if needed, will address any concerns you may have. They will also advise you on how you can help your child at home.

If, after a period of observation, the teacher thinks that additional provision in school is needed for your child, they will contact you and arrange a meeting to discuss this with you.

Schools have clear processes for identifying and assessing children with Special Educational Needs. Staff will strive to ensure that your child's needs are fully met whether they have learning difficulties or SEN.

What To Do

What to do if you are worried that your child may have Special Educational Needs (SEN)

Children do not all learn at the same rate or pace. Some may have difficulties with aspects of their learning from time to time but most children with learning difficulties do not have special educational needs.

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Schools have clear processes for identifying and assessing children with Special Educational Needs. Staff will strive to ensure that your child's needs are fully met whether they have learning difficulties or SEN.



Your role as a Parent or Carer

As a parent or carer, you know your child better than anyone else. You hold key information and therefore have an important role to play in supporting their education. You have unique knowledge and experience to contribute to the shared view of your child's needs. You will be able to provide valuable input to the best way to support them with their learning and development both at home and in school.



Top Tip

Open and honest communication

The school will make time to listen to concerns that you may have about your child and will offer advice and support if needed. They will involve you and your child in decisions and will ask your permission if other professionals may become involved in supporting or assessing your child.

Your child's views are important

There is a statutory duty on the Education Authority to seek and have regard to the views of the child and young person. They will have a unique view of their own needs and capabilities and have their own opinions about the sort of support they need to help them reach their potential. Your child's school should ensure that they will be listened to and that their views will be valued and responded.

SEN Code of Practice

What is the SEN Code?

The SEN Code is practical guidance based on the [Education Order \(Northern Ireland\) 1996](#) and The Education (SEN) Regulations 2005.

Educational settings and schools use the guidance in the SEN Code to deliver a clear and consistent approach for identifying and providing for children and young people with SEN.

The draft Code of Practice now contains a new three stage approach for schools. Schools are using this new 3 stage approach while also adhering to the guidance in the 1998 Code of Practice.

The focus of all of these pieces of legislation ([Education Order \(Northern Ireland\) 1996](#) and the [SEN Framework](#)) is to deliver special educational provision aimed at helping children and young people make progress and improve their individual outcomes.

As a parent, you have an important role to play at each of these stages because you have unique knowledge and experience of your child's needs to share with their school. This helps everyone involved with your child decide on the best way to support them both in school and at home.

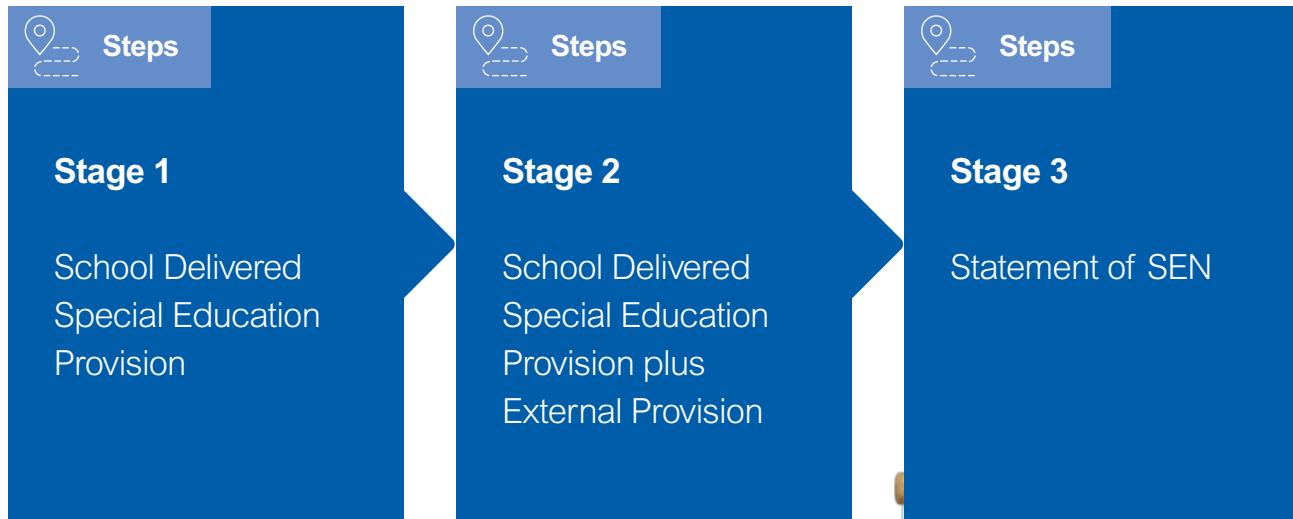
Top Tip

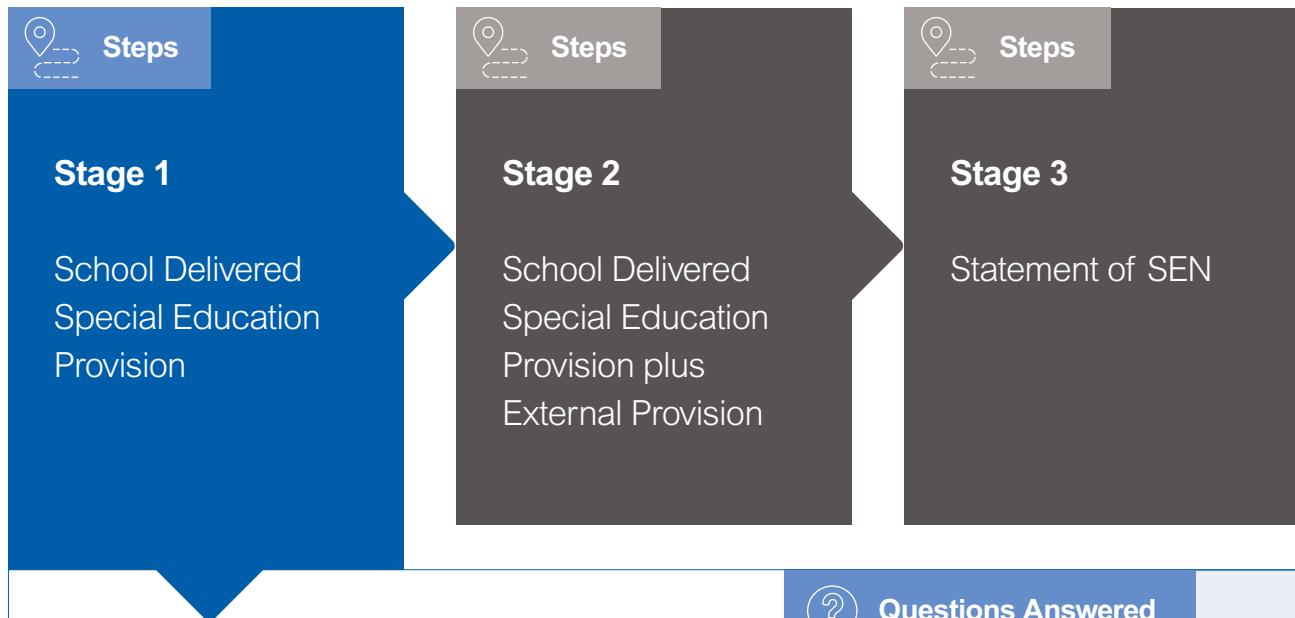
The school's Learning Support Co-ordinator (LSC) is a key person in the school throughout each of the stages. They will help to ensure that the necessary steps are in place to support your child's ability to access the curriculum and will work in partnership with parents and other school staff to establish the support your child's needs.



Stages of Special Educational Provision in the SEN Code

The new 3 Stage Code of Practice stages focuses on the level of intensity of the special educational provision needed for each child or young person to improve their individual outcomes.





Special educational provision is delivered within a child's existing school and classes.

Individual Education Plan (IEP)/Personal Learning Plan (PLP) is required, detailing reasonable adjustments and additional strategies or approaches aimed at meeting the child or young person's SEN.

Responsibility for teaching and learning lies with the school.

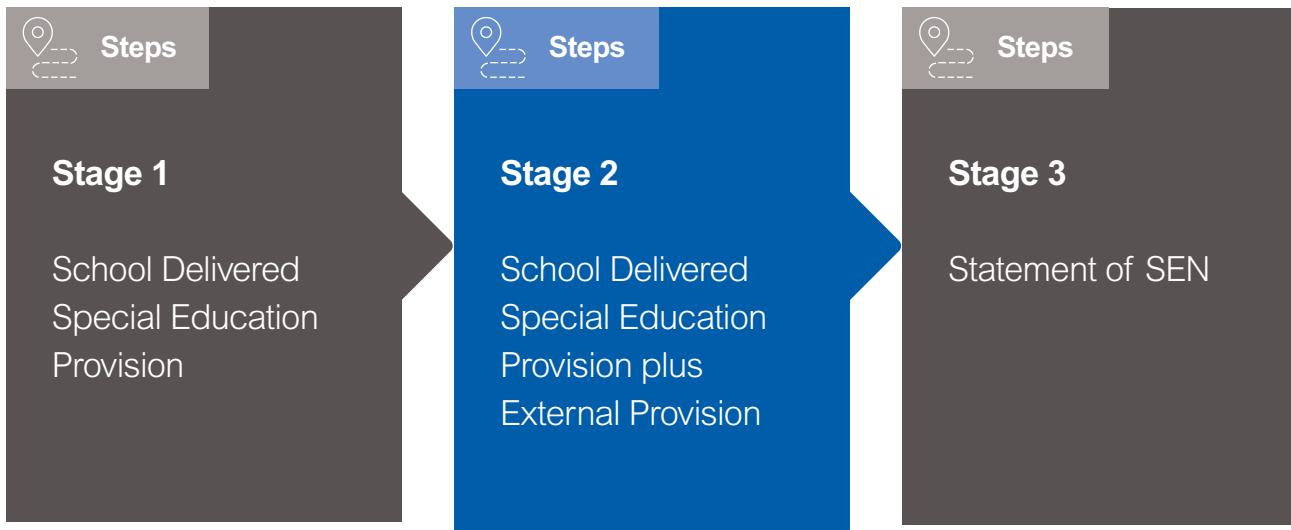
The majority of children and young people with SEN will have their educational needs met through this stage of provision.

Questions Answered

Will my child stay at Stage 1 of the Code?

Often a child makes progress in response to school delivered special educational provision at Stage 1. If this is the case, the child may be removed from the SEN Register. If a child does not make adequate progress and continues to experience significant difficulties despite the school fully implementing a wide range of provision at Stage 1, the setting may consider seeking external support or advice from the Education Authority or Health and Social Care Trust (HSCT).





Special educational provision is delivered within a child's existing school and classes (and by exception specialist provisions attached to mainstream schools) plus external provision (e.g. from EA or HSCT services).

Individual Education Plan (IEP)/Personal Learning Plan (PLP) is required, detailing reasonable adjustments, additional strategies and approaches taken. Resources, advice, support and training through appropriate EA SEND Services or HSCT as appropriate, are implemented.

Responsibility for teaching and learning lies with the school and the EA.

A smaller number of children and young people will need this provision.



Questions Answered

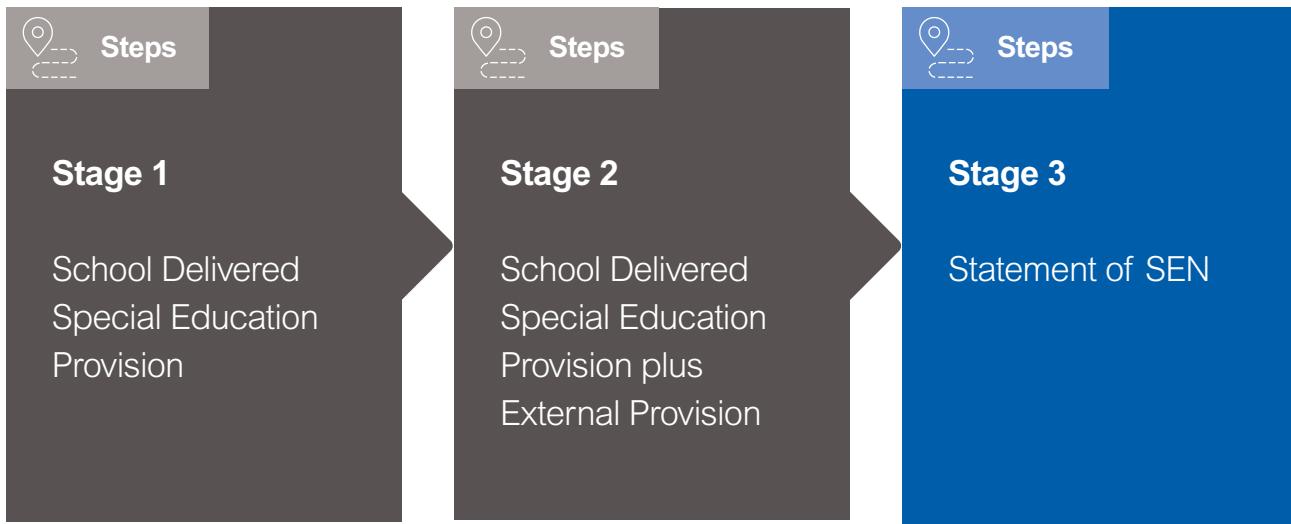
Will my child stay at Stage 2 of the Code?

A child will be recorded at Stage 2 whilst additional support is being provided from either EA or a HSCT, or whilst a request for Statutory Assessment is being made.

If a child or young person makes adequate progress following external support at Stage 2, they may return to Stage 1 and continue to be provided with the school delivered special educational provision. However, if they do not make suitable progress, despite the external support, they may be referred for consideration of a statutory assessment of their educational needs.

If the EA agree to carry out a statutory assessment and then decide to issue a Statement, the child or young person will then move to Stage 3 of the Code.

If the EA does not agree to carry out a statutory assessment, the child or young person may remain at Stage 2 if receiving additional support from EA SEND Services or be placed at Stage 1 and continue to receive school-based SEN Provision.



The child or young person has a Statement of SEN.

Special educational provision is delivered in mainstream schools or specialist provisions (as determined by the Statement of SEN) by the EA and the school. Individual Education Plan (IEP)/Personal Learning Plan (PLP) is required detailing Reasonable Adjustments, additional strategies and approaches taken. Resources advice, support and training through EA SEN support services are implemented.

A smaller number of children and young people will need this provision.

Responsibility for teaching and learning lies with the school with input from the EA and a relevant HSCT if necessary.

Questions Answered

Will my child stay at Stage 3 of the Code?

Article 19 of the Education Order 1996 requires all statements to be reviewed annually. This is to ensure that the needs of the child are still being met and that the placement and provision remains appropriate.

The recommendations in each Annual Review will determine whether or not Stage 3 is appropriate for the current needs of the child.

Disagreement on SEN Decision

Ways to resolve a SEN disagreement or dispute.

There may be times when you might disagree with a decision made by a school or the Education Authority (EA).

If there is a disagreement, then there are a number of ways in which your views can be heard.

What To Do

What if I don't agree with the school?

Good communication and positive relationships between parents or carers and educational settings and schools are vital. A child learns best when all partners are working together.

This SEN Code of Practice provides practical guidance to grant-aided schools and special schools, the EA, health and social care authorities and others on carrying out their statutory duties with regard to children who have, or may have, SEN. It places the child firmly at the centre of the graduated response to meeting the needs of children with SEN. It aims to help children with SEN achieve improved outcomes and fulfil their potential. The Code aims to help schools and the EA obtain the best value from the resources and expertise they invest to help children with SEN make progress and achieve better outcomes.

Any concerns should be raised with your child's teacher in the first instance. However, where you consider that your concern has not been addressed adequately you may wish to follow the school's complaints policy to resolve any disagreement or dispute.



Top Tip

The Dispute Avoidance & Resolution Service (DARS) is a free and independent service that works towards avoiding and resolving disagreements between parents and a school, regarding children with SEN.

The service provided by Global Mediation provides a forum for exploring differences, identifying points of agreement, and finding a way forward which is acceptable for all involved.



Contact Information

You can telephone (028 9072 6060) or write to Global Mediation (55-59 Adelaide Street, Belfast BT2 8FE).

What To Do

What if I don't agree with the Education Authority?

A child learns best when all partners are working together. Good communication and positive relationships between parents or carers, schools and the EA are vital.

Involving children with SEND and their parents in decision making is a key objective of the SEN Code of Practice. Parents should also be involved in supporting and consolidation of learning/strategies, where appropriate.

If you don't agree with the EA, it is important to keep the channels of communication open.

Your first point of contact is your named SEN Link Officer, they will have provided you with a contact number, which is normally your local Statutory Assessment and Review (SARS) area office.

Contact Information

For general advice you may wish to contact the SEN Helpdesk on
028 9598 5960,
Monday to Friday 9am to 5pm.

Finding a way forward

The [Dispute Avoidance & Resolution Service \(DARS\)](#) is also available in avoiding and resolving disagreements between parents and the Education Authority, regarding children with SEN.

The service provided by Global Mediation provides a forum for exploring differences, identifying points of agreement, and finding a way forward which is acceptable for all involved. You can telephone (028 9072 6060) or write to Global Mediation (55-59 Adelaide Street, Belfast BT2 8FE).

The Special Educational Needs and Disability Tribunal (SENDIST) considers parents' appeals against the decisions of the Education Authority about children's special educational needs, where the parents cannot reach agreement with the Education Authority. It also deals with claims of disability discrimination in relation to children at school. They can be contacted at 0300 200 7812 or email tribunalsunit@courtsni.gov.uk

For further information or if you have a comment or complaint to make see the EA's Comments and Complaints Procedure.



Support Services



Support Services



Questions Answered

What help is available from the Education Authority?

What help we can provide and how we can help you will depend on your individual circumstances.



Autism

Support for children and young people who have a diagnosis of Autism Spectrum Disorder (ASD) with a co-occurring special educational need (SEN).



Behaviour Support - Post Primary

Support for young people who have social, behavioural, emotional and wellbeing needs.



Behaviour Support - Primary

Support for children who have social, behavioural, emotional and wellbeing needs.



Down Syndrome

Support for children and young people with a medical diagnosis of Down syndrome.



Educational Psychology

Support for children and young people with a range of Special Educational Needs by enhancing their learning, development and emotional wellbeing.



Exceptional Teaching

Support for children and young people who are unable to attend their educational setting because of physical illness or mental health.



Language and Communication

Support for children and young people whose primary need is language development, including a Developmental Language Disorder profile.



Literacy Service

Support for children and young people with cognitive and learning difficulties in literacy and dyslexia.



Medical Needs

Support for children and young people who live with a long-term medical condition.



Moderate Learning Difficulties

Support for children and young people with Moderate Learning Difficulties.



SEN Early Years

Support for pre-school children who have special educational needs and/or disabilities (SEND).



Severe Learning Difficulties

Support for children and young people with Severe Learning Difficulties.



Vision Impairment and Deafness

Support for children and young people who are deaf/hard of hearing, have a vision impairment, or who have a multi-sensory impairment.

Top Tip

EA works with schools and educational settings to help to reduce the barriers to learning that children and young people with special educational needs may experience.

What We Do

Help and Support

Our dedicated teams of professionals have a clear vision: to help and support every child to be the best that they can be. The support that the EA offers is detailed in the [EA Plan of Arrangements for Special Educational Provision](#). This plan sets out how we support educational settings and schools, and their children and young people who have a Special Educational Need (SEN) and or Disability (SEND). It is published each academic year. We have dedicated this section of our website to make it as easy as possible to access the information in the plan.

We provide information and guidance for schools, parents and carers to support improved outcomes for children and young people with special educational needs.

Questions Answered

Who do I talk to if I think my child or young person has SEN?

Children and young people do not always learn at the same rate or pace. Some may have difficulties with aspects of their learning from time to time but most children and young people with learning difficulties do not have special educational needs.

Teachers use a wide variety of activities to support each pupil's learning. All schools have the resources to meet the vast majority of learning needs experienced by children and young people. This is called Whole School Provision and is detailed in the [Schools Section of the Code of Practice](#).

If you are worried about your child's progress, you should contact the educational setting or school in the first instance. Teachers will explain how your child is getting on in school and, if needed, address any concerns you may have. They will also explain about the Whole School Provision provided in the school and how they identify children and young people who may have SEN.

Your child's teacher may also advise how you can help your child at home.





Questions Answered

What is Special Educational Provision

Teachers are responsible for meeting the needs of all children and young people in their class, as detailed by the [General Teaching Council for Northern Ireland](#). All learners are supported in schools through a differentiated curriculum, targeted support and reasonable adjustments.

When these strategies cease to be effective with a pupil and they no longer make adequate progress, special educational provision may be introduced alongside the above strategies and the pupil will be placed on the SEN Register of the school.

They will have a Personal Learning Plan (PLP), which is a document that describes what difficulties the child has and how these difficulties affect them at school. It also explains what support a child or young person is getting to help them learn best at school and to make progress. The PLP describes what the support will look like in the school, who will be involved to support them and what special equipment or resources will be used.



Top Tip

Every school determines if a child or young person that they teach has an identified SEN which impacts on their learning and access to the curriculum. Advice and guidance is available from the Department of Education, the Education Authority and schools regarding which children and young people need to be recorded on the SEN register.

SEN Register

The identified SEN is recorded under one or more of the five over-arching SEN categories set by the Department of Education. These are:



Cognition & Learning (CL)



Social, Behavioural, Emotional and Well-being (SBEW)



Speech, Language & Communication Needs (SLCN)



Sensory (SE)



Physical Needs (PN)



Questions Answered

What are the SEN and Medical Categories?

The Department of Education (DE) requires special educational needs (SEN) categories in order to provide accurate information about the numbers of children and young people in Northern Ireland with different types of SEN for whom special educational provision is being made.

It is the school's decision to place a child on the SEN Register. Pupils with SEN may have more than one type of need. A pupil on the SEN Register has a special educational need that requires special educational provision to be made for them.



Top Tip

If a pupil has a medical need, this is recorded on the school's medical register. Teachers or educational psychologists are **not qualified** to diagnose medical conditions. Schools will add a pupil to the medical register based on information provided by parents or carers, or from a Health and Social Care Trust.

A pupil can be recorded on the SEN Register and the Medical Register if they have both a medical need **and** require special educational provision.



Additional Information

The DE has further information and guidance available for [SEN and Medical Categories](#).



Questions Answered

What do I do if I'm worried my child has SEN?

You should always speak to the teachers and LSC at the school which your child attends. They will be able to provide information on your child's progress and if they are making progress in line with ability.



Top Tip

Your child may have had a private diagnosis of a medical condition and/or SEN. You may wish to share any private reports or assessments with your child's school for their information

The final assessment or report provided to you may be helpful in informing the work being carried out in school. However, the school is under no obligation to follow any advice or recommendations in private reports which in the teacher's professional opinion and the schools experience of working with the child, are not appropriate for the child or conflict with the presentation of the pupil in school.



Additional Information

For more advice, you may wish to contact the EA SEN Helpdesk on **028 9598 5960**, **Monday to Friday 9am to 5pm**, where you can seek general advice about SEN.



Questions Answered

What if I don't agree with the decision?

You may wish to contact the [The Dispute Avoidance & Resolution Service \(DARS\)](#), a free and independent service which works towards avoiding and resolving disagreements between parents and the Education Authority, or parents and an educational setting or school, in regard to children with SEN. This service, provided by Global Mediation, provides a forum for exploring differences, identifying points of agreement and finding a way forward which is acceptable for all involved.



Contact Information

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Autism



Autism

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for Autism

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for Schools

About the
Autism Service

Useful Links
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Contact the
Autism Service



Support for children and young people who have a diagnosis of Autism Spectrum Disorder (ASD).

What We Do

Help and Support

The Autism Advisory and Intervention Service (AAIS) supports the personal, social and educational development of pupils with a Special Educational Need (SEN) arising from an Autism Spectrum Disorder (ASD) diagnosis.

We do so by working in partnership with children and young people, educational staff, parents/carers and other professionals.

The Service provides support for children in Early Years (from two years old), as well as support in Primary and Post-Primary settings.

We provide information, advice, training and guidance to families, carers, and educational setting staff.



Top Tip

If you think your child has a learning need, you can talk to a number of professionals for advice, including medical or social care professionals within your Health and Social Care Trust, the Special Educational Needs Coordinator (SENCo) in your child's educational setting or setting staff in pre-school settings.

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How to access the Autism Advisory and Intervention Service

We can support children and young people with or without a Statement of Special Educational Needs.

Support from our Service usually occurs after a referral from an Educational Psychologist on behalf of parents and carers and the educational setting which the child attends.

The Educational Psychologist's referral will detail your child's strengths, the impact of their autism and their educational needs. We will consult with your child's school, as well as speaking to you, as parents or carers. From this we will produce a tailored support programme.

If your child is under assessment or has received a diagnosis of autism and has not been referred to AAIS, we can provide advisory support for both parents and teachers at this stage of the journey. These are known as Parent Consultations and School Consultations.



Questions Answered

Can a parent or carer refer a child or young person to this Service?

A referral to AAIS must be made via an EA Educational Psychologist (EP) via the Learning Support Coordinator.

If you have a concern about your child, speak to their teacher or a healthcare professional, such as a GP or social worker, who will be able to provide advice and guidance on the issue.



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How a child or young person is referred to the Autism Advisory and Intervention Service

Pre-school Aged Children

If your child has a diagnosis of autism and an identified Special Educational Need (SEN), they may be referred to this Service by an EA Educational Psychologist (EP).

If your child is under assessment for autism and has an identified SEN, they may be referred to the Education Authority's Special Educational Needs Early Years Inclusion Service (SENEYIS).

Primary and Post-Primary Aged Children

If your child or young person has a diagnosis of autism and an identified Special Educational Need (SEN), they may be referred to AAIS by the EA Educational Psychologist (EP).

Making a Referral for Autism Support

Educational settings are reminded of the graduated response to supporting their children and young people with SEN under the new SEN Framework and SEN Code of Practice: Identification, Assessment and Provision by Schools:

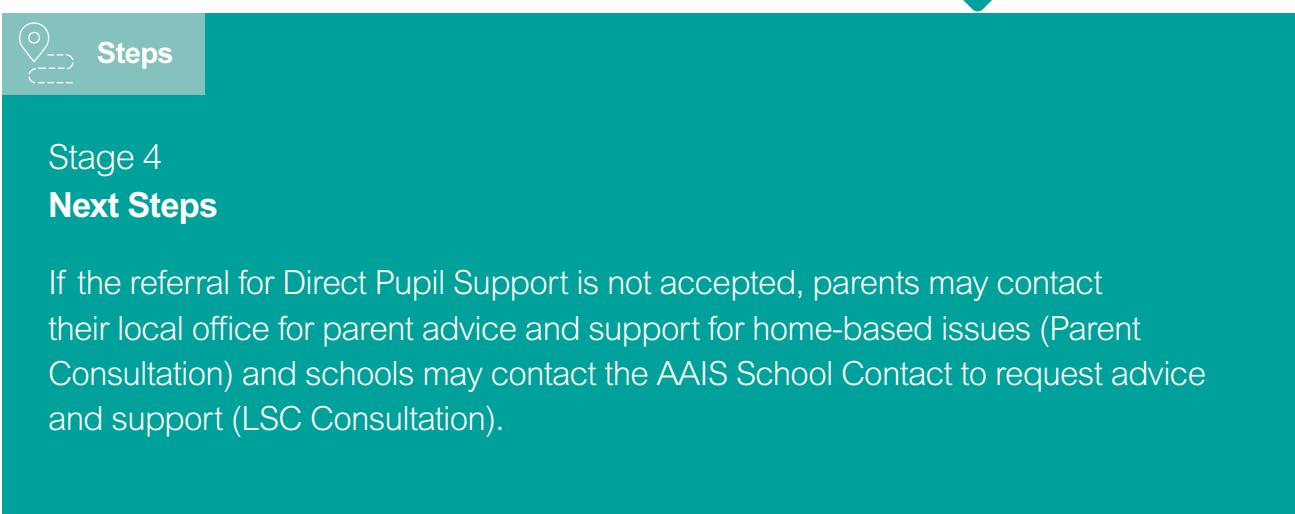
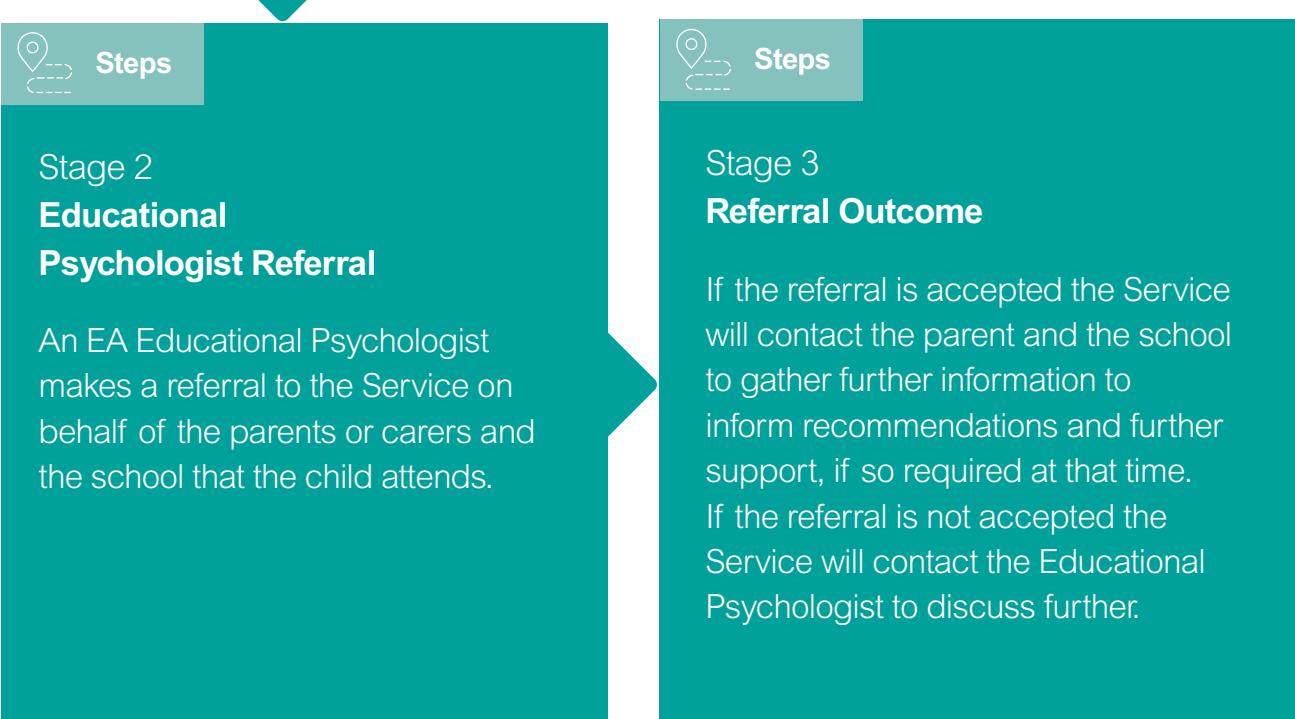
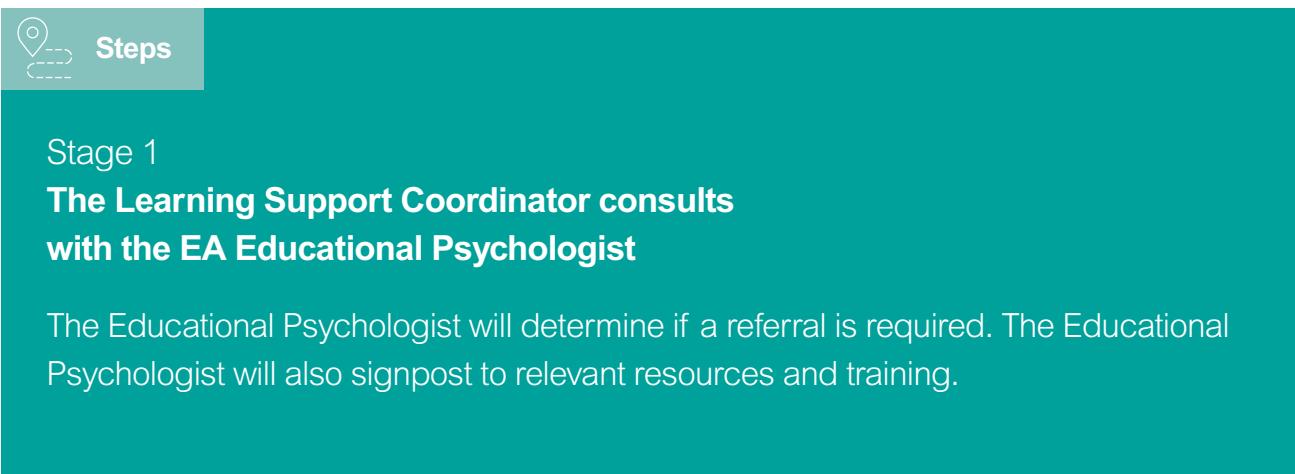
A request for Stage 2 provision begins with a decision either at a Stage 1 review, or following discussions between the Principal, the Learning Support Coordinator (LSC), the teachers, appropriate EA advisory and support service and the parent or child over compulsory school age, that Stage 2 provision may be necessary.

To help inform the school's deliberations, the school should review the actions that have been taken in line with the Stage 1 to Stage 2 School Checklist at Annex 3 d) for nursery/nursery classes; 4 d) for primary school settings; and 5 d) for post-primary school settings.

Top Tip

If your child or young person has not been referred to, or is not being supported by either The Autism Advisory and Intervention Service (AAIS) or the Special Educational Needs Early Years Inclusion Service (SENEYIS), and you believe they may have autism or a Special Educational Need (SEN) arising from autism, you can talk to several professionals for advice. These include medical or social care professionals and the Special Educational Needs Coordinator (SENCo) in your child's school.

Autism Advisory and Intervention Service (AAIS) Referral Pathway



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Stage 1

A referral from an Education Authority Educational Psychologist (EP), is made on behalf of parents or carers and the educational setting that the child attends.



Stage 2

The EP, in conjunction with the Special Educational Needs Coordinator (SENCo), completes an AAIS Referral Form and a School Consultation form, which details the child's strengths, presentation of autism and their special educational needs. The child's parents/carers, teachers, and LSC will have an opportunity to contribute information.



Stage 3

Where a referral is deemed necessary, the referral form is emailed by the EP to the appropriate AAIS referral mailbox, i.e. Early Years, Primary or Post-primary within the EA.



Stage 4 Outcome B

Where a referral is not deemed necessary, we will return the referral form to the EP, explaining why the referral has not been accepted and discuss any additional information which may be required. The AAIS Referral Form may be resubmitted with additional information, or the EP will contact the school to discuss next steps



Stage 4 Outcome A

Once received and processed, a designated AAIS School Contact will be in touch with the school's LSC to gather information from them, their parents or carers, and school staff. This information will inform recommendations.



Questions Answered

What Happens Following a Referral to the Autism Advisory and Intervention Service?

The Autism Advisory and Intervention Service is made up of three teams which focus specifically on meeting the needs of Early Years, Primary and Post-Primary pupils.

Once a referral is received and it meets the referral criteria, a member of the Service will be assigned as a school contact for your child.

Your AAIS school contact will then gather information from a range of sources which may include, from you, your child and your child's school. They may also need to observe your child; you will be advised of this in advance.

Once information is gathered, recommendations may then be suggested to the educational setting.



The Autism Advisory and Information Service follows a model of continuum support

Resources

Resources are available to children and young people, parents and carers, and educational settings. Everyone can access these free resources from the [Autism Advisory Intervention Service on the EA Website](#).

Training

Training is available for all educational setting staff. This includes school-based training and online training, which school staff may access via the Children and Young People's Services booklet provided to schools.

- School-based training may be requested by liaising with your AAIS School Contact and school Special Educational Needs Coordinator (SENCo).
- Transition training is available at key transition stages, for example, Pre-school, P7 transfer and Post-16 transition.

Advice and Guidance

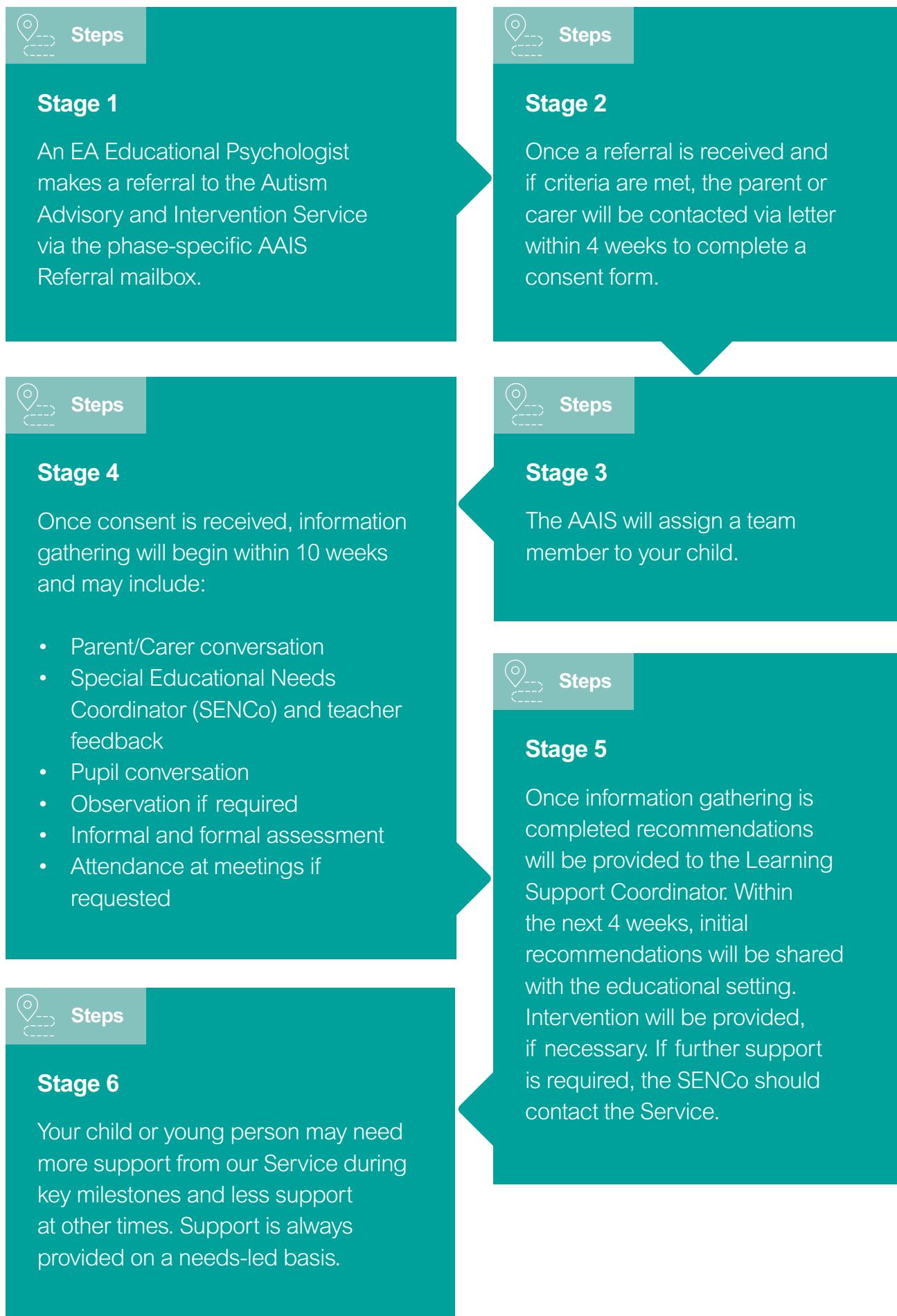
Advice and Guidance is available to parents, carers and teachers regarding children and young people undergoing an assessment for autism or have an autism diagnosis and have not been referred to AAIS by an EP. [Contact your local AAIS Office](#) for more information.

Direct Pupil Support

Direct pupil support may be available for referred pupils, if necessary.

The school's action as contained in the Personal Learning Plan (PLP) under Stage 1 including the outcomes of regular reviews.

Timeline Following a Referral to the Autism Advisory and Intervention Service



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Level of Support

For many children and young people with a diagnosis of autism, their specific needs can be met within their educational setting.

The support provided by AAIS is based on the specific needs of each child. If required, we can provide resources, training, advice and guidance for parents or carers and/or educational settings. We can also provide support and work directly with your child if it is required, based on the information gathered.

Support can be provided with or without a Statement of Special Educational Needs being in place.





Support available for your child or young person with Autism

The support provided by the Service is based on the specific needs of your child or young person and may include the following.

Advice, Resources and Training

Our Service can provide advice and guidance, and also has dedicated resources covering a range of topics.

These free resources can be accessed at the [Autism Advisory Intervention Service on the EA Website](#).

There are bespoke resources to suit children and young people within each phase, for example:

- 1 Supporting a child with understanding and acceptance of an ASD diagnosis
- 2 Supporting positive routines
- 3 Social communication
- 4 Emotional regulation
- 5 Sensory regulation
- 6 Advice on supporting the transition to college

Top Tip

You can also access relevant training. Training for parents can include age-specific topics such as dedicated early years parent workshops.

Direct Pupil Support

To provide the most appropriate level of support, our Service will work together with the child or young person, their parents or carers, educational staff and other professionals.

Support can also be provided to children and young people moving from one educational setting to another, including practical advice and guidance.

Examples include:

- 1 Provide advice and support on the child's social, emotional and educational development needs
- 2 Provide advice and guidance to staff to support children and young people in the school environment;
- 3 Work in partnership with parents/ carers to provide advice and guidance to support their child's needs;
- 4 Provide advice on appropriate resources and structures, including signposting to relevant websites/apps and training
- 5 Signpost to other organisations, e.g. Health and Social Care Trusts

Parent/Carer Consultation

Parents and carers of children and young people who are awaiting or currently undergoing an ASD assessment and who are experiencing difficulties, can request a Parent Consultation by telephoning their local [AAIS office](#).

General advice and guidance may include a discussion on a range of issues, for example:

-
- 1 Understanding and accepting an ASD diagnosis
 - 2 Establishing and maintaining routines
 - 3 Anxiety
 - 4 School refusal
 - 5 Toileting
 - 6 Transition support
 - 7 Emotional regulation
 - 8 Supporting sensory difficulties
 - 9 Preparing for a school trip
-





Information for schools

Support available

The Autism Advisory Intervention Service (AAIS) supports children/young people with Special Educational Needs (SEN) arising from difficulties in the following SEN Categories, which the Education Authority (EA) and schools are required to use to record children with SEN:

- 1 Social, Behavioural, Emotional and Well-being (SBEW)**
- 2 Speech, Language and Communication Needs (SLCN)**

The AAIS is a regional service made up of a team of professionals with knowledge, understanding and specific training in autism. The team is divided into three phases:

- 1 The Early Years team support children from the age of 2 until the end of P2**
- 2 The Primary team support pupils from P3 (6/7 years old) to the end of P7**
- 3 The Post-primary team support pupils from Year 8 to the end of their statutory school education**

Special Educational Needs Coordinator (SENCo) may also access resources via local AAIS offices and via the training programme. We offer various online and school-based training courses. Further information is available in the Children and Young People's Service Training Programme.

Training

One of our roles is to support children and young people and their parents/carers, while also building capacity within educational settings and schools. We offer a regional and school-based training programme, specifically designed for school staff across each of the three phases.

This includes an online training programme that school staff may access via the [Children and Young People's Service Training Programme](#). Alternatively, your school Learning Support Coordinator can request face-to-face training via your AAIS school contact.



Top Tip

At key transition periods, training for parents, carers and school staff across all phases is also available.

Special Educational Needs Coordinator (SENCo) Consultation

School staff who teach pupils undergoing an assessment for autism, or who are not referred to the Service, should always seek advice from the school's Special Educational Needs Coordinator (SENCo) in the first instance. The SENCo can [contact their local AAIS office](#) for further advice.

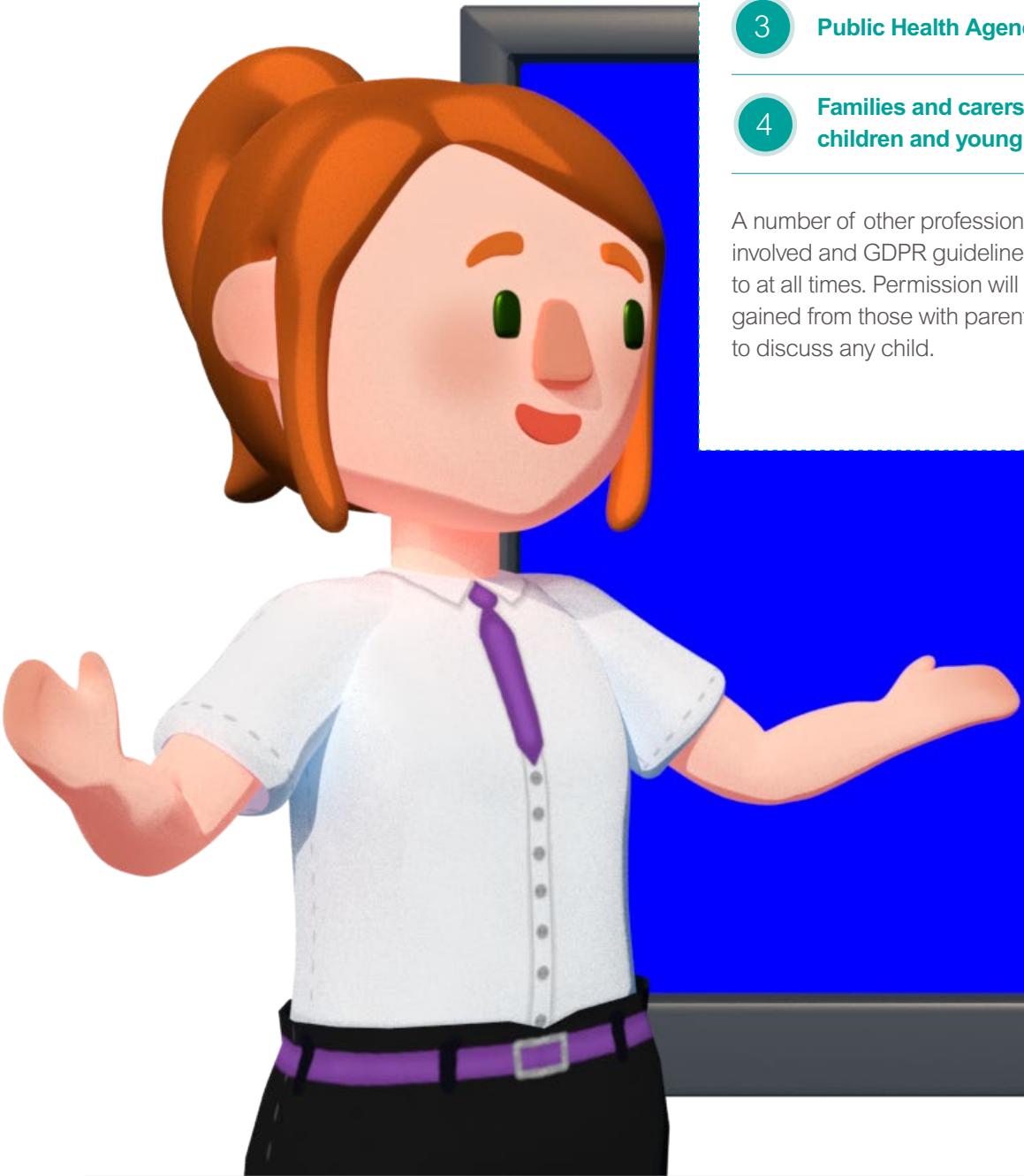


About the Autism Advisory and Intervention Service

Who we are

The Autism Advisory and Intervention Service is a team of dedicated staff who specialise in providing support to children/young people with a diagnosis of Autism Spectrum Disorder or who are under assessment for ASD.

The Service works throughout Northern Ireland with children and young people from pre-school to post primary education age.



We Work With

1

Other EA support services;

2

External agencies including schools and Health and Social Care Trusts;

3

Public Health Agency;

4

Families and carers of children and young people.

A number of other professionals may be involved and GDPR guidelines are adhered to at all times. Permission will always be gained from those with parental responsibility to discuss any child.

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Useful Links - Autism

Useful links for school staff and parents in supporting children and young people.

Top Tip

Middletown Centre for Autism

AAIS works closely with Middletown Centre for Autism (MCA). Children and young people who are referred to AAIS and who continue to experience significant and complex difficulties, may be referred to MCA for more intensive support. This support also entails pupil support and training for settings, but also provides intensive parental/carer support in the home.

The screenshot shows the homepage of the MCA Conference 2023 website. At the top, there's a navigation bar with links for About, Careers, News, Publications, Links, and MCA Child P. Below the navigation, there's a menu with My Activity, Home, Training 2022/23, Training Packages, Training (dropdown), and LS&A. Further down, there are links for Online Resources, Online Learning, and Chief Executive Recruitment. A large banner features three smiling individuals and the text "MCA Conference 2023". Below the banner, there's a call-to-action button that says "Registration is open". The bottom section of the page contains three images: one showing hands interacting with digital devices, another showing a child with painted hands, and a third showing a person working at a desk.

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Contact Autism Advisory and Intervention Service

If you have queries or need advice, guidance or support contact us.



Top Tip

The Autism Advisory and Intervention Service can be contacted for advice and information specific to children and young people who have, or may have, autism.

9am – 5pm, Monday to Friday.



Contact Information

| Office | Telephone Number |
|-----------|----------------------|
| Armagh | 028 3831 4471 |
| Ballymena | 028 2566 1480 |
| Belfast | 028 2566 1480 |
| Dundonald | 028 9056 6392 |
| Omagh | 028 8225 4552 |

Email:
aaisconsultations@eani.org.uk

When emailing please provide:

1

Phone Number

2

Your child's date of birth

3

Name of child's educational setting (if applicable)

4

Detail your query

On receipt of your email, a member of the team will contact you as soon as possible.

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SEN Helpdesk

The SEN Helpdesk is available to provide advice and information for young people, parents, carers, and educational settings on Special Educational Needs issues.

SEN Helpdesk

Telephone: **028 9598 5960**



Behaviour Support - Post Primary



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Post Primary

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the Service

Post Primary Behaviour Support

Support for young people who have social, behavioural, emotional and wellbeing needs.

What We Do

Help and Support

The Post Primary Behaviour Support & Provisions (PPBS&P) Service supports the personal, social and educational development of pupils with a Special Educational Need (SEN) arising from social, behavioural, emotional and wellbeing needs.

We do so by working together in partnership with children and young people, educational staff, parents and carers and other professionals.

We provide support for children in post-primary schools, learning support centres and special schools, as well as information, advice, training and guidance to families, carers and educational setting staff.

Support from our team usually occurs after a referral from a school or educational setting.

Top Tip

If you think your child has a learning need, you can talk to a number of professionals for advice including medical or social care professionals, and the Special Educational Needs Coordinator (SENCo) in their school.





How to access Post Primary Behaviour Support

Support from our team usually occurs after a referral from a school or educational setting. Referrals for certain supports and provisions are made in consultation with the Education Authority's Educational Psychology Service.

The Educational Psychologist's referral will detail your child's strengths, the impact of their social, behavioural, emotional and wellbeing difficulties and their educational needs. We will consult with your child's school, as well as speaking to you, as parents or carers. From this we will produce a tailored support programme.



Top Tip

We can support children and young people with or without a Statement of Special Educational Needs.



Questions Answered

Can a parent or carer refer a child or young person to this Service?

You can't currently refer your child to the Service.

The referral must be made via your child's school or educational setting.

If you have a concern about your child, speak to their teacher or a healthcare professional such as a GP or social worker who will be able to provide advice and guidance on the issue.





How a child or young person is referred to the Behaviour Support Service

Schools and educational settings can request support from the service by referring directly to the Service.

Schools complete a Service Request Support Form and submit to PPBS&P. This information will be reviewed and a decision made of the level of support required. This will then be allocated to a member of Team who will make contact made with the school and progress appropriate child's needs. This may involve contact with you the parents with a view to better understanding issues.



Top Tip

You can't currently refer your child to the Service.

The referral must be made via your child's school or educational setting.

If you have a concern about your child, speak to their teacher or a healthcare professional such as a GP or social worker who will be able to provide advice and guidance on the issue.

Making a Referral for Behaviour Support

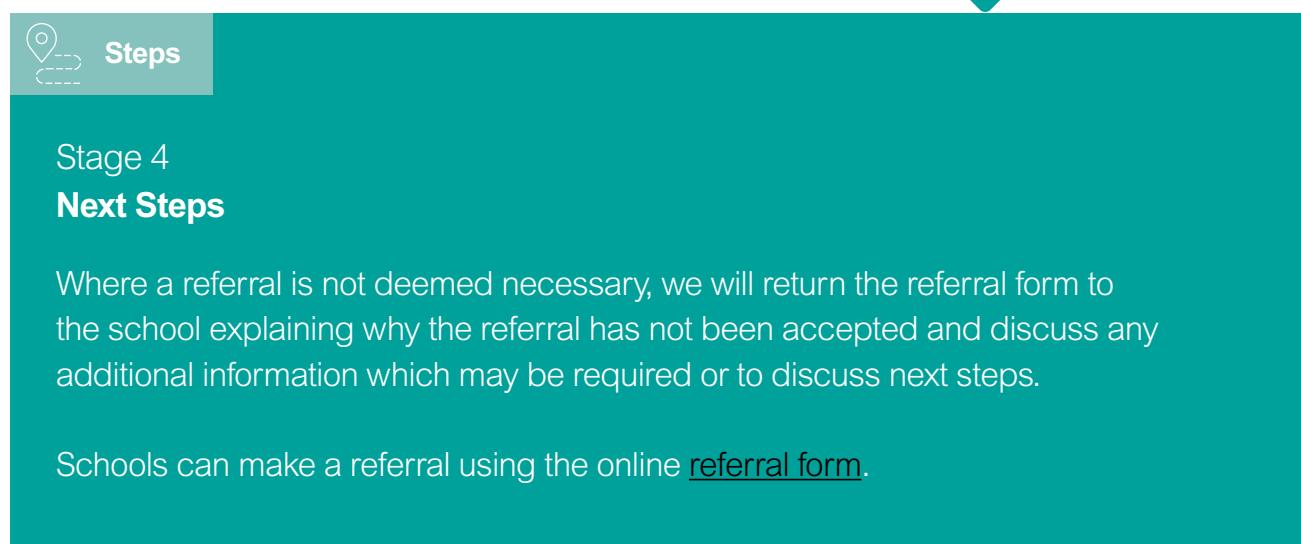
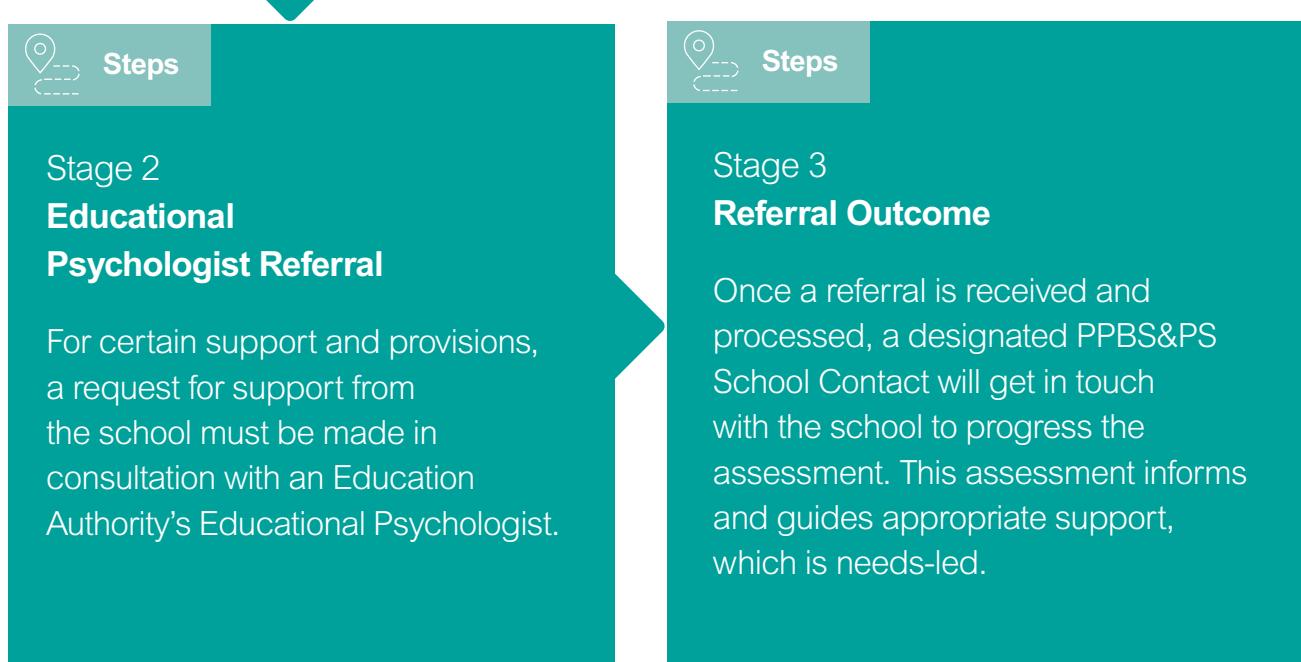
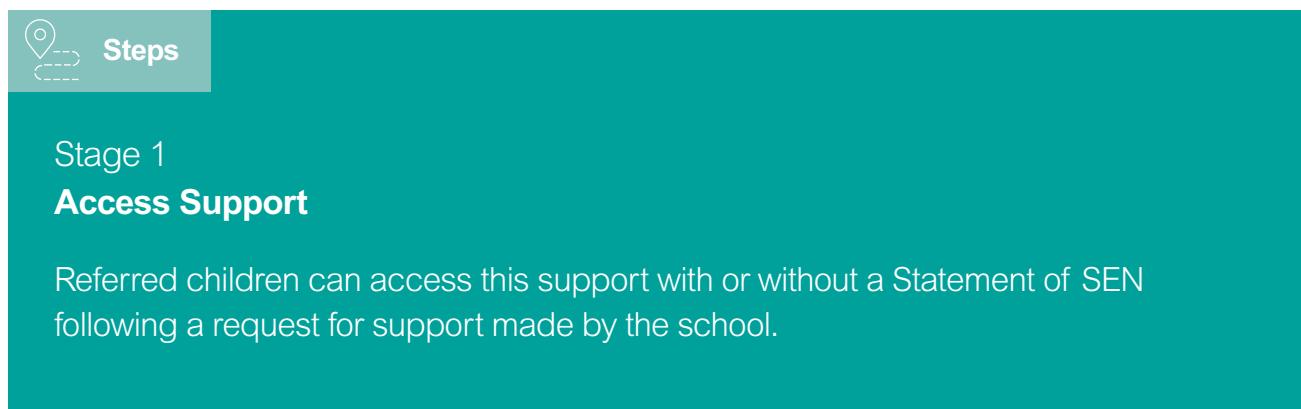
Schools are reminded of the graduated approach to supporting their children and young people with SEN under the new [SEN Framework](#) and [SEN Code of Practice: Identification, Assessment and Provision by Schools](#).

The decision to make a request for Stage 2 provision should be made following the review of a child's progress at Stage 1 of the Code of Practice through their Personal Learning Plan (PLP) and consideration that all appropriate school-based provision (as detailed in the school's SEN Provision Map) has been exhausted. Discussions should take place between the SENCo, the principal, teachers, appropriate EA advisory and support service and the parent that Stage 2 provision may be necessary.

To help inform the school's deliberations, the school should also review the actions which have taken place with reference to the appropriate checklist in the [Annexes to the Code of Practice](#).

Behavioural Support Referral Pathway

This referral pathway is for a child or young person with social, behavioural, emotional and wellbeing needs.



Timeline**Steps****Stage 1**

Any member of school staff can make a referral to the Service using the online [referral form](#).

**Steps****Stage 2**

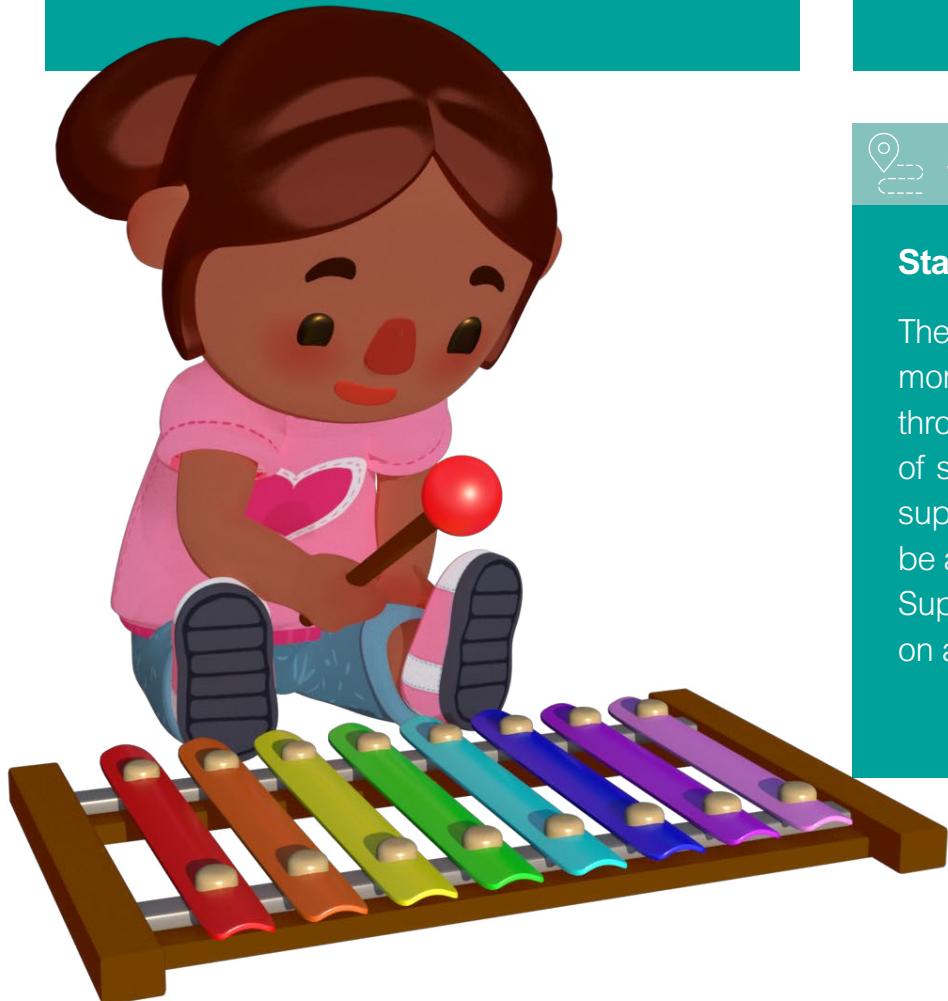
Once a referral is received the allocation panel will meet to assess the needs of the young person and determine the level of support. This panel meets every two weeks and decisions are made on the day.

**Steps****Stage 3**

If criteria are met, an officer from the Service will aim to contact the school within 4 weeks to progress the level of support agreed.

**Steps****Stage 4 Outcome**

There will be ongoing monitoring and review throughout the period of support. The level of support or provisions may be amended accordingly. Support is always provided on a needs-led basis.





Questions Answered

What Happens Following a Referral to the Post Primary Behavioural Support Service?

The Service is made up of a regional team of experienced professionals, teachers and support staff.

Once a referral is received (and if it meets the referral criteria) we will gather the information needed. We will then develop a plan for the most appropriate form of support to help meet your child's current needs. We will do this in collaboration with the school and in some cases with you as the parent or carer.



The Behavioural Support Service follows a model of continuum support

Resources

Resources are available to children and young people, parents or carers, and schools. There are no required criteria for accessing these resources. Please note resources are currently under development and will be made available in due course.

Training

Training is available for all educational setting staff. This includes online training which school staff may access via the [Children and Young People's Services Training Programme](#). There are no criteria necessary to access this.

Face-to-face training may be requested by schools by contacting the Service directly. Alternatively, schools can request face-to-face training by completing a [School Behaviour Support BS1 Form](#).

Advice and Guidance

Advice and Guidance is available to teachers and other relevant professionals who work with young people with identified social, behavioural, emotional and wellbeing needs. Specific advice is available to schools, parents or carers in relation to bullying concerns. Contact the Assistant Advisory Officer attached to your school for more information.

Pupil Support

Pupil Support may be available, where appropriate, to a child with an identified need in with social, behavioural, emotional and wellbeing needs. A PPSB&PS referral must be submitted by the school. To access certain support and provisions, this must be done in consultation with the Educational Psychology Service.

 Top Tip

Level of support your child will receive

For many children and young people with SEN, their specific needs can be met within their educational setting.

Depending on your child's needs, support may include school-based support, outreach, short term, or long-term placements.

The support provided by our Service is based on the specific needs of each child. If support is required, we can provide resources, training, advice and guidance for parents or carers and schools. We can also provide support for your child or young person where applicable.

Support can be provided with or without a Statement of Special Educational Needs being in place.





Support available for your child or young person

The support provided by the Service is based on the specific needs of your child or young person and may include the following.

Advice, Resources and Training

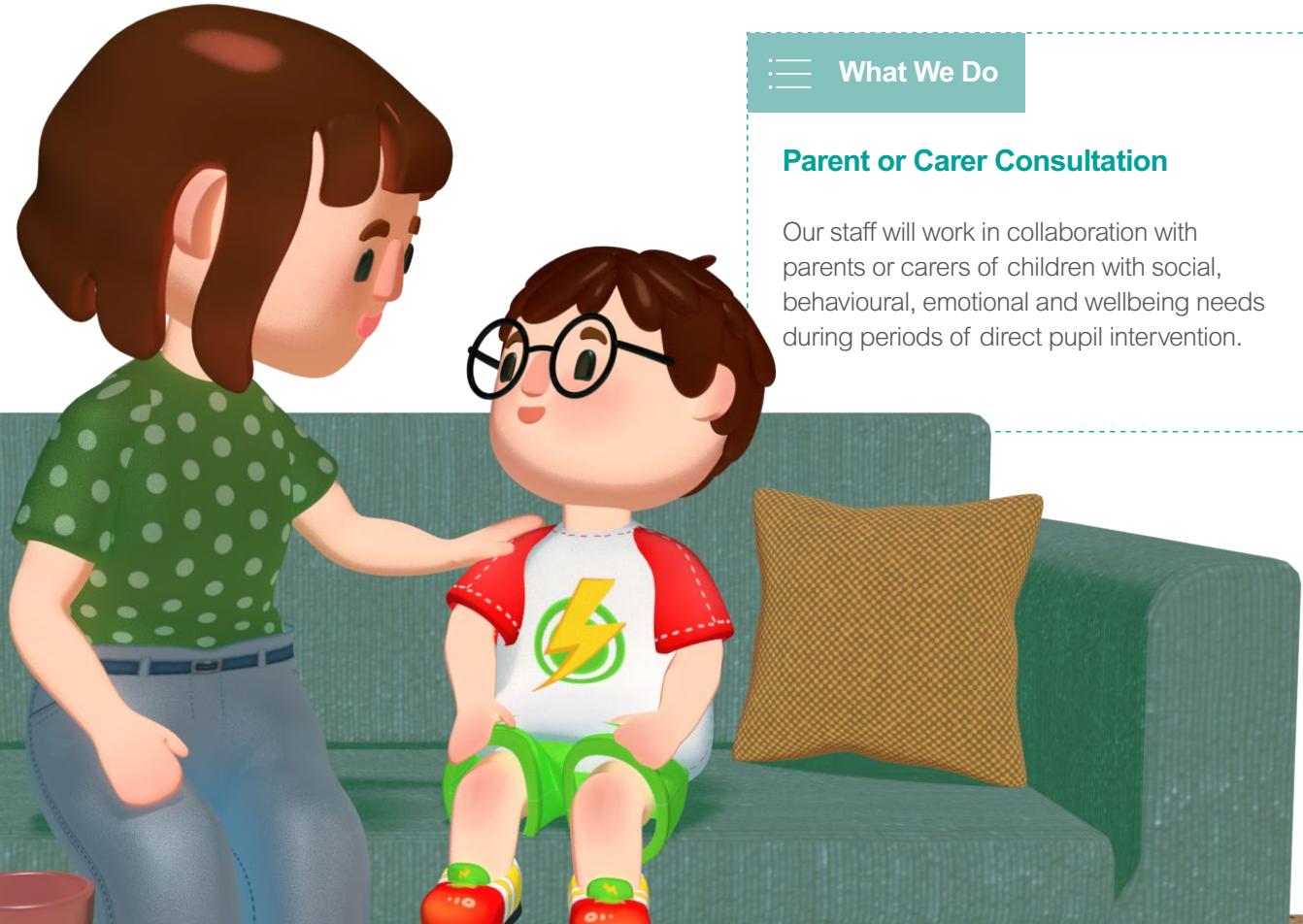
Our Service can provide advice and guidance to parents or carers and children and young people.

Please note resources are currently under development and will be made available in due course.

We have produced a range of resources on Addressing Bullying in Schools.

Schools can access relevant on a range of topics via the Children and Young People's Services Training Programme.

For more information contact the Service.



Direct Pupil Support

The support provided by the Service is based on the specific needs of your child or young person and may include:

1

1 to 1 support sessions to assist the student to develop their own abilities, become more aware of and responsive to others, develop confidence and achieve success.

2

Support with transitions between settings, e.g. primary and post-primary school.

3

Tailored intervention in class or in part-time or full-time Education Other Than at School (EOTAS) placement.

What We Do

Parent or Carer Consultation

Our staff will work in collaboration with parents or carers of children with social, behavioural, emotional and wellbeing needs during periods of direct pupil intervention.

Addressing Bullying in Schools Act 2016

Schools in all grant aided primary, post primary and special schools will be required to comply with the requirements of the Addressing Bullying in Schools Act (NI) 2016 by September 2019.

Please see a link to the [Addressing Bullying in Schools Act \(NI\) 2016](#) ([Irish version click here](#))

The Act creates the following statutory duties on grant-aided schools :

- 1 **Schools must comply with the legislative definition**
- 2 **Schools must have an anti-bullying policy with preventative measures updated at intervals of no more than 4 years***
- 3 **The Governors must ensure the Anti-Bullying policy is properly implemented and preventative measures kept under review so that it is fit for purpose**
- 4 **Schools must engage with pupils, parents/carers and the school community when developing and reviewing the anti-bullying policy**
- 5 **Schools must record incidents of bullying and alleged bullying behaviours including the motivation, method and how each incident was addressed together with the outcomes**

Effective Responses to Bullying Behaviour



Top Tip

When children and young people are involved in incidents of bullying, adults need to intervene. In practice there is a wide range of possible interventions available and there are significant differences in these in terms of the purpose of the intervention and the needs being addressed.

This download resource aims to promote an anti-bullying culture in schools and to help staff provide support to pupils who have experienced bullying and pupils who have engaged in bullying behaviour.

It provides examples of antibullying strategies within four levels of intervention and provides schools with practical suggestions on how bullying behaviour can be addressed. This resource has been updated in line with the Addressing Bullying in Schools Act (Northern Ireland) 2016 requirements.



[Effective Responses to Bullying Behaviour \(January 2022\)](#)

Information for Schools Addressing Bullying in School

School training for the Addressing Bullying in Schools Act Resources

In this section you will find a copy of the resources used within the training programme and additional support materials for policy writing and staff training.

 Download

[ABiSA Policy framework](#)

[BCAF Bullying Concern Assessment Output from SIMS](#)

[Addressing Bullying Policy- Easy Guide](#)

[Inset Powerpoint Addressing Bullying in Schools](#)

[Flow Chart - Dealing with a Bullying Concern](#)

[Flow Chart – Dealing with a bullying concern \(Irish Translation\)](#)

[Oaktree Case Study](#)

[Supporting the Implementation of Addressing Bullying in Schools Transcript Booklet](#)



Video Links

[Bullying Concern Assessment Form \(BCAF\) Training Video](#)

[Addressing Bullying in School Refresh Training Video](#)

[Addressing Bullying in Schools Act](#)



Web Links

[Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)

[Addressing Bullying in Schools Act \(Northern Ireland\) 2016 \(Irish Version\)](#)

[Northern Ireland Anti-Bullying Forum](#)

[Parent Tool Kit](#)

[Effective Responses to Bullying Behaviour](#)

[The Nature & Extent of Bullying in Schools \(2011\)](#)

Information for School Governors Addressing Bullying in School

This statutory guidance for Principals and Boards of Governors of all grant-aided schools has been produced to support the implementation of the Addressing Bullying in Schools Act (NI) 2016.

Introduction to the Addressing Bullying in Schools Act (NI) 2016 for Governors

The following 4 short programmes will introduce the Addressing Bullying in Schools Act to Governors.

It is essential Governors read the draft Guidance prior to watching the clips. There are additional supporting documents below which can be used during the session, used by a Governor focus group or given to Governors when reviewing the schools anti-bullying policy.

The session will take approximately 30 minutes and could be facilitated within a Governors meeting. Please complete the attendance record in the Supporting Documents section below, and return to govtraining@eani.org.uk

Video Links

[Introduction to the Addressing Bullying in Schools Act and overview of statutory duties](#)

[The new legal definition of bullying for all schools](#)

[Prevention of bullying and how measures should be kept under review](#)

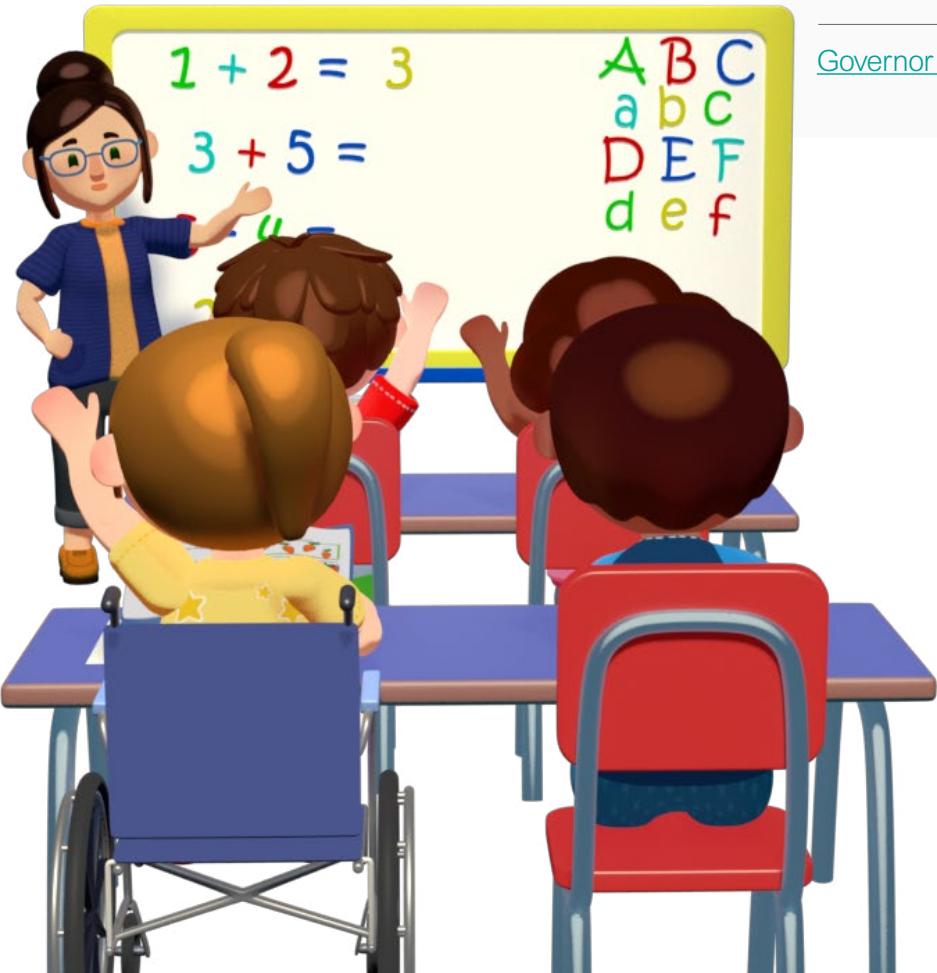
[Recording incidents of bullying and conclusion](#)

Download

[Supporting Guides for clips/focus group](#)

[Governor leaflet to Support Policy Review](#)

[Governor Attendance Record](#)





Information for schools

Support available to schools

The Post Primary Behaviour Support & Provisions Service (PPBS&PS) supports children and young people with Special Educational Needs (SEN) arising from difficulties in the following SEN Category:

1

Social, Behavioural, Emotional and Well-being (SBEW)

What We Do

Help and Support

The PPBS&PS is a regional service made up of a team of professionals with knowledge, understanding and specific training in SBEW.

We provide training, advice and support and work in partnership for the effective inclusion of children and young people with social, behavioural, emotional and wellbeing difficulties within post primary schools, learning support centres and special schools.

Special Educational Needs Coordinator (SENCo) may also access resources via your local PPBS&P office and via whole-school training on a range of specific issues relating to supporting pupils with SBEW needs.

Training

We offer a regional and school-based training programme, specifically designed for school staff.

This includes an online training service that school staff may access via the [Children and Young People's Services Training Programme](#).

Alternatively, schools can request face-to-face training by completing a [School Behaviour Support BS1 Form](#).

Top Tip

One of our roles is to support a child or young person and their parents or carers while also building capacity within educational settings and schools.



Making a Referral for Post Primary Behaviour Support

Schools are reminded of the graduated approach to supporting their children and young people with SEN under the new [SEN Framework](#) and [SEN Code of Practice: Identification, Assessment and Provision by Schools](#).

Top Tip

The decision to make a request for Stage 2 provision should be made following the review of a child's progress at Stage 1 of the Code of Practice through their Personal Learning Plan (PLP) and consideration that all appropriate school-based provision (as detailed in the school's SEN Provision Map) has been exhausted. Discussions should take place between the SENCo, the principal, teachers, appropriate EA advisory and support service and the parent that Stage 2 provision may be necessary.

To help inform the school's deliberations, the school should also review the actions which have taken place with reference to the appropriate checklist in the [Annexes to the Code of Practice](#).





About the Post Primary Behaviour Support & Provisions Service

Who we are

The Post Primary Behaviour Support and Provisions Service is a team of dedicated staff who specialise in providing support to children and young people with social, behavioural, emotional and wellbeing difficulties.

The team works throughout Northern Ireland with children and young people from post primary.

What We Partner With

We recognise the importance of multi-agency working. Our aim is to develop opportunities for partnership working to facilitate better outcomes for children with needs in relation to social, behavioural, emotional and wellbeing.

Internal Partners

- 1 Educational Psychology
- 2 School Development Service
- 3 EA Special Education
- 4 Child protection Support Service
- 5 Operations and Estates
- 6 EA Pupil Support Services
- 7 Education Welfare Service
- 8 Finance and IT, including C2K

External Partners

- 1 Trade Unions
- 2 Health and Social Care Trust
- 3 Family Support Hubs
- 4 Education Training Inspectorate
- 5 PSNI and Youth Justice
- 6 NI Anti-Bullying Forum
- 7 Public Health Agency
- 8 Social Services

A number of professionals may be involved and GDPR guidelines are adhered to at all times with permission gained from those with parental responsibility to discuss any child.



Useful Resources & Links - Post Primary Behaviour Support

Information and resources for school staff and parents in supporting children and young people.

Resources

The Service provides a range of resources that can be accessed or downloaded for your own use.

 Download

Educational Settings/School Resources - Positive Behaviour Policy Resources

[The Development of A Positive Behaviour Policy Day 1 : Booklet](#)

[The Development of A Positive Behaviour Policy Day 2 : Booklet](#)

[Positive Behaviour Policy : Development Training Days 1 and 2 \(Final version\)](#)

[Positive Behaviour Policy Audit - Homework Version](#)

[Positive Behaviour Policy : Framework](#)

[Positive Behaviour : Toolkit Policies](#)



Web Links

[EA Post Primary Behaviour Support and Provisions](#)

Further information on the Post Primary Behaviour Support & Provisions Service.

[Addressing Bullying in Schools](#)

Information on the implementation of the Addressing Bullying in Schools Act.

[SEN Resource File](#)

Information for schools on social, behaviour and emotional wellbeing.

[Childhood Trauma and the Brain Guidebook](#)

Useful resource to support children who have experienced trauma and impact this has on their brain and development.

[Beacon House Resources](#)

Useful resources in relation to therapeutic support and supporting children who have experienced trauma.

[EA Healthwell](#)

Resources to support and empower staff, families, and young people on social, emotional, behaviour and wellbeing needs.

[Northern Ireland Anti-Bullying Forum](#)

Information and advice for parents, young people and on all aspects relating to bullying.



Contact Post Primary Behaviour Support

If you have queries or need advice, guidance or support contact us.



Top Tip

The Post Primary Behaviour Support & Provisions team can be contacted for advice and information specific to children and young people who have, or may have social, behavioural, emotional and wellbeing.

9am – 5pm, Monday to Friday.




Contact Information

| Locality | Telephone Number |
|--|----------------------|
| Locality North | 028 9448 2262 |
| Locality East • Belfast • Dundonald • Newry & Mourne | 028 9056 4093 |
| Locality South/ West • Armagh • Omagh • Fermanagh | 028 3831 4452 |

Email: PPBSP.referrals@eani.org.uk

When emailing please provide:

1 **Phone Number**

2 **Your child's date of birth**

3 **Name of their school or educational setting, (if applicable)**

4 **Detail your query**

On receipt of your email, a member of the team will contact you as soon as possible.

Service Management Contact Details



Contact Information

Principals can contact Service Management to support with any queries:

| Locality | Contact | Email Address |
|---------------------------------|---|--|
| Locality 1 South West | Advisor Elaine King | elaine.king@eani.org.uk |
| Locality 2 North | Advisor Pat Chapa | pat.chapa@eani.org.uk |
| Locality 3 East | Advisor Tommy Finn | tommy.finn@eani.org.uk |
| | EOTAS Strategic Lead Bronagh Wright | bronagh.wright@eani.org.uk |
| | EOTAS Adviser Neil Hastings | neil.hastings@eani.org.uk |
| | Interim Head of Service Gillian Cuthbert | gillian.cuthbert@eani.org.uk |





Behaviour Support - Primary



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Primary Behaviour Support

Support for children who have social, behavioural, emotional and wellbeing needs.

What We Do

Help and Support

The Primary Behaviour Support & Provisions (PBS&P) Service supports the personal, social and educational development of pupils with a Special Educational Need (SEN) arising from social, behavioural, emotional and wellbeing needs.

We do so by working together in partnership with children, educational staff, parents and carers and other professionals.

We provide support for children in pre-school settings, primary schools, learning support centres and special schools, as well as information, advice, training and guidance to families, carers and educational setting staff.

Top Tip

If you think your child has a learning need, you can talk to a number of professionals for advice including medical or social care professionals, the Special Educational Needs Coordinator (SENCo) in their school or one of their teachers if they attend a pre-school.



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How to access Primary Behaviour Support

Support from the Service occurs after a referral from a school or educational setting. Referrals for intensive pupil intervention will require engagement with EA Education Psychology Service, however, early pupil intervention can be requested by schools without the requirement for consultation with the EA Educational Psychology Service.

The Educational Psychologist's input, either through a consultation or assessment, will detail your child's strengths, the impact of their social, behavioural, emotional and wellbeing difficulties and their educational needs. We will consult with your child's school, as well as speaking to you, as parents or carers if necessary. From this we will produce a tailored support programme.

Top Tip

We can support children and young people with or without a Statement of Special Educational Needs.



Questions Answered

Can a parent or carer refer a child or young person to this Service?

You can't currently refer your child to the PBS&P Service. The referral must be made via your child's school.

If you have a concern about your child, speak to their teacher or a healthcare professional such as a GP or social worker, who will be able to provide advice and guidance on the issue.





How a child or young person is referred to the Behaviour Support Service

Schools and educational settings can request support from the service by referring directly to the Service.



Top Tip

Primary Behaviour Support and Provisions can be contacted by any school if they wish they wish to discuss a child's social behavioural and emotional wellbeing concerns, which arise in education settings with nursery and primary aged pupils.

Telephone Advice & Support Helpline for Schools:
028 3831 4461

**9am to 4.30pm,
Monday to Friday**

Parents and carers who have a concern about their child, should speak to their child's teacher and/ or a healthcare professional such as a GP or social worker, who will be able to provide advice and guidance on the issue.

Making a Referral for Primary Behaviour Support

Schools are reminded of the graduated approach to supporting their children and young people with SEN under the new [SEN Framework](#) and [SEN Code of Practice: Identification, Assessment and Provision by Schools](#).

The decision to make a request for Stage 2 provision should be made following the review of a child's progress at Stage 1 of the Code of Practice through their Personal Learning Plan (PLP) and consideration that all appropriate school-based provision (as detailed in the school's SEN Provision Map) has been exhausted. Discussions should take place between the Special Educational Needs Coordinator (SENCo), the principal, teachers, appropriate EA advisory and support service and the parent that Stage 2 provision may be necessary.

To help inform the school's deliberations, the school should also review the actions which have taken place with reference to the appropriate checklist in the [Annexes to the Code of Practice](#).

Referral Pathway

This referral pathway is for a child with social, behavioural, emotional and wellbeing difficulties.



Stage 1 **Access Support**

Referred children can access this support with or without a Statement of SEN.



Stage 2 **Educational Psychologist Referral**

For certain intensive pupil intervention a request from the school must be made in consultation with an EA Educational Psychologist.



Stage 4 **Complete Online Referral Form**

Schools must complete the appropriate referral forms for either an EOTAS Partnership Placement or a period of individual pupil intervention. These forms can be found on AnyComms and a C2K username and login is required.

- Individual Pupil Referral (IPR) Form
- EOTAS Placement Consideration Form



Stage 3 **School Actions**

Schools should contact the Service's Telephone Advice and Support Helpline and allow 6 weeks for the suggested strategies to be embedded prior to making a referral to the Service.

Helpline for Schools:
028 3831 4461



Stage 5 **Assessment / Consultation**

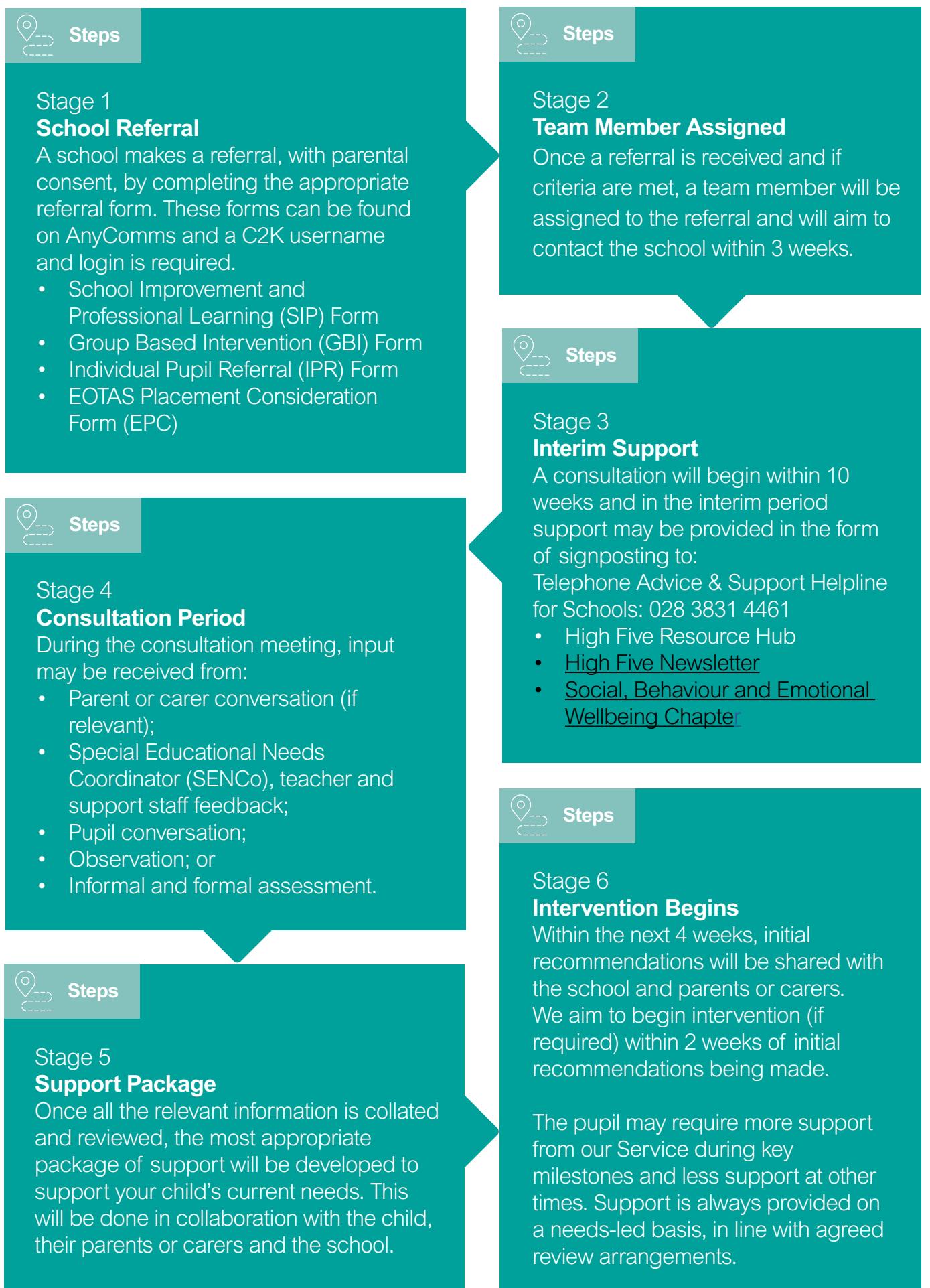
Once the referral is received and processed, a member of the Service will get in touch with the school to complete a baseline assessment, or an initial consultation, of the child, by gathering information from them, their parents or carers (if relevant), and school staff. This assessment informs and guides appropriate support, which is needs-led.



Stage 6 **Decision**

The educational setting will be notified of the decision and it is their responsibility to notify the parent or carer. Where a referral is not deemed appropriate, we issue a letter to the school advising of the decision explaining why the referral has not been accepted and discuss any additional information which may be required or to discuss next steps by contacting our Telephone Advice & Support Helpline.

Timeline



 Questions Answered

What Happens Following a Referral to the PBS&P Service?

The Service is made up of a regional team of support staff, officers and teachers.

We will consult with your child's school, as well as speaking to you, as parents or carers, if necessary.

Once a referral is received, the information is reviewed and a decision is made on the level of support required to meet the needs described.

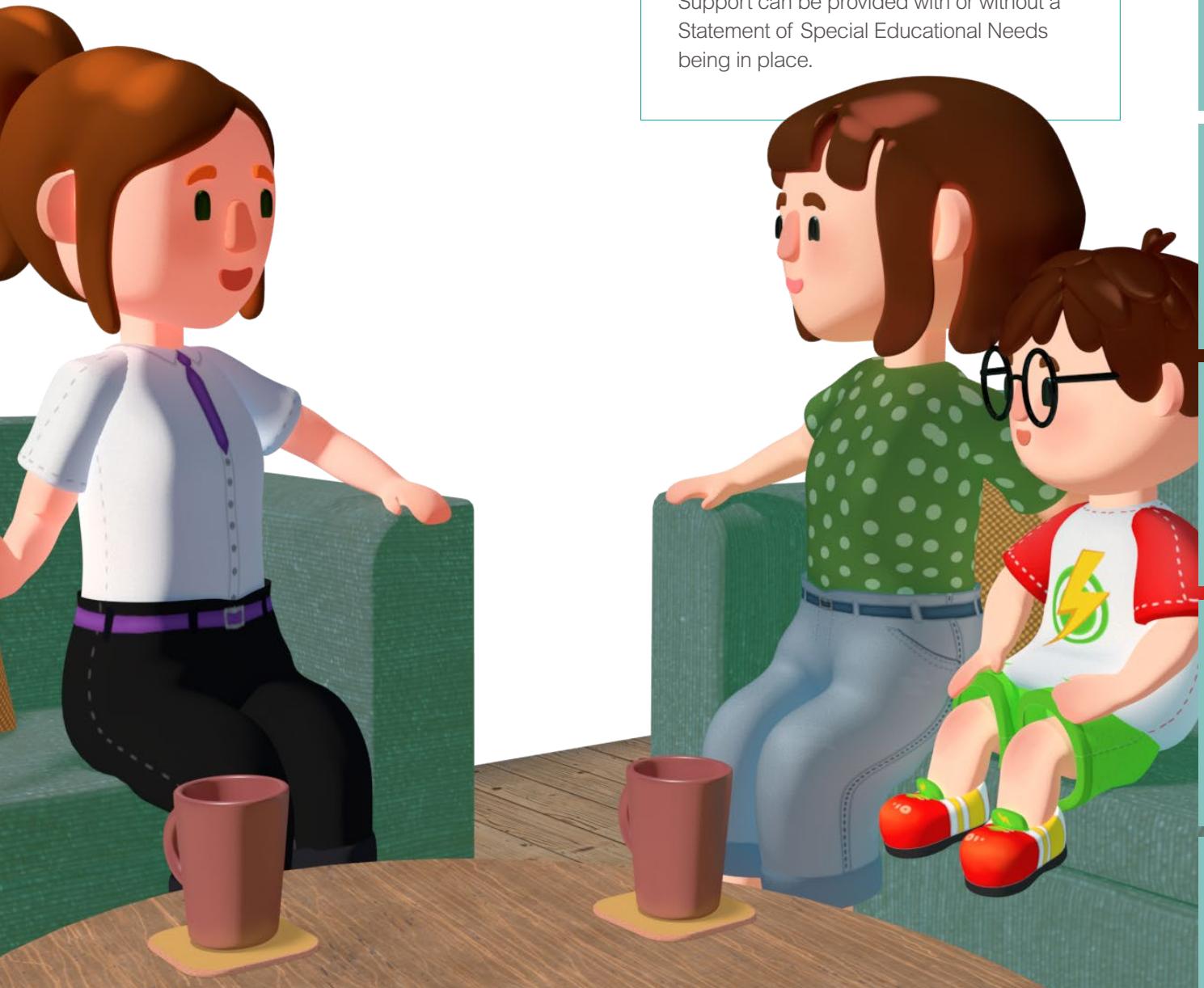
 Questions Answered

What level of support will my child receive?

For many children and young people with SEN, their specific needs can be met within their educational setting.

The support provided by our Service is based on the specific needs of each child. If support is required, we can provide resources, training, advice and guidance for schools. The Service can provide relevant signposting and guidance to parents and carers. We can also provide support for your child or young person where applicable.

Support can be provided with or without a Statement of Special Educational Needs being in place.

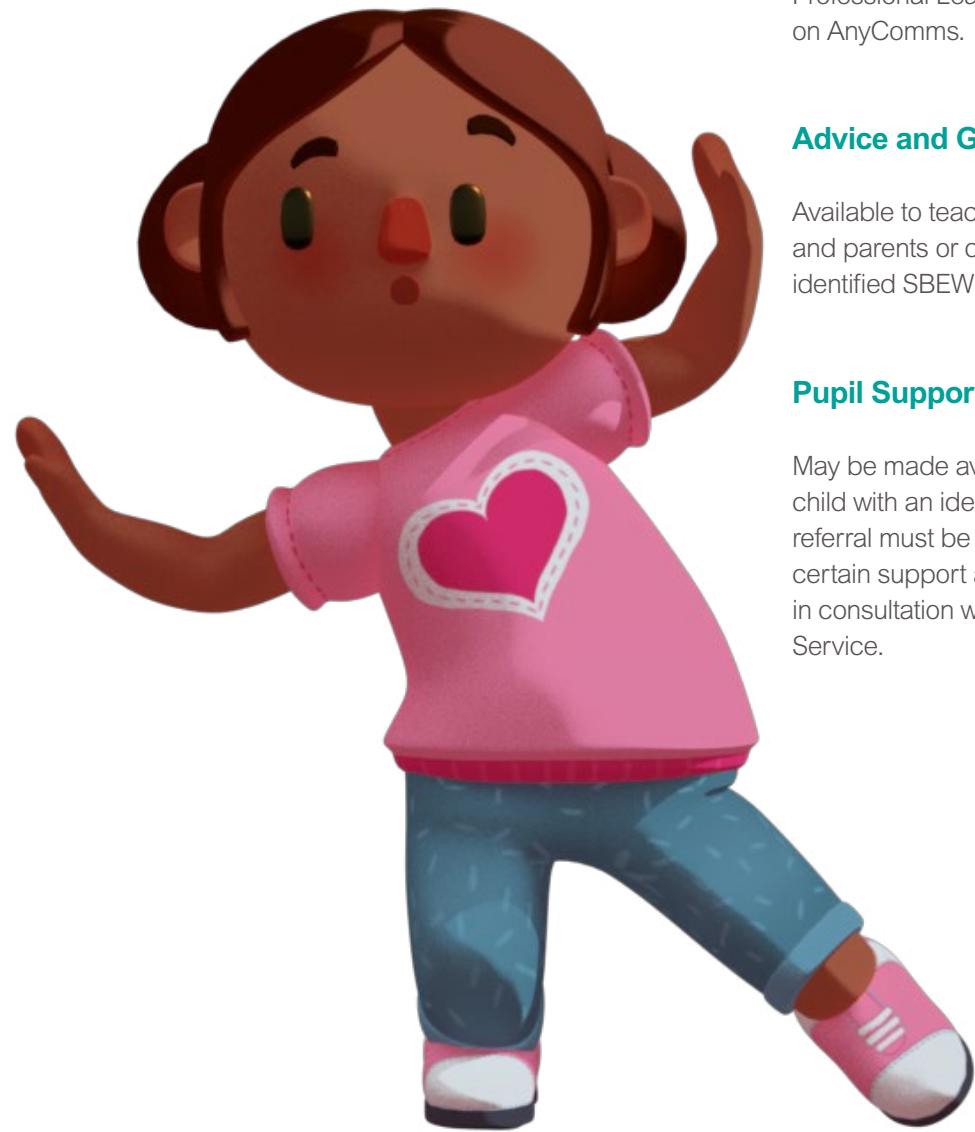




Criteria for Accessing Support from the Service

Top Tip

The Primary Behaviour Support and Provisions Service follows a model of continuum support. A child or young person can access the Service without a Statement of Special Educational Needs.



Resources

Are available to children and young people, parents or carers, and schools.

Training

Available for all educational setting staff. This includes an online training service that school staff may access via the [Children and Young People's Training Programme](#). There are no criteria necessary to access this.

Alternatively, schools can request face-to-face training by completing the School Improvement and Professional Learning (SIP) Form which is available on AnyComms.

Advice and Guidance

Available to teachers, other relevant professionals and parents or carers of children who have identified SBEW needs.

Pupil Support

May be made available, where appropriate, to a child with an identified need in SBEW. A PBS&P referral must be submitted by the school. To access certain support and provisions, this must be done in consultation with EA Educational Psychology Service.



Support available from Primary Behaviour Support

The support provided by the Service is based on the specific needs of your child or young person and may include the following.

Advice, Resources and Training

Our Service can provide advice and guidance to schools, parents or carers and children and also has dedicated resources covering a range of topics.



Web Links

High Five Magazine

The High Five magazine is a resource pack for schools, families and primary aged pupils in relation to staying safe physically but also emotionally and mentally using the Health and Social Care Take 5 Framework.

Help Hub

Parent and carer section within the High Five Magazine which includes advice and signposting to training; which can include age-specific topics such as dedicated early years parent workshops.

High Five Resource Hub

Resource hub for schools and educational settings.

Children and Young People's Training Programme

Access to relevant training from the Service.

Direct Pupil Support

The support provided by the Service is based on the specific needs of your child or young person and may include:

1

Classroom and group-based programmes for setting up structure, routine, predictability, building communication skills, promoting successful transitions, building friendships and emotional regulation.

2

Support with transitions between settings, e.g. pre-school to primary and primary to post-primary school.

3

Tailored intervention in class or in a Primary EOTAS / School Partnership Placement.



What We Do

Parent or Carer Consultation

PBS&P staff will work in collaboration with parents or carers of children with social, behavioural, emotional and well-being needs during any period of intervention.



Information for schools

Support available to schools

The Primary Behaviour Support & Provisions Service (PBS&PS) supports children and young people with Special Educational Needs (SEN) arising from difficulties in the following [SEN Category](#):

1

Social, Behavioural, Emotional and Well-being (SBEW)

What We Do

Help and Support

The Service is a regional service made up of a team of professionals with knowledge, understanding and specific training in children's behaviour, emotional health and wellbeing.

We provide training, advice and support and work in partnership for the effective inclusion of children with social, behavioural, emotional and wellbeing difficulties within pre-school settings, primary schools, learning support centres and special schools.

Contact Information

Telephone Advice and Support Helpline

We provide an advice and support helpline in response to social behaviour and emotional wellbeing concerns which arise in education settings with nursery and primary aged pupils.

The Telephone Advice and Support Helpline is available Monday to Friday 9am to 4:30pm on: 028 3831 4461.

Resources

Resources and support relating to a range of SBEW presentations can be found on High Five Resource Hub.

Learning Support Coordinators (LSCs) may also access resources and whole-school training on a range of specific issues relating to supporting pupils with SBEW needs via the High Five Resource Hub.

The Social, Behaviour and Emotional Wellbeing Chapter is also a helpful resource for schools to support children who have or may have Special Educational Needs.

Training

One of our roles is to support a child and their parents or carers while also building capacity of the staff within referring schools to support a range of SBEW presentations.

We offer a regional and school-based training programme, specifically designed for school staff at pre-school and primary phases. This includes an online training service that school staff may access via the [Children and Young People's Training Programme](#).

Top Tip

Schools can request face-to-face training by completing the School Improvement and Professional Learning (SIP) Form which is available on AnyComms.

Making a Referral for Primary Behaviour Support

Schools are reminded of the graduated approach to supporting their children and young people with SEN under the new [SEN Framework](#) and [SEN Code of Practice: Identification, Assessment and Provision by Schools](#).

Top Tip

The decision to make a request for Stage 2 provision should be made following the review of a child's progress at Stage 1 of the Code of Practice through their Personal Learning Plan (PLP) and consideration that all appropriate school-based provision (as detailed in the school's SEN Provision Map) has been exhausted. Discussions should take place between the Special Educational Needs Coordinator (SENCo), the principal, teachers, appropriate EA advisory and support service and the parent that Stage 2 provision may be necessary.



To help inform the school's deliberations, the school should also review the actions which have taken place with reference to the appropriate checklist in the [Annexes to the Code of Practice](#).



About the Primary Behaviour Support & Provisions Service

Who we are

The Primary Behaviour Support and Provisions Service is a team of dedicated staff who specialise in providing support to children with social, behavioural, emotional and wellbeing difficulties.

The team works throughout Northern Ireland with children and young people from pre-school to primary education age.

Top Tip

Our Vision

The Service wants to inspire, support and challenge school communities to create child centred, flexible and responsive approaches to meet the needs of all pupils.

Our Mission

To enable pupils with social, behavioural, emotional and wellbeing (SBEW) needs to thrive within their school community.



Who We Work With

We recognise the importance of multi-agency working. Our aim is to develop opportunities for partnership working to facilitate better outcomes for children with needs in relation to social, behavioural, emotional and wellbeing.

Internal Partners

- 1 Educational Psychology
- 2 School Development Service
- 3 Special Education
- 4 Child protection Support Service
- 5 Operations and Estates
- 6 Pupil Support Services
- 7 Education Welfare Service
- 8 Finance and IT, including C2K

External Partners

- 1 Allied Health Professionals
- 2 Social Services
- 3 NI Anti-Bullying Forum
- 4 Family Support Hubs
- 5 Education Training Inspectorate
- 6 Department of Education
- 7 Trade Unions

A number of professionals may be involved and GDPR guidelines are adhered to at all times with permission gained from those with parental responsibility to discuss any child.

Useful Resources & Links - Primary Behaviour Support

Information and resources for school staff and parents in supporting children and young people.

Resources

We provide a provides a range of resources that can be accessed or downloaded for use.

 Download

High Five Magazine

The High Five newsletter is a resource pack for families and primary aged pupils in relation to staying safe physically but also emotionally and mentally using the Health and Social Care Take 5 framework.

High Five Resource Hub

Resource hub for schools and educational settings.



Web Links

SEN Resource File

Information for schools on social, behaviour and emotional wellbeing.

Childhood Trauma and the Brain Guidebook

Useful resource to support children who have experiences trauma and impact this has on their brain and development.

Beacon House Resources

Useful resources in relation to therapeutic support and supporting children who have experienced trauma.

EA Healthwell

Resources to support and empower staff, families, and young people on social, emotional, behaviour and wellbeing needs.

Northern Ireland Anti-Bullying Forum

Information and advice for parents, young people and on all aspects relating to bullying.

Contact Primary Behaviour Support & Provisions Service

If you have queries or need advice, guidance or support.

Contact Information

Primary Behaviour Support and Provisions can be contacted by any school if they wish they wish to discuss a child's social behavioural and emotional wellbeing concerns, which arise in education settings with nursery and primary aged pupils.

**Telephone Advice & Support
Helpline for Schools:
028 3831 4461**

**9am to 4.30pm,
Monday to Friday**



Top Tip

Parents and carers who have a concern about their child, should speak to their child's teacher and/ or a healthcare professional such as a GP or social worker, who will be able to provide advice and guidance on the issue.

**Behaviour Support
Post Primary**

**Accessing
the Service**

**Primary Behaviour
Support**

**Information
for Schools**

About the Service

**Useful Resources
and Links**

**Contact
the Service**



Down Syndrome



Down Syndrome

Accessing
the Service

Support
Available

Information
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About the Down
Syndrome Service

Useful Resources
and Links

Contact Down
Syndrome Service



Support for children and young people with a medical diagnosis of Down syndrome.

What We Do

Help and Support

We support the personal, social and educational development of pupils with Special Educational Needs (SEN) arising from a medical diagnosis of Down syndrome.

We do so by working in partnership with children and young people, educational staff, parents or carers and other professionals.

We provide support for children and young people with Down syndrome in their pre pre-school year and pre-school year, primary, post-primary education and special school settings.

We also work with schools to make them fully inclusive for children and young people with Down syndrome.

We offer information, advice, training and guidance to families, carers and school staff.

Top Tip

If you have a concern about your child, speak to their teacher or a healthcare professional such as a GP or social worker, who will then provide advice and guidance on the issue.



Down Syndrome
Accessing the Service

Support Available

Information for Schools

About the Down Syndrome Service

Useful Resources and Links

Contact Down Syndrome Service



How to access the Down Syndrome Service

Support from our team usually occurs after a referral is made by an Educational Psychologist on behalf of you (as parents and carers) and your child's school.

The Educational Psychologist's referral will detail your child's strengths, the impact of their Down syndrome and their educational needs. We will consult with your child's school, as well as speaking to you, as parents or carers. From this we will produce a tailored support programme.

If you think your child has a learning need, you can talk to a number of professionals for advice including medical or social care professionals, your child's teacher, the Special Educational Needs Coordinator (SENCo) or one of their teachers if attending pre-school.



Questions Answered

Can a parent or carer refer a child or young person to this Service?

You can't currently refer your child to the Special Educational Needs Inclusion Service for Down Syndrome (SENIS DS). The referral must be made via an EA Educational Psychologist (EP).



Top Tip

We can support children and young people with or without a Statement of Special Educational Needs.



Making a Referral for Down Syndrome Support

2-3 years of age

The Early Years Hub (EYH) is the single point of referral to our service. Referral through the EYH must be made via an EA Educational Psychologist who has received a referral request and report from a Community Paediatrician.

You can talk to a number of professionals for advice including medical or social care professionals. You can also phone our Service for advice.

Pre-school Aged Children

The Early Years Hub (EYH) is the single point of referral to our service. Referral through the EYH must be made via an EA Educational Psychologist who has received a referral request and report from:

- a pre-school setting or;
- Community Paediatrician

You can talk to a number of professionals for advice including medical or social care professionals. You can also phone our Service for advice.

Primary and Post-Primary Aged Children

If your child or young person has Down syndrome and associated Special Educational Needs, they may be referred to this Service by an EA Educational Psychologist.

If your child or young person has not been referred to or is not being supported by our Service you can talk to a number of professionals for advice including medical or social care professionals and the Special Educational Needs Coordinator (SENCo) in your child's school. You can also phone our Service for advice.

Making A Referral for Support from SENIS DS

Schools are reminded of the graduated approach to supporting their children and young people with SEN under the new [SEN Framework](#) and [SEN Code of Practice: Identification, Assessment and Provision by Schools](#).

The decision to make a request for Stage 2 provision should be made following the review of a child's progress at Stage 1 of the Code of Practice through their Personal Learning Plan (PLP) and consideration that all appropriate school-based provision (as detailed in the school's SEN Provision Map) has been exhausted. Discussions should take place between the Special Educational Needs Coordinator (SENCo), the principal, teachers, appropriate EA advisory and support service and the parent that Stage 2 provision may be necessary.

To help inform the school's deliberations, the school should also review the actions which have taken place with reference to the appropriate checklist in the [Annexes to the Code of Practice](#).

SENIS DS Referral Pathway

This referral pathway is for a child or young person with a medical diagnosis of Down Syndrome alongside identified SEN, as recorded on the SEN Register of the school.



Stage 1 **Access Support**

Referred children can access this support with or without a Statement of SEN.



Stage 2 **Educational Psychologist Referral**

A referral from an Educational Psychologist employed by the Education Authority (EA) is made on behalf of parents or carers and either the school that the child attends or a Community Paediatrician, for children who do not yet attend pre-school.



Stage 4 **Referral Form Respondent**

Where a referral is deemed necessary, the referral form is emailed by the EP to the appropriate SENIS DS referral mailbox.



Stage 3 **Complete Referral Form**

The EP, in conjunction with the SENCo or pre-school staff, completes a referral form which details the child's strengths, presentation of DS and their special educational needs. The child's parents and their teachers, Special Educational Needs Coordinator (SENCo) and school staff will have an opportunity to contribute information.



Stage 5 **Information Gathering**

Once received and processed, a designated Advisory Teacher will get in touch with the school SENCo to complete a profile of the child or young person, by gathering information from them, their parents and school staff. This assessment informs and guides appropriate support, which is needs-led.

Timeline



Steps

Stage 1

An Educational Psychologist makes a referral to the SEN Inclusion Service for Down Syndrome via email.



Steps

Stage 2

Once a referral is received and if criteria are met, the parent or carer will be contacted within 4 weeks to complete a consent form and SENIS DS will assign an Advisory Teacher to the child or young person.



Steps

Stage 3

Once consent is received, we aim to begin support within 8 weeks. The most appropriate package of support will be developed to support the child's current needs. This will be done in collaboration with the child, their parents and the school.



Steps

Stage 4

The pupil may need more support from our Service during key milestones and less support at other times. Support is always provided on a needs-led basis.



What Happens Following a Referral to the Service?



Steps

Stage 1 **Team Member Allocation**

Referred children can access this support with or without a Statement of SEN.



Steps

Stage 2 **Initial Assessment**

Our team member will then complete an initial assessment gathering information from the child, you (as parents or carers) and their school. They may also need to observe your child in school, but you will be advised of this in advance.



Steps

Stage 3 **Development of a Plan**

Once this assessment is complete, we will develop a plan for the most appropriate form of support to help meet your child's current needs. We will do this in collaboration with the child, you (the child's parents) and their school.



Steps

Stage 4 **Support Access**

The support provided by our Service is based on the specific needs of each child or young person with Down syndrome and their associated SEN. If support is required, we can provide resources, training, advice and guidance for parents and schools. We can also provide bespoke support for your child or young person where appropriate. Support can be provided with or without a Statement of Special Educational Needs being in place.



Criteria for Accessing Support from the Service

Top Tip

The support provided by our Service is based on the specific needs of each child or young person with Down syndrome and their associated SEN. If support is required, we can provide resources, training, advice and guidance for parents and schools. We can also provide bespoke support for your child or young person where appropriate.



Resources

Are available to schools who are supporting children and young people with Down syndrome and associated SEN. There are no criteria necessary for accessing these.

Training

Available for school staff. This includes online training, which school staff may access via the CYPs [Regional Training Programme](#). There are no criteria necessary to access this. Face-to-face training may be requested by liaising with your SENIS DS Advisory Teacher and school SENCo.

Advice and Guidance

Available to teachers, classroom assistants and other relevant professionals as well as parents or carers of children and young people with Down syndrome. There are no criteria necessary to access this.

Pupil Support

May be available, where appropriate, to children and young people with Down syndrome and associated SEN.

To access pupil support, a SENIS DS Referral Form should be submitted by an EA Educational Psychologist as well as the school's action as detailed in the PLP under Stage 1 including the outcomes of regular reviews.

Where a child or young person has a Statement of SEN and access to advice and support from SENIS DS is indicated in Part 3 (Special Educational Provision), a referral will be made.



Support available for Your Child or Young Person with Down Syndrome

The support provided by SENIS DS is based on the specific learning needs of your child or young person with a medical diagnosis of DS and may include the following.

Advice, Resources and Training

Our Service can provide advice and guidance to parents and children as well as dedicated resources covering a range of topics.

Training for parents may include workshops highlighting areas of need and appropriate strategies to address these, transition from primary to post-primary, behaviour, and puberty.

Parents of pre-school aged children will be contacted directly by SENID DS about training available to them.

Schools can access training via the [CYPs Regional Training Programme](#).



Pupil Support

Children and young people with a medical diagnosis of Down syndrome, with associated SEN, and who have been assessed by an EA Educational Psychologist, may be provided with bespoke support, where appropriate.

Support may be provided in the home for those children who are below the age of pre-school education. Support for children and young people who attend a pre-school setting or school will be provided within their setting.



Top Tip

To provide the most appropriate level of support, our Service will work together with a child or young person, their parents, educational staff and other professionals.

Parent or Carer Information

Parents or carers of a child or young person with Down syndrome who has not been referred to the SENIS Down Syndrome (SENIS DS) Service can contact the service for advice and information.



Information for schools

Support available to schools

The SEN Inclusion Service for Down Syndrome (SENIS DS) supports children and young people with Special Educational Needs (SEN) arising from difficulties in the following [SEN Category](#):

1

Cognition and Learning (C&L)

What We Do

Help and Support

SENIS DS is a regional service made up of a team of professionals with knowledge, understanding and specific training in Down syndrome and associated SEN. The team supports children in their pre pre-school year and pre-school year, primary, post-primary education and special school settings.

We provide training, advice and support and work for the effective inclusion of children and young people with SEN arising from a medical diagnosis of Down syndrome.

Special Educational Needs Coordinators (SENCo) may also access resources via your local SENIS DS Advisory Teacher or by [contacting the Service](#).

Training

One of our roles is to support a child or young person with Down syndrome and their parents or carers while also building capacity within schools. We offer a regional and school-based training programme, specifically designed for school staff in pre-school, primary, post-primary and special educational settings or schools.

This includes an online training service that school staff may access via the [CYPS Regional Training Programme](#).



Top Tip

schools may request face-to-face training via your SENIS DS Advisory Teacher by your school SENCo.





About the Down Syndrome Service

Who we are

The Special Educational Needs Inclusion Service for Down Syndrome (SENIS DS) is a team of dedicated staff who specialise in providing support to children and young people with Special Educational Needs (SEN) arising from a medical diagnosis of Down syndrome (DS).

The team works throughout Northern Ireland with children and young people with DS from their pre-school year through pre-school and primary to post primary education age, helping them to access the curriculum and overcome barriers to learning.



We Work With

- 1 Other EA support services
- 2 External agencies including schools and Health and Social Care Trusts
- 3 Public Health Agency
- 4 Families and carers of children and young people

A number of other professionals may be involved and GDPR guidelines are adhered to at all times. Permission will always be gained from those with parental responsibility to discuss any child.

Useful Resources and Links - Down Syndrome

Information and resources for school staff and parents in supporting children and young people.

Resources

The SEN Inclusion Service for DS provides a range of resources that can be accessed or downloaded for your own use.

1 Early Years

2 Primary

3 Post-Primary

 Download

SEN Inclusion Service

Remote learning platform resources packs for Down Syndrome to include Early Years, Primary and Post-Primary



Web Links

Children & Young People's Strategic Partnership website

Contains links to parent support available in each HSC trust as well as lots of useful publications.

Down's Syndrome Association Website

Down syndrome Education Rights Series

Information on Education rights for people with Down syndrome.

Down's Syndrome Education Website link to LOCAL SUPPORT GROUPS

Provides information and links to local support groups

Down Syndrome International Website

Information on Education and rights for people with Down syndrome

Getting Ready to Learn website

Support for pre-school education providers

Makaton Website

Contains information on Makaton signing and links to training

Oxford University Numicon programme

Provides information on multi-sensory Numeracy programme suitable for children with Down syndrome.

Reading and Language Intervention Programme for Children with Down Syndrome

A research-based Reading and language intervention programme for pupils with Down syndrome/or and complex needs from Down syndrome education.

Resources and videos from Down Syndrome Education

Resources on a variety of topics and areas from Down syndrome education.

See and Learn Programme for Children with Down Syndrome

An early speech and language programme for children with Down syndrome.

Contact Down Syndrome Service

If you have queries or need advice, guidance or support contact us.



Contact Information

The SEN Inclusion Service for DS team can be contacted for advice and information specific to children and young people who have Down syndrome.

9am to 5pm, Monday to Friday.

Telephone: **028 8241 1360**

Email: **infoSENIS.ds@eani.org.uk**

When emailing please provide:

1 Phone Number

2 Your child's date of birth

3 Name of their school or educational setting, (if applicable)

4 Detail your query

On receipt of your email, a member of the team will contact you as soon as possible.





Educational Psychology



Down Syndrome

Assessing
the Service

Support
Available

Information
for Schools

About the Down
Syndrome Service

Useful Resources
and Links

Contact Down
Syndrome Service



Educational Psychology

Support for children and young people with a range of Special Educational Needs by enhancing their learning, development and emotional wellbeing.

What We Do

The Education Psychology Service provides assistance to schools, children and young people and their families, both at home and in the classroom.

It provides information, advice, training and guidance for families, carers and school staff.

Educational Psychologists link with schools, special schools and specialist classes to help identify any barriers to learning which a child or young person may be experiencing.

Supporting Schools

They support schools directly in three ways:

- 1 Early intervention support based on evidence-based practice
- 2 Capacity building support through training and development
- 3 Supporting schools in the aftermath of a critical incident



Top Tip

If you have a concern about your child, speak to their teacher or a healthcare professional, such as a GP or social worker, who will be able to provide advice and guidance on the issue.



How to Access Educational Psychology

If you have a concern about your child, speak to their teacher or a healthcare professional, such as a GP or social worker, who will be able to provide advice and guidance on the issue.

If your child's teacher and the school's Special Educational Needs Coordinator (SENCo) have a significant concern about your child's progress, they will discuss this with you. They will also review any school-based provision that has been put in place to support your child's Special Educational Needs.

If the school staff think your child is not making adequate progress with this provision, they may request a consultation with an Educational Psychologist. If your child does not attend an educational setting, a paediatrician or health professional may contact our service. The school will always seek parental consent before any contact is made with the Education Authority.



Questions Answered

Can a parent or carer refer a child or young person to this Service?

You cannot currently refer your child to the Educational Psychology Service.

The referral must be made via the child's school, or by a health professional if they are of pre-school age and not attending a nursery unit or school.



Top Tip

Parents, schools and other professionals can also contact the Education Psychology Service for advice if they have concerns about a child who





EPS Referral Pathway

This referral pathway is for a child or young person with an identified SEN and recorded on the SEN Register of the educational setting or school, or for a child who has or may have complex and emerging SEN and attends a pre-school or Nursery setting.

Referred children and young people can access EPS involvement with or without a Statement of SEN.

Making a Referral for Involvement from Educational Psychology

Schools are reminded of the graduated approach to supporting their children and young people with SEN under the new [SEN Framework](#) and [SEN Code of Practice: Identification, Assessment and Provision by Schools](#).

A request for Stage 2 provision begins with a decision either at a Stage 1 review, or following discussions between the SENCo, the principal, teachers, appropriate EA advisory and support service and the parent or child over compulsory school age, that Stage 2 provision may be necessary.

To help inform the school's deliberations, the school should review the actions which have been taken against the Stage 1 to Stage 2 School Checklist at Annex 3 d) for nursery/nursery classes; 4 d) for primary school settings; and 5 d) for post-primary school settings.

Criteria

Consultation

Consultation with EPS is available for school staff, usually the SENCo, for a child:

- 1 With an identified SEN
- 2 Who is recorded on the school's SEN Register
- 3 Who is presenting with a barrier to their learning

Consultation with EPS is available for pre-school staff for a child:

- 1 Who has emerging and complex needs
- 2 Who has or may have SEN
- 3 Who is presenting with a barrier to their learning

Assessment

Assessment is available based on the needs of the child and on the professional judgement of the EP, having gathered all relevant information from the school or pre-school setting.

Intervention

If an intervention is recommended by the EP this will occur following consultation and/or assessment. Interventions may be deemed appropriate where a child or young person is presenting with social, emotional, wellbeing or behavioural difficulties, and have not responded to strategies put in place by their school.

Timeline

 **Steps**

**Stage 1
Consultation**

An initial school planning meeting is usually arranged between an EP and each educational setting in the first term of the academic year. Short-term teaching approaches for the school to implement will be agreed, goals and targets set and a specific outcome described. Schools may request a consultation about a child at any time of the school year.

 **Steps**

**Stage 2
Assessment**

Where the EP deems it appropriate to conduct an assessment of the child or young person's needs this will normally be completed and a report provided within 6 months.



 **Steps**

**Stage 3
Intervention**

If an Intervention is deemed appropriate by the EP, following a consultation and/or assessment this will normally begin within 6 weeks with parental consent.

 **Steps**

**Stage 4
Statutory Assessment**

The EPS has a statutory duty to conduct a statutory assessment and provide Psychological Advice to the EA within 6 weeks of a request by the Statutory Assessment and Review Service.

**Educational
Psychologist**

**Accessing
the Service**

**Support
Available**

**Information
for Schools**

About the Service

**Useful Resources
and Links**

**Contact Down
Syndrome Service**



Questions Answered

What Happens Following a Referral to the Educational Psychology Service?

Once your child is brought to the attention of the Educational Psychology Service, either by the school or a health professional, there are 3 types of involvement which may take place:

1

Consultation

2

Assessment

3

Intervention

Steps

Consultation

A consultation takes place between the Educational Psychologist and your child's school. Information and advice are shared, and strategies are discussed to assist your child. These strategies will be implemented and reviewed by the school.



Steps

Assessment

An EP may complete an initial assessment based on information gathered from the school, you (as parent or carers) and also your child, if appropriate. They may also observe your child in the classroom. You will be contacted about this in advance.



Steps

Intervention

The EP will develop a plan for the most appropriate form of support to help meet your child's current needs. This may or may not include additional EP intervention. The EP will do this in collaboration with you (the child's parents or carers), your child (if appropriate), and the school.

Level of support your child will receive

For many children with SEN, their specific needs can be met within their educational setting.

The involvement provided by EPS is based on the specific needs of each child, helping to clarify their learning needs if they are failing to make progress, and if all school-based strategies and resources have been exhausted.

We provide:

1

**Advice and guidance
for parents or carers**

2

**Information, advice, training
and guidance for schools**

3

**EP intervention with
your child (if applicable)**



Top Tip

Where your child has complex needs and there are concerns that their current provision is not meeting their Special Educational Needs, a Statutory Assessment may be required. An EP can provide more assistance and advice with this.



Educational
Psychologist

Accessing
the Service

Support
Available

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Support available from Educational Psychology

The Educational Psychology Service supports children and young people from pre-school age to post-primary education.

The support required by each pupil will be tailored to each child's individual needs and may include some or all of the following:

- 1 Providing consultations and advice to schools.
- 2 Working with others, including health professionals to identify and understand the child's needs ensuring they can reach their full potential.
- 3 Assisting parents and schools to make informed choices in meeting children and young people's needs.
- 4 Carrying out assessments to monitor and review progress.
- 5 Delivering a range of interventions to promote wellbeing, social, emotional and behavioural development and to improve learning outcomes.
- 6 Providing training and development work for educational setting staff.
- 7 Carrying out research and evaluations to help share best practice.





Information for schools

Support Available to Schools from Education Psychology

The Educational Psychology Service (EPS) supports children and young people with Special Educational Needs (SEN) arising from difficulties in the following [SEN Category](#):

1 Cognition and Learning (C&L)

2 Social, Behavioural, Emotional and Well-being (SBEW)

3 Speech, Language and Communication Needs (SLCN)

4 Sensory (SE)

5 Physical Needs (PN)

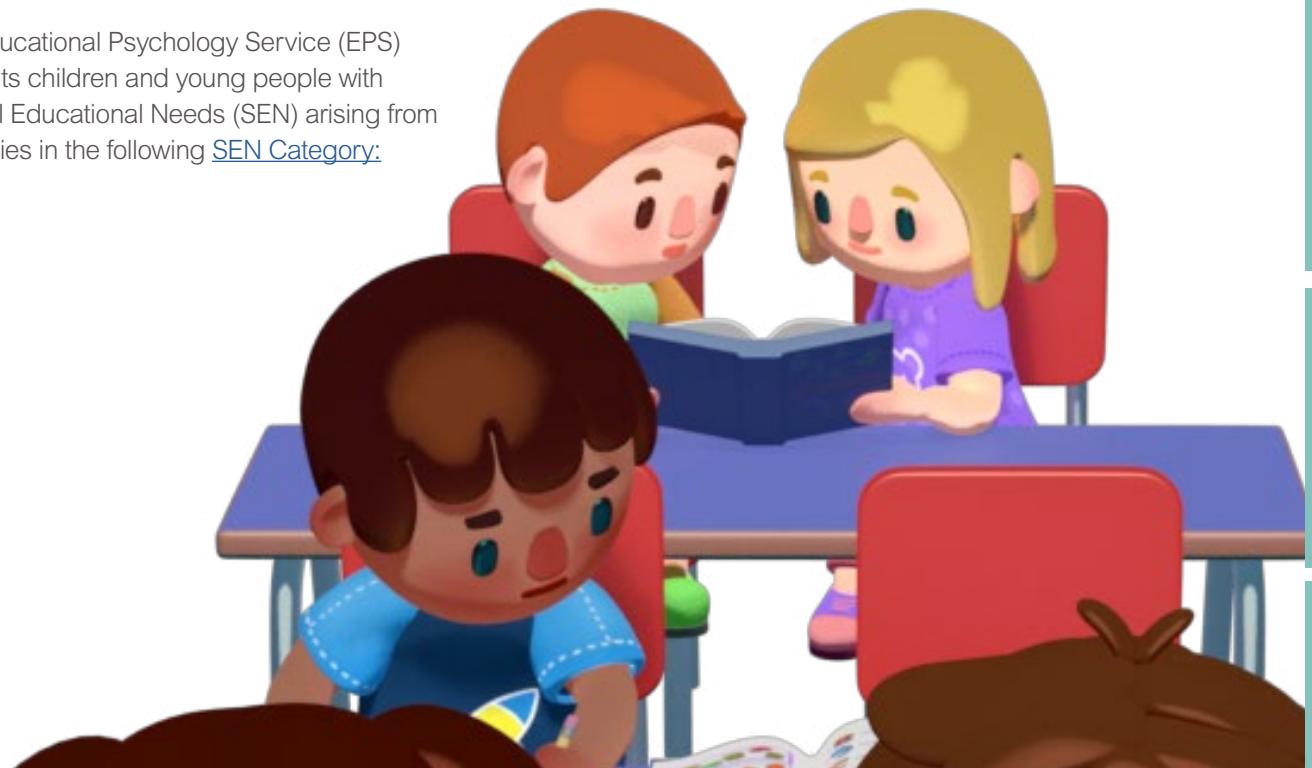


Top Tip

The EPS is a regional service made up of teams of professionals with knowledge, understanding, specific training and qualifications in psychology, child development and teaching. These teams include Educational Psychologists (EPs), Assistant Educational Psychologists (AEPs) and Psychology Assistants.

What we provide

The Educational Psychology Service (EPS) supports children and young people with Special Educational Needs (SEN) arising from difficulties in the following [SEN Category](#):



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What We Do

Your named EP will be in contact with you at the beginning of the year to conduct your initial school planning meeting to assist you with identifying priorities for your school for the coming year which may include the following:



Steps

Research and Strategic Development

A growing area of EPS core work is that of research, contributing to an evidence base for educational practice, informing policy and strategy and exploring new educational ideas. EPs can support schools to evaluate new ways of working and develop effective practice to support children and young people with SEN.



Steps

Early Intervention

Our Service can also provide early intervention training and support to educational settings and schools by recommending early intervention strategies and approaches and by following the graduated approach to supporting children and young people with SEN, as detailed in the [SEN Code of Practice: Identification, Assessment and Provision by Schools](#).



Steps

Training

EPS support and training may be provided to school staff on a range of topics including:



Emotionally-based school avoidance



Attention & concentration



Executive functioning



Memory



Therapeutic work

If you would like further information on the training available or to speak to someone about training needs within your educational setting or school, contact your regional EPS office phone number or link directly with your named EP for your school.

Direct Involvement with Children and Young People



Steps

Consultation

A Consultation meeting is usually arranged between an EP and each school in the first term of the academic year. Pre-school staff or school Special Educational Needs Coordinators (SENCo) can bring to the attention of EPS any child about whom they have significant concerns. This allows for a shared understanding of the child's needs and agreement on how best to support them.



Steps

Intervention

Following assessment by an EA EP and SEN being identified a tailored intervention programme may be developed. This may involve short-term teaching approaches within the classroom and/or therapeutic interventions led by an EP.

The child's school will monitor the expected level of progress. If difficulties persist, the EP will review the strategies and interventions put in place and liaise with the school about any further involvement which may be required.



Steps

Assessment

Where appropriate and when required, an initial assessment may take place within the child's school or at home if the child is of pre-school age or below. This provides an opportunity to gather more information about how a child is making progress or otherwise, including strengths they have and any difficulties or barriers they may be facing.

Following the assessment and depending on the support required, a tailored intervention programme may be developed. Where appropriate a request for specialist input from EA SEND Services may be recommended.

Following the graduated approach, further consultation may occur to consider whether a request for longer term support should be made. Where a child has complex needs and there are concerns that their current educational setting is not meeting their needs, a request for Statutory Assessment may be required.



About the Educational Psychology Service

Who we are

The Education Psychology Service is a team of psychologists who have training in child development, specifically for children with special educational needs. Assistant Educational Psychologist and Psychology Assistants support the Educational Psychologists with assessments and interventions for children and young people.

The Service provides advice and support to children and young people with a special educational need, from the time of referral and may continue this support through all stages of compulsory education.

Top Tip

The team aims to give children, their families, carers and schools the advice and support needed to enable them to minimise the effects of the child's learning difficulty within school.

We Work With

1

Other EA support services

2

External agencies, including schools and Health and Social Care Trusts

3

Public Health Agency

4

Families and carers of children and young people

A number of other professionals may also be involved with the EP and GDPR guidelines are adhered to at all times. Permission will always be gained from those with parental responsibility to discuss any child.





Questions Answered

What is an Educational Psychologist?

Educational Psychologists are trained and qualified in understanding children's emotional wellbeing, social development and learning needs. The role involves supporting children and young people, their parents or carers and educational setting staff to overcome barriers to education.

An Educational Psychologist helps children and young people with a wide range of difficulties, including problems with learning, their relationships with others, emotional and behavioural difficulties, as well as supporting those experiencing bereavement and loss.

All EPs working within the Education Authority are registered with the Health Care Professionals Council.

An Assistant Educational Psychologist or a Psychology Assistant has a degree in Psychology and works under the guidance and supervision of an Educational Psychologist to support their work. This may include observations, testing and consulting with educational setting staff and providing interventions and support, either on a one-to-one basis or in a group.

Our Educational Psychologists offer consultation, assessment and intervention for children and young people who have emergent needs, with varying degrees of complexity and severity.



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Useful Resources and Links - Educational Psychology

Cognition and Learning



Web Links

[The Dyslexia-SpLD Trust](#)

A free online tool listing evidence-based interventions for supporting those with literacy difficulties, including dyslexia.

[RONIT Bird](#)

Provides useful resources for supporting those with specific learning difficulties, including dyscalculia.

[Education Endowment Foundation](#)

An independent charity which supports schools to improve teaching and learning and to break the link between family income and educational achievement.

Speech, Language and Communication Needs



Web Links

[The Communication Trust and Consortium](#)

Over 50 voluntary and community groups who contribute to the work of the Trust in supporting those who work with or care for children and young people who have speech, language and communication difficulties.

[Autism NI](#)

Provides support, training and resources for families and young people living with autism.

Social, Behavioural, Emotional and Wellbeing



Web Links

[Regional Integrated Support for Education NI \(RISE NI\)](#)

Provides useful resources for parents and schools to support children up to P4 age in the areas of speech and language, fine and gross motor skills and social and emotional development.

[BBC Cbeebies](#)

Provide programmes, games and activities to support learning and development in young children and promotes the ability to develop play and social skills and regulate emotions.

[British Psychological Society](#)

A charitable organisation and representative body supporting the work of Psychologists.

[Phoenix Education Consultancy Limited](#)

Provides advice and useful resources for schools in supporting the most vulnerable children and young people.

[AWARE NI](#)

A charity which provides support directly to those suffering depression and to parents, carers and families of those living with the illness.

[Mental Health Champion Northern Ireland](#)

The office of the Mental Health Champion provides advice and help in the promotion of mental health and wellbeing through all policies and services throughout NI.

[Helplines NI](#)

Provides over the phone and online contact from over 30 vital support organisations, including Childline, Barnardos, Autism NI and Eating Disorders Association NI.

Sensory



Web Links

[British Association of Teachers of the Deaf](#)

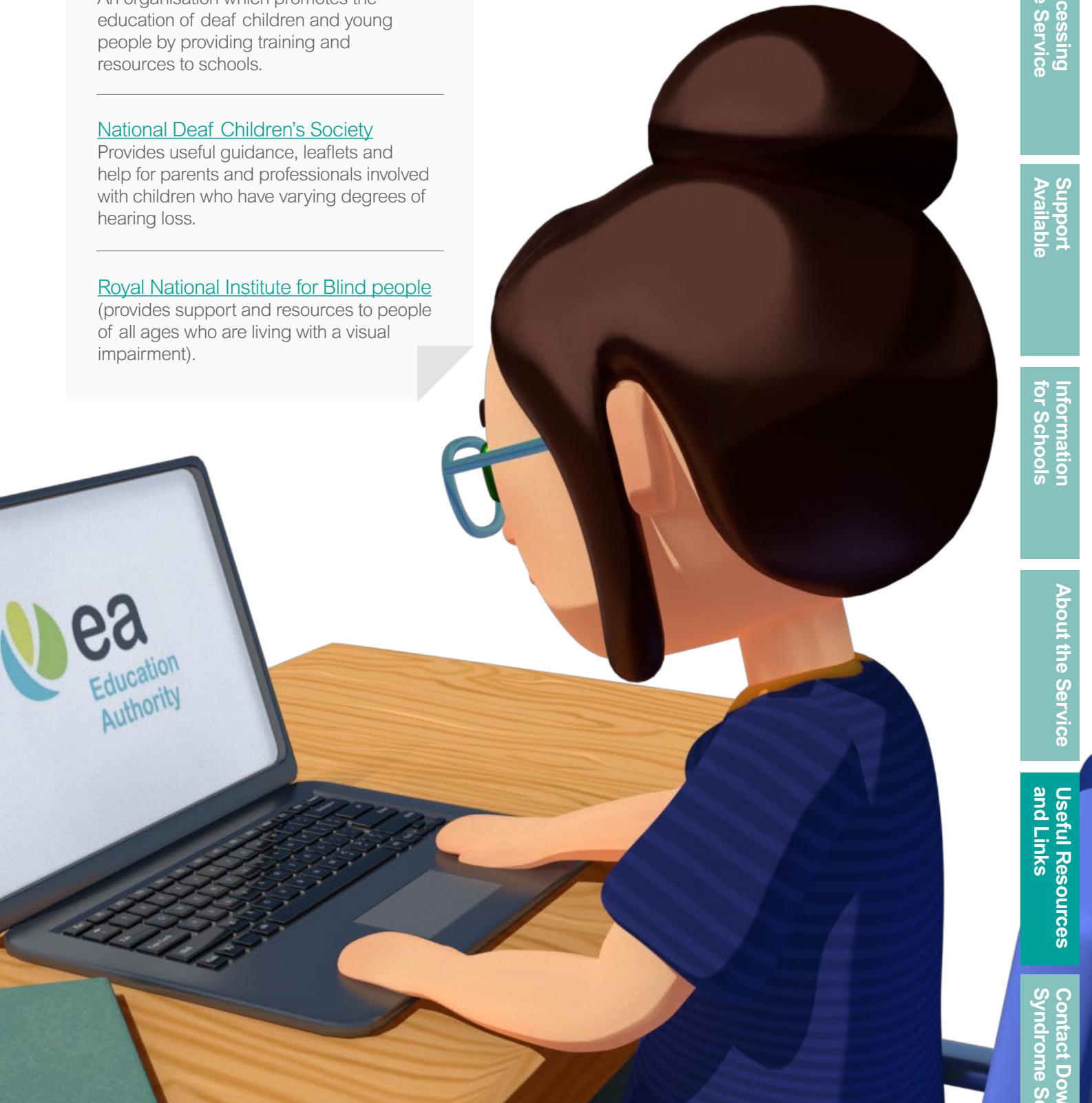
An organisation which promotes the education of deaf children and young people by providing training and resources to schools.

[National Deaf Children's Society](#)

Provides useful guidance, leaflets and help for parents and professionals involved with children who have varying degrees of hearing loss.

[Royal National Institute for Blind people](#)

(provides support and resources to people of all ages who are living with a visual impairment).





Contact Educational Psychology

If you have queries or need advice, guidance or support contact us.



Contact Information

Regional Education Psychology Service Office Contact Details

| Office | Contact | Email Address |
|---------------------|---------------|--|
| Ballymena | 028 2566 1284 | Psychology.Ballymena@eani.org.uk |
| Belfast | 028 9056 4254 | Psychology.Belfast@eani.org.uk |
| Coleraine | 028 7032 8462 | Psychology.Coleraine@eani.org.uk |
| Derry / Londonderry | 028 7186 4780 | Psychology.Maydown@eani.org.uk |
| Dundonald | 028 9056 6914 | Psychology.Dundonald@eani.org.uk |
| Dungannon | 028 8241 1592 | Psychology.Dungannon@eani.org.uk |
| Enniskillen | 028 6634 3900 | Psychology.Enniskillen@eani.org.uk |
| Newry | 028 3026 6443 | Psychology.Newry@eani.org.uk |
| Omagh | 028 8241 1394 | Psychology.Omagh@eani.org.uk |
| Portadown | 028 3835 1480 | Psychology.Portadown@eani.org.uk |



Top Tip

The Education Psychology Service team can be contacted for advice, information and assistance to help assist with the development of children and young people.





Exceptional Teaching



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Exceptional Teaching

Support for children and young people who are unable to attend their educational setting because of physical illness or mental health.



Top Tip

For many children and young people with physical illness or mental health needs, their specific needs can be met within their educational setting.

However, depending on the needs of the individual, a referral may be made to Exceptional Teaching Arrangements Service. Referrals can only be made by the school or educational setting.

What We Do

Level of Support

The Service can offer up to 4.5 hours of teaching per week (3 sessions of 1.5 hours or the equivalent). This will be dependent on the needs, abilities and engagement of your child or young person.

The duration of the support provided is based upon the individual needs of each child, the advice of the medical professional who is treating your child and your child's engagement with the service.

Support from the Service will end when;

- Your child returns to their educational setting;
- Discharge from the medical referrer is reviewed and your child is withdrawn from that Service;
- The child transitions to another educational placement; or
- There is non-engagement/non-attendance with the ETA Service.

If necessary, the Exceptional Teaching Arrangements can offer support for a school developed reintegration plan for up to six weeks to assist the young person back to their educational setting. This will involve a team member attending the educational setting to help your child or young person settle back into the setting.





How to access the Exceptional Teaching Arrangements Service

Where there is appropriate medical evidence to support a referral and if the child or young person is currently too ill for school attendance and of statutory school age, their school can apply for ETA support.

The only exception to this is where a child is not registered at a school. Referrals can be considered in these exceptional circumstances from other EA services or Health and Social Care professionals, e.g. Education Welfare Service.



Questions Answered

Can a parent or carer refer a child or young person to this Service?

You can't refer your child to the Exceptional Teaching Arrangements Service. You can, however, provide their school with additional information that will give insight into your child or young person's needs and support the ETA application.

It is the responsibility of the school or educational setting to refer your child or young person to the Service.

If you have a concern about your child, speak to their teachers or a healthcare professional such as a GP, Child and Adolescent Mental Health Services (CAMHS) or social worker, who will be able to provide advice and guidance on the issue.





Criteria for Accessing Support from the Service

| Criteria Pathway | Evidence to be provided |
|--|---|
| Weight bearing short-term injuries which are unlikely to require further medical referrals and where the school is unable to make reasonable adjustment. | A signed letter from a GP confirming the nature of the injury. |
| Complex medical needs where the pupil is under the care of a medical consultant or is at Tier 3 of the Child and Adolescent Mental Health Service (CAMHS) Stepped care model | A signed report from a medical consultant outlining the anticipated impact on school attendance. |
| Pupils who are clinically assessed as unable to attend school due to mental health reasons. | A signed report from a medical consultant outlining the anticipated impact on school attendance. |
| School-aged mothers. | A referral from the Education Welfare Service or School Aged Mothers(SAMs) Coordinator. |





Making a Referral for Exceptional Teaching Arrangements

This referral pathway is for a child or young person who, because of their physical or mental health, are medically unfit to attend school for a period of more than 20 days. The service also supports school age mothers.

Referred children and young people can access this support with or without a Statement of SEN.

The referral pathway and associated evidence required is related to the level and complexity of need. Where there is appropriate medical evidence to meet the criteria for support, school can apply for ETA via the 3-step referral process.



Top Tip

If you have a pupil who is too ill for school attendance, who is absent for 20 days or more and where there is **appropriate medical evidence** to support a referral, school can apply for ETA via the online 3 step process.

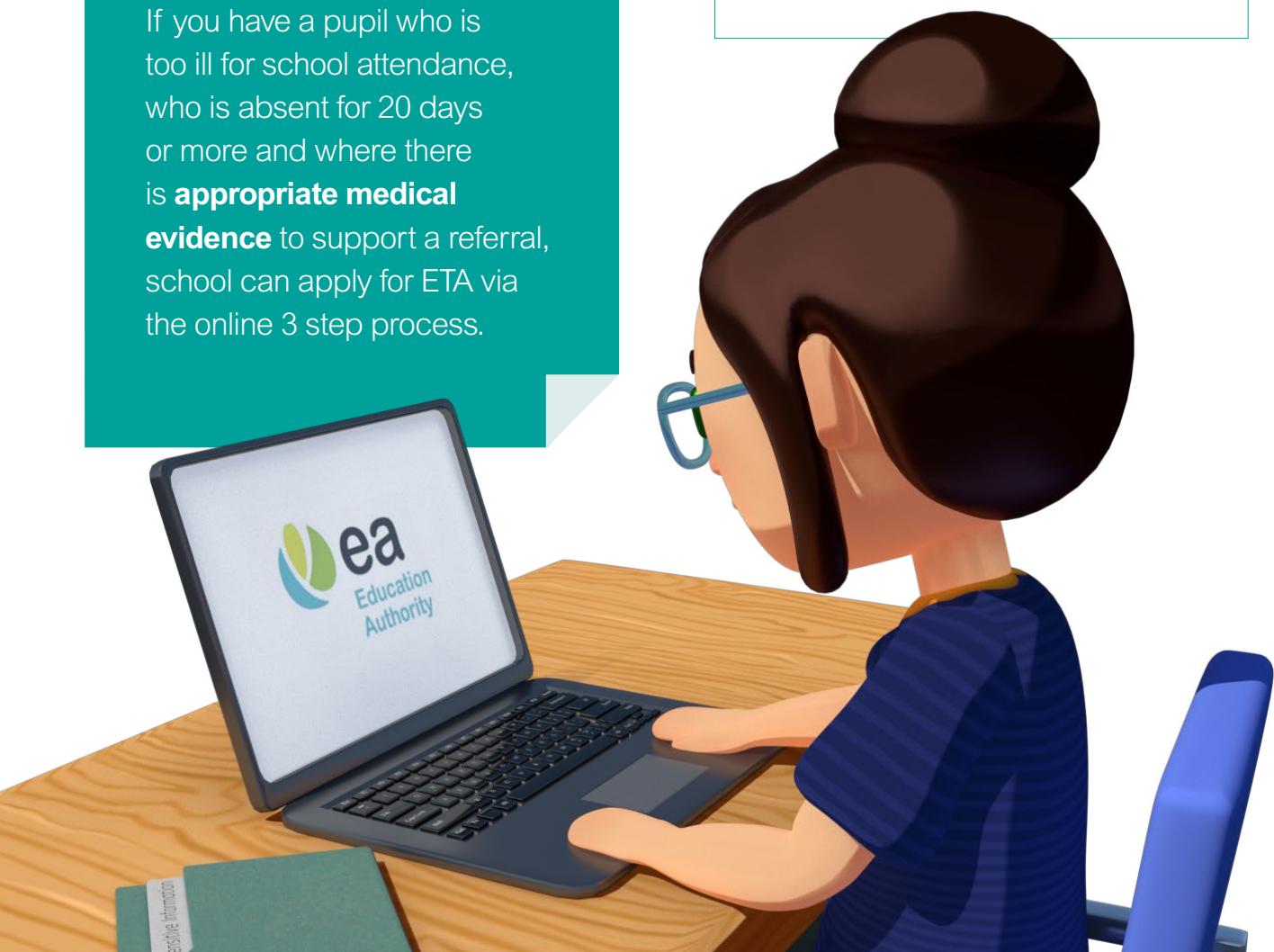
Schools are reminded of the graduated approach to supporting their children and young people with SEN under the new [SEN Framework](#) and [SEN Code of Practice: Identification, Assessment and Provision by Schools](#).



Questions Answered

Can we make a referral without supporting medical evidence?

No, referrals should only be made when all support materials and medical evidence is ready to submit along with the online form. Please do not submit a referral form without the supporting evidence.



Referral Pathway for ETA



Steps

Stage 1

Complete ETA Information Request Form

Schools must complete the appropriate ETA Information Request Form, providing as much detail as possible.

Complete the appropriate ETA Information Request Forms which can be found on C2k Exchange under EA Forms or below. Schools must complete the form in full, with as much detail as possible to support the referral.

[ETA IRF Referral Form for Post Primary Pupils](#)

[ETA IRF Referral Form for Primary Pupils](#)



Steps

Stage 2

Submit Supporting Evidence

Once the form has been submitted, upload all supporting evidence to ETA via AnyComms+.

Once the form has been submitted you then must upload all supporting evidence, combined into 1 PDF file, to ETA via AnyComms+. Please note the upload limit is 1MB and ensure correct naming convention, pupil name and date of birth e.g. 'JaneJones31012010'.

There is no requirement to include a hardcopy of the old ETA form, these forms are no longer in use.

Further guidance on AnyComms+ and the referrals process can be found on the C2k Exchange and via the Principals Communications link below. Please note you will need a C2k account with a username and password to access this link.

[ETA Referral Process: Principals Communication](#)



Steps

Stage 3

ETA Panel and Outcome

ETA Panel will review the referral and the educational setting will be notified of the outcome.

The ETA Panel meet monthly to consider all referrals made before the deadline. The Panel is multidisciplinary and includes members from Education Psychology, Special Education, Education Welfare and Exceptional Teaching Arrangements.

All information provided is considered allowing the panel to arrive at an appropriate outcome that is in the best interest of the child. Therefore, it is important to include all supporting evidence at point of referral.

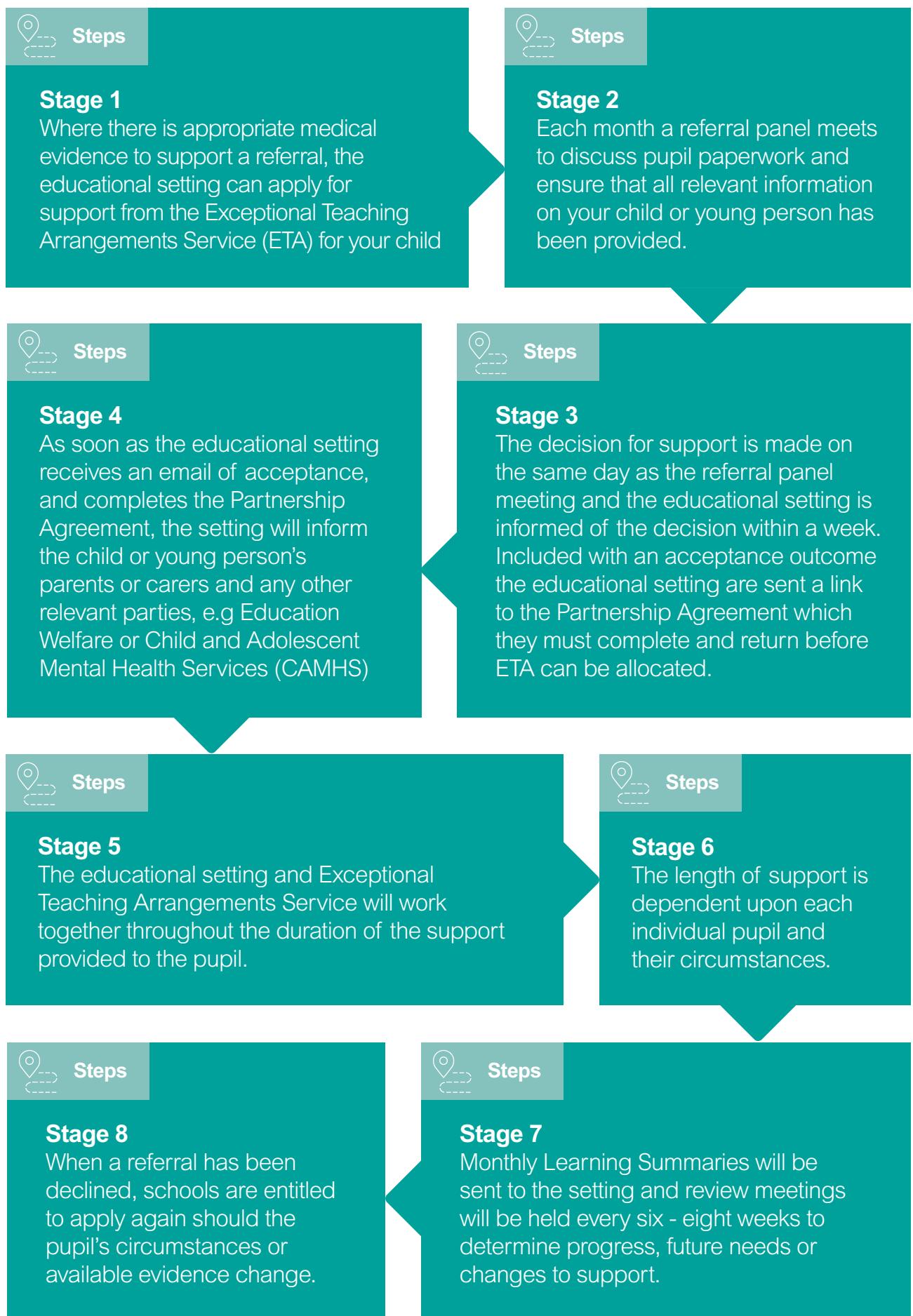
After the conclusion of the panel the educational setting will be notified of the outcome and it is their responsibility to notify parents, medics and other EA Services of the result.

Stage 3 ETA Panel and Outcome

| Panel Outcome | Explanation |
|-----------------|---|
| Agreed | This means all appropriate information has been presented and ETA is in the best interest of the child and meets the current immediate needs for this pupil. |
| Deferred | This means the panel do not have enough information to base their decision on and therefore request further information to support the referral. |
| Declined | This can be for several reasons, for example: <ul style="list-style-type: none"> • Referral form incomplete. • No appropriate medical evidence. • The Service is not the most appropriate to support your child's current needs and another Service should be explored. • An outcome letter will be sent to the educational setting with the outcome that has been decided and any individual reasons outlined. |



Timeline for Accessing Support from the Service





Questions Answered

What happens following a referral to the Exceptional Teaching Arrangements Service?

Once a referral has been made to the Exceptional Teaching Arrangements Service, the information provided on your child is considered at a monthly multidisciplinary panel meeting.

The panel reviews each case and makes decisions based on the best interest of the child.

If support is required, a staff member will contact your child's educational setting to arrange an induction meeting which, will include you and school representatives.

During this meeting the following actions will take place;



Steps

Stage 1

All necessary information is exchanged.



Steps

Stage 2

Required paperwork is completed, this will include the ETA Parental Agreement.



Steps

Stage 4

An agreed understanding that if teaching takes place in the home, a responsible adult is required to be present and available at all times during all teaching sessions. This responsible adult should have legal responsibility for the young person. Any other adult in attendance must be agreed before the teaching session commences.



Steps

Stage 3

A Risk Assessment or Risk Management Plan (if required) will be agreed upon. Risk assessments are individual to each child or young person. The assessment will be dependent upon circumstances and the discussions with the parent/carers, young person and outside agencies such as the relevant Health and Social Care Trust. A teaching schedule will be agreed. This will include the days and times the teacher will support your child at school, community venue or home.

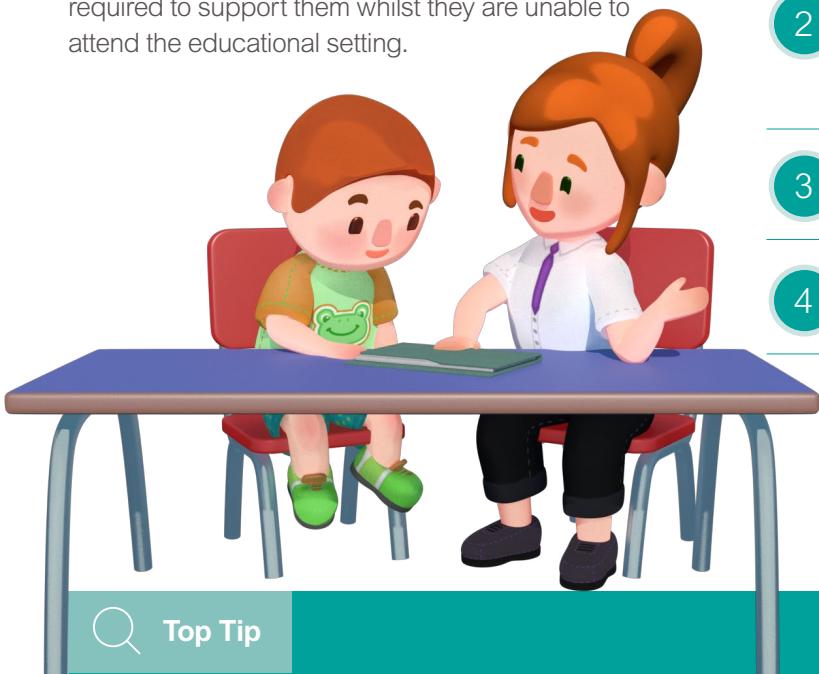


Support available from the Exceptional Teaching Arrangements Service

Support is provided in the form of short-term teaching arrangements. The duration and type of support is based upon the individual needs of each child and in conjunction with the advice of the medical professional who referred and is treating the child/young person. We will always support a pupil to return to school at the earliest possible stage after recuperation.

The Service, will, in the first instance, support your child educationally in the core subject areas of English and Mathematics. Where required, the Service will also assist in addressing the physical, social and emotional needs of your child or young person.

The educational setting will remain responsible for the educational progress and social and emotional needs of your child and will provide all resources required to support them whilst they are unable to attend the educational setting.



Top Tip

If necessary, the Exceptional Teaching Arrangements can offer support for a school developed reintegration plan for up to six weeks to assist the young person back to their educational setting. This will involve a team member attending the educational setting to help your child or young person settle back into the setting.

Level of Support

The Service can offer up to 4.5 hours of teaching per week (3 sessions of 1.5 hours or the equivalent). This will be dependent on the needs, abilities and engagement of your child or young person.

The duration of the support provided is based upon the individual needs of each child, the advice of the medical professional who is treating your child and your child's engagement with the service.

Support from the Service will end when;

1

Your child returns to their educational setting

2

Discharge from the medical referrer is reviewed and your child is withdrawn from that Service

3

The child transitions to another educational placement; or

4

There is non-engagement/non-attendance with the ETA Service

Individual Teaching (Community-based ETA)

Individual teaching, often referred to as Community-based ETA, can take place in any of three locations:

1

Individual Teaching at Home:

Individual teaching at home will only be provided when it is deemed absolutely necessary.

2

Individual Teaching in the Community:

This will usually be situated in EA premises, but community facilities may also be utilised. It is usually the first step in a phased return to school.

3

Individual Teaching in the Registered School:

This will require the co-operation of the school. It is a very important step in the reintegration process and requires careful planning.

Cluster Groups

The Service can offer cluster groups consisting of 2/3 pupils. The express aim of these cluster groups is to assist the pupils to overcome the social, emotional and behavioural barriers that are preventing them from accessing learning while at the same time addressing their educational needs. These groups are situated in EA facilities.

Group Provision

The Service currently operates three group provisions for Key Stage 4 pupils with profound mental health difficulties and Belfast Hospital School operate a fourth provision. Due to the necessity of a thorough mental health risk assessment, access to these provisions is only through referrals from Child and Adolescent Mental Health Services (CAMHS). This is specifically tailored to the needs of pupils and places an emphasis on educational attainment alongside a strong pastoral programme.

Hospital Based Support

The Service is responsible for the management of two educational settings which support those children who are in-patients in hospital. In all these regional provisions, the pupils remain on the roll of their registered school. Belfast Hospital School provides support on ward (see below for more information).

Community Based Support

We can offer one to one up to 4.5 hours per week of teaching focusing on numeracy, literacy, personal and social development, and re-integration into school.



Specialist Group Provision

Pupils are referred by Children and Adolescent Mental Health Service's (CAMHS) who because of their mental health cannot attend school.

It must be emphasised that referrals can only be accepted from the relevant Health and Social Care Trust due to the need to maintain and constantly update the FACE risk assessment.

Full time provision is based in the following locations:

1

Education Intensive Therapy (EDIT), Derry/Londonderry

Individual teaching at home will only be provided when it is deemed absolutely necessary.

2

Time Out for Positive Steps (TOPS1), Belfast

This will usually be situated in EA premises, but community facilities may also be utilised. It is usually the first step in a phased return to school.

3

Time Out for Positive Steps (TOPS 2), Beechcroft Education Unit, Belfast

TOPS2 supports pupils in South Eastern Health and Social Care Trust.

4

Newtownabbey Educational Guidance Centre (NEGC), Newtownabbey

NEGC supports young people in Newtownabbey area.



Hospital Based Support

There are three hospital-based educational settings available for children and young people being supported by the Service and Belfast Hospital School. These include:

1

Beechcroft Education Unit, Belfast

This is a teaching unit for children under 18 and who attend the Children and Adolescent Mental Health Service's (CAMHS) Step 5 regional unit for assessment and intervention.

The Belfast Health and Social Care Trust building has three classrooms and children attend timetabled classes in conjunction with their Occupational Therapy group service. This allows children to keep up with their schoolwork and sit any relevant exams.

2

Iveagh Centre, Belfast

Iveagh is a specialist purpose-built unit in Belfast which provides acute, short-term, multidisciplinary inpatient assessment and treatment for children and young people aged between 12 and 17 who have a learning disability, additional mental health difficulties, and who may display associated complex patterns of behaviour.

The centre has 6 beds and provides Tier 4 specialist inpatient assessment and treatment services for children and young people across Northern Ireland. This is a Health and Social Care Trust managed facility.

3

Time Out for Positive Steps (TOPS 2), Beechcroft Education Unit, Belfast

Belfast Hospital School provides education in the Belfast area for children aged between 4-18 who are admitted to Royal Belfast Hospital for Sick Children for periods of 20 days or more.

Teachers liaise with the registered school to provide continuity of education for these young people.

Each ward has a classroom or resource area and teaching takes place Monday - Friday from 9.30am until 12.00pm. On some wards the teacher will teach at the bedside, whereas in other wards the children will attend a classroom setting.



Top Tip

Parents or carers of children and young people that are being supported by the Service are consulted on their views during the period of a child or young person's involvement.



Information for Schools on Exceptional Teaching Arrangements

Support available to schools

The Exceptional Teaching Arrangements Service (ETA) supports children and young people including those with Special Educational Needs (SEN) arising from difficulties in the following [SEN Category](#):

- 1 Social, Behavioural, Emotional and Well-being (SBEW)

- 2 Physical



Top Tip

The ETA Service is a regional service made up of a team of experienced teachers who support children and young people on a 1 to 1 basis or in specialist group settings.



About the Exceptional Teaching Arrangements Service

Who we are

The Exceptional Teaching Arrangements Service currently has 79 teachers with specialist qualifications who provide support to children and young people.

The team assists educational staff to deliver education to young people who, for medical reasons, are temporarily unable to attend their educational setting for a period of more than 20 days.



Top Tip

The Service is a temporary measure with a clear intention of supporting and encouraging each young person back to their full-time educational placement.

Who We Work With

We work with:

1

Other EA support services

2

External agencies including schools and Health and Social Care Trusts

3

Child and Adolescent Mental Health Services (CAMHS);

4

Medical consultants

5

Public Health Agency

6

Families and carers of children and young people

A number of professionals may be involved and GDPR guidelines are adhered to at all times with permission gained from those with parental responsibility to discuss any child.



Useful Links - Exceptional Teaching Arrangements

Information and resources for school staff and parents in supporting children and young people.

Web Links

[NI Direct Careers Service](#)

Information and resources to support with the decision making around career choices and moving forward from compulsory education. Useful for teachers, parents and pupils.

[EANI Education Welfare Service](#)

Support with your child's attendance and welfare whilst in their educational setting or with ETA. Useful for teachers and parents.

[EANI Youth Service](#)

[EANI Youth Online](#)

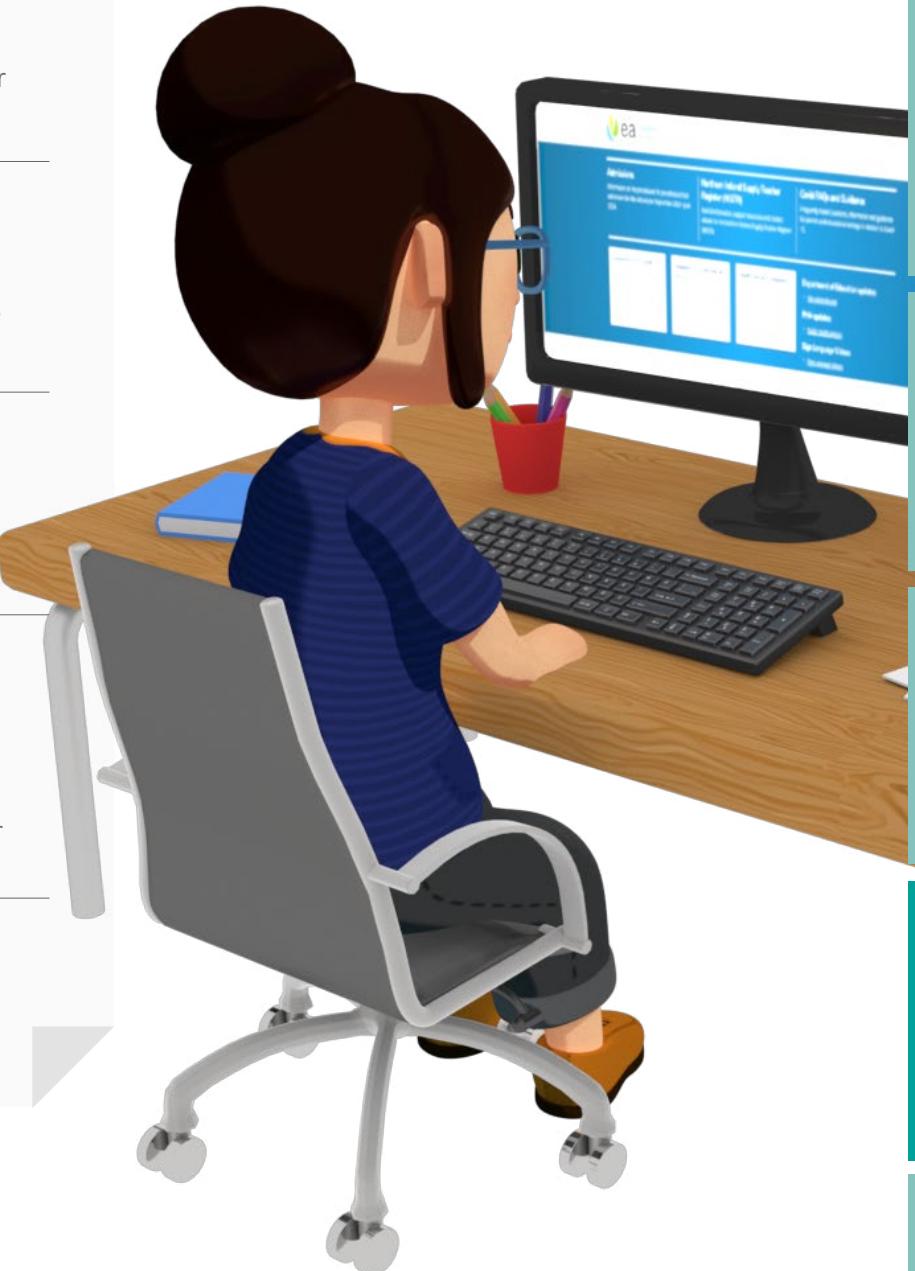
Resources and Information about how to stay engaged and connected with EA Youth Services.

[Children and Young People's Strategic Partnership](#)

Parenting Support - Information and training. Resources to support and empower staff, families, and young people on social, emotional, behaviour and wellbeing needs.

[Children and Young People's Strategic Partnership](#)

Youth Wellness Web - Information and resources.



Contact Exceptional Teaching Arrangements

If you have queries or need advice, guidance or support contact us.

Contact Information

**9am to 5pm,
Monday to Friday**

Telephone: **028 7186 3525**

Email: etaenquiries@eani.org.uk

When emailing please provide:

1 **Phone Number**

2 **Your child's date of birth**

3 **Name of their school or educational setting, (if applicable)**

4 **Detail your query**

On receipt of your email, a member of the team will contact you as soon as possible.

Top Tip

The Exceptional Teaching Arrangements team can be contacted for advice, information and assistance, to help with the development of children and young people.





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Language and Communication

Support for children and young people whose primary need is language development, including a Developmental Language Disorder profile.

What We Do

Help and Support

We support the educational development of children and young people with a primary Special Educational Need (SEN) in language and communication. This includes Receptive Language Needs (difficulty in understanding or processing what is being said) and/or Expressive Language Needs (difficulties in remembering words or speaking in sentences).

We do so by working together in partnership with children and young people, educational staff, parents/carers and other professionals.

We provide support for children and young people in preschool to post primary education.

We also offer information, advice, training and guidance for families, carers and school staff.

Top Tip

If a child has difficulties with producing speech sounds, then this need can be best addressed by Health and Social Care Trust speech and language therapists (SLT).



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How to access Language and Communication Support

We can support children and young people with or without a Statement of Special Educational Needs.

Support from our team usually occurs after a referral from an EA Educational Psychologist and via your child or young person's educational setting/school.

The Educational Psychologist's referral will detail your child or young person's strengths, the impact of their difficulties in receptive and/or expressive language and their educational needs. We will consult with your child's school, as well as speaking to you, as parents or carers. From this we will produce a tailored support programme.

If you think your child or young person has a learning need, you can talk to a number of professionals for advice including medical or social care professionals, the Special Educational Needs Coordinator (SENCo) in their school, or one of their teachers if attending pre-school.



Questions Answered

Can a parent or carer refer a child or young person to this Service?

You can't currently refer your child to the Language and Communication Service. The referral must be made via an Education Authority Educational Psychologist (EA EP) via the school.

If you have a concern about your child or young person, speak to their teacher or a healthcare professional such as a GP or speech and language therapist, who will be able to provide advice and guidance on the issue.

Top Tip

We can support children and young people with or without a Statement of Special Educational Needs.





How a child or young person is referred to the Language and Communication Service

Pre-school Aged Children

If your child/young person has an identified SEN, they may be referred to the Education Authority's Early Years Inclusion Service (SENEYIS).

If your child/young person does not have an identified SEN, you may wish to contact the educational setting/pre-school which they attend to discuss their needs further.

You can talk to a number of professionals for advice including medical or social care professionals. You can also phone the SEN Helpline for advice.

Primary Aged Children

If your child/young person has an identified Special Educational Need (SEN) in Speech, Language and Communication Needs (SLCN) and/or a diagnosis of Developmental Language Disorder (DLD), they may be referred to our Service by an EA Educational Psychologist (EP).

If your child/young person is being supported by the EA SEN Early Years Inclusion Service (SENEYIS), if appropriate and further language support is required, all relevant information is transferred to our Service once your child/young person is due to start primary education. We will then continue to provide your child, parents/carers and the educational setting/school with support appropriate to your child's needs.



Top Tip

If your child/young person hasn't been supported by SENEYIS previously and you think they may have a learning need, you are advised to talk to your child/young person's teacher and/or Special Educational Needs Coordinator.

Making a Referral for Language and Communication Support

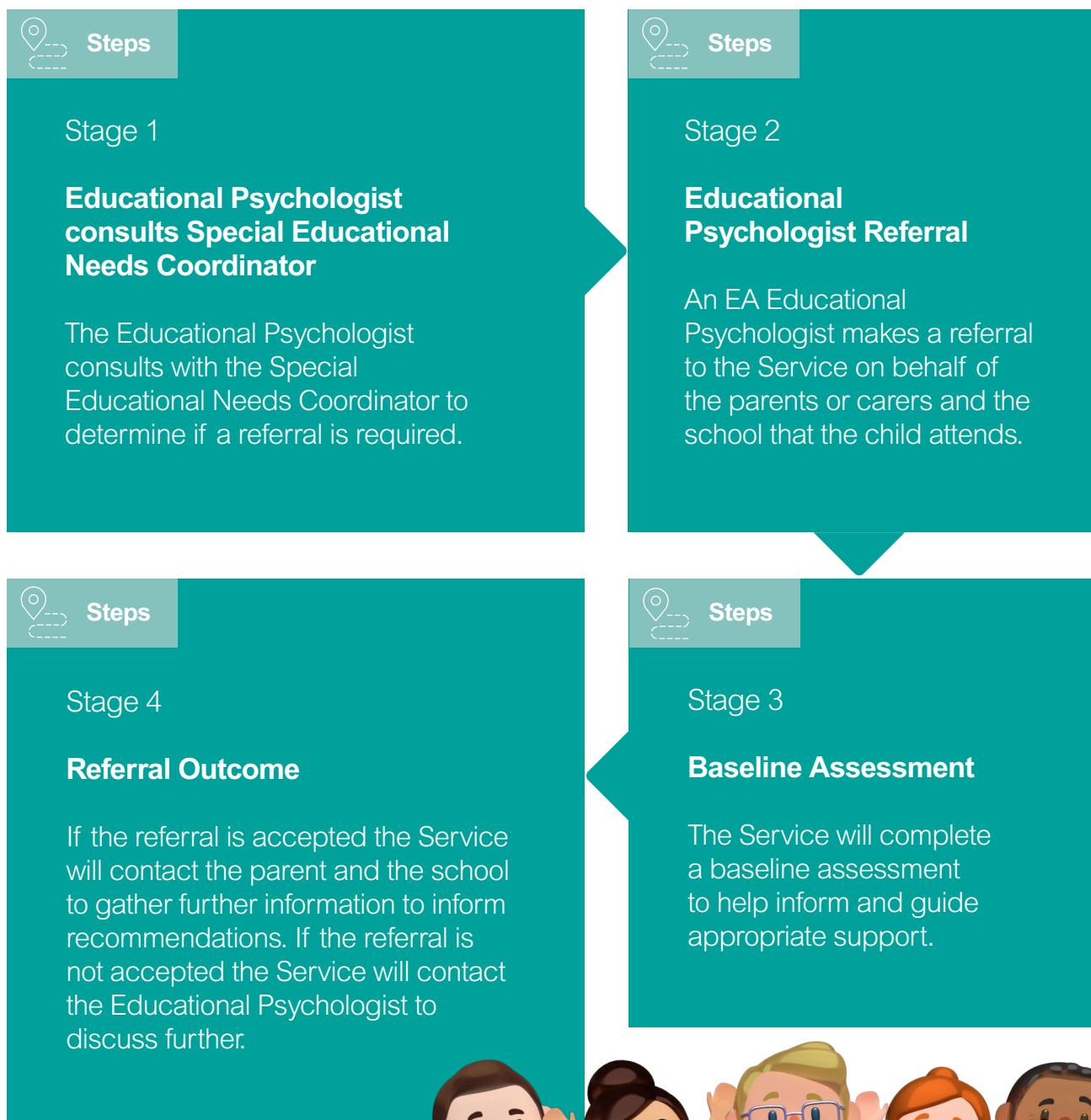
Educational settings are reminded of the graduated response to supporting their children/young people with SEN under the new [SEN Framework](#) and [SEN Code of Practice: Identification, Assessment and Provision by Schools](#).

Making A Referral for Support from LCS

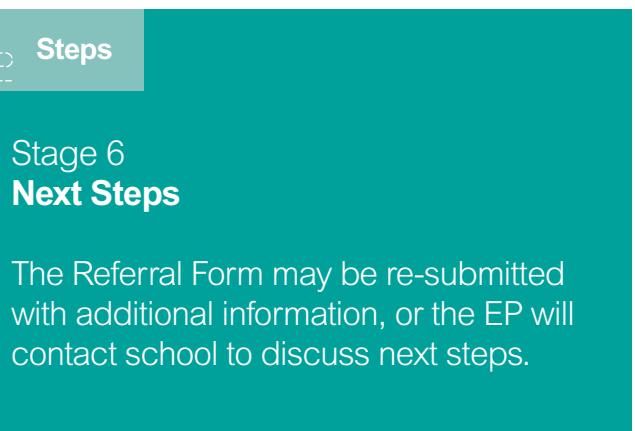
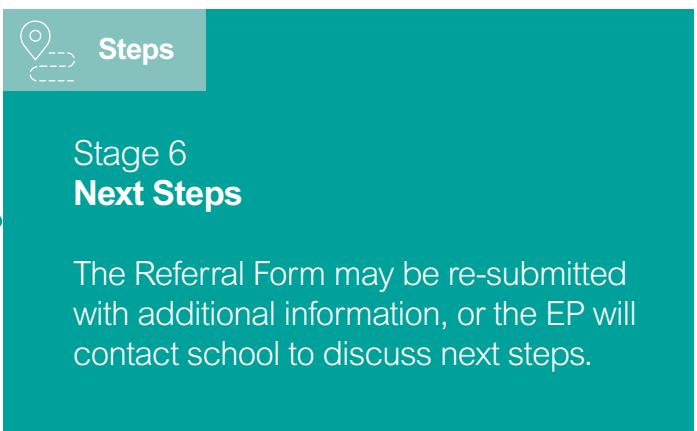
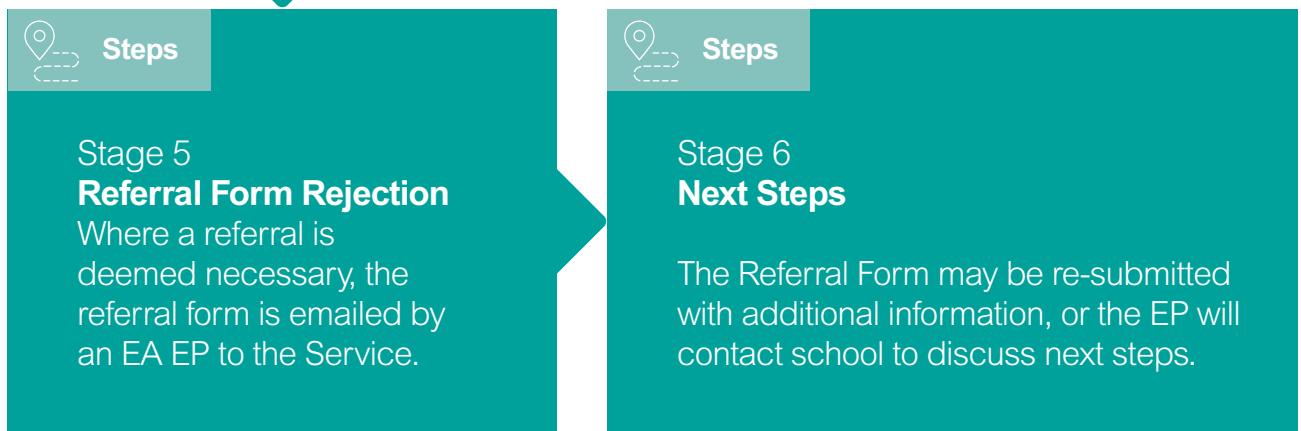
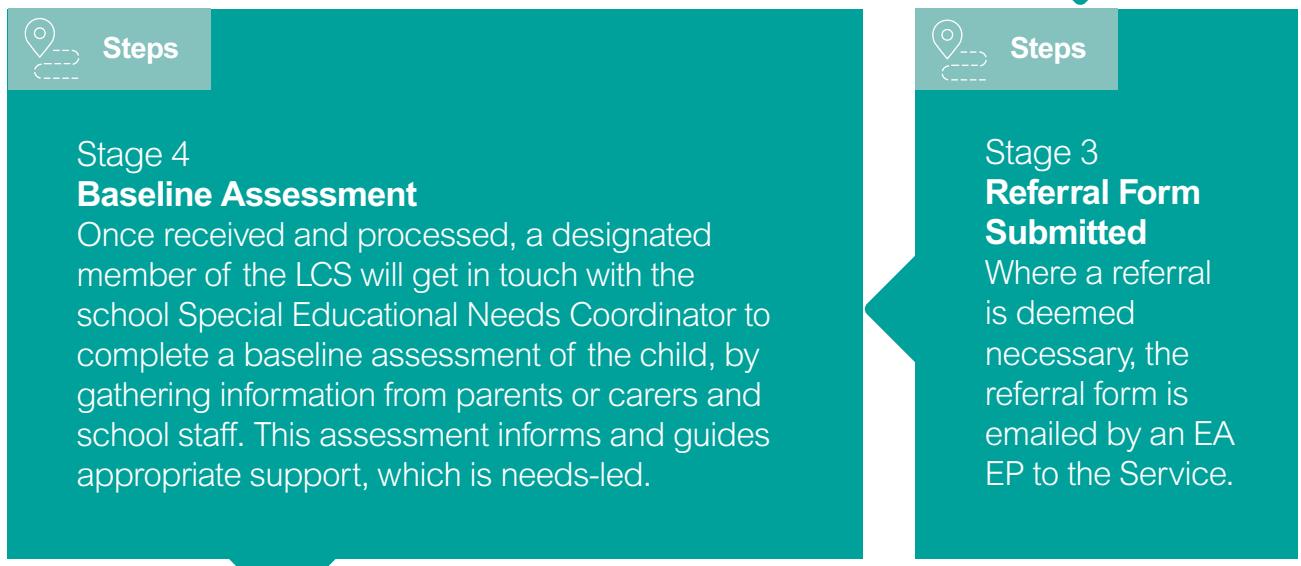
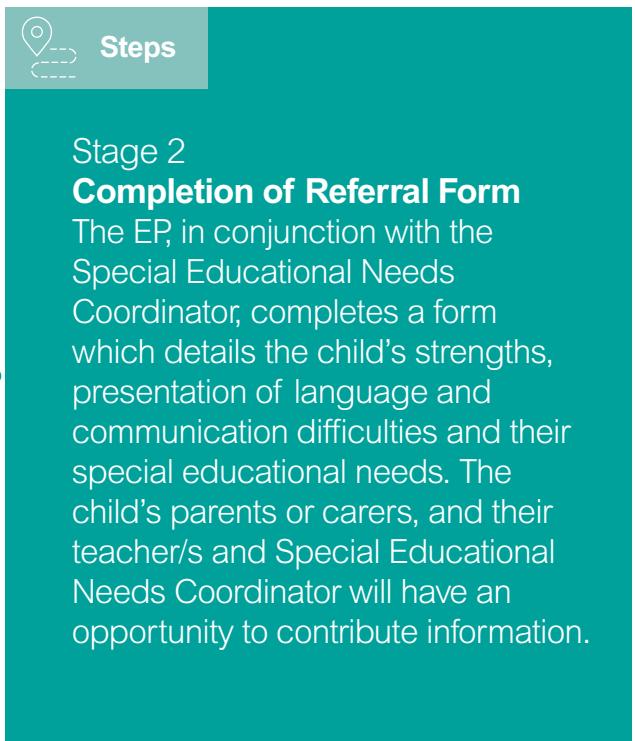
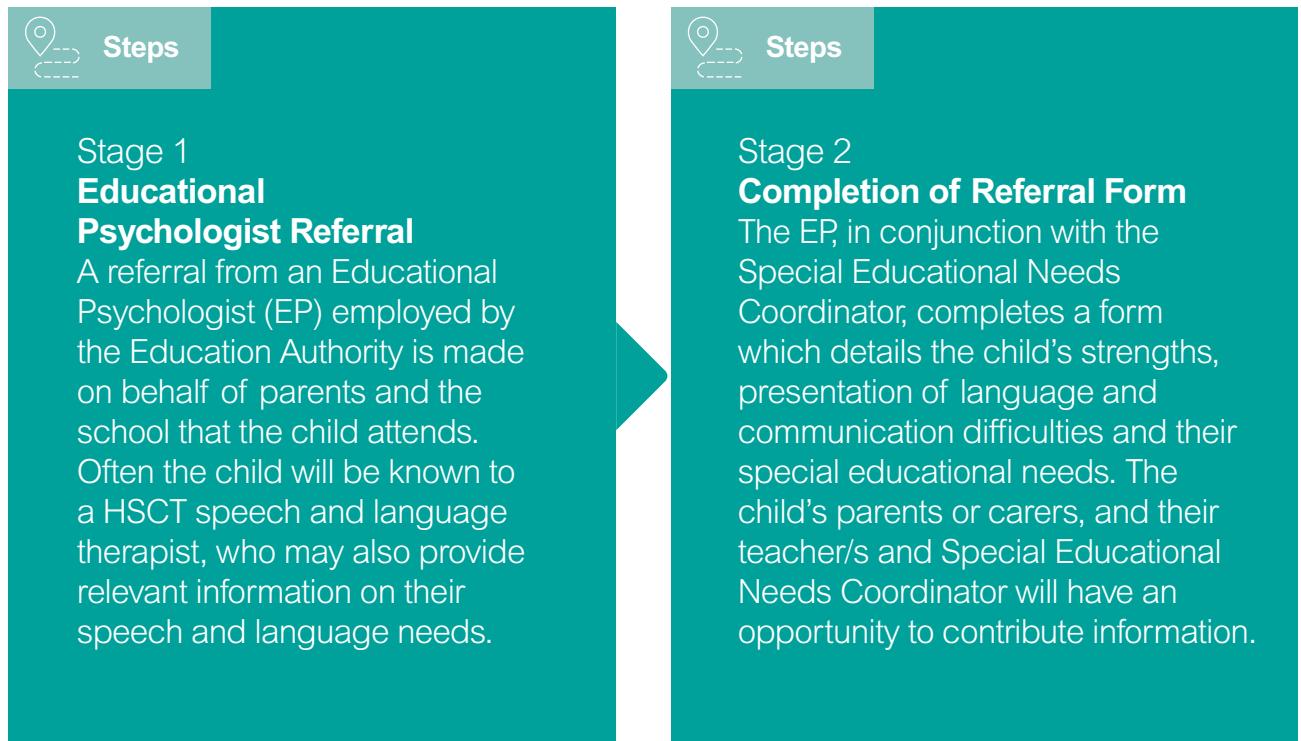
'A request for Stage 2 provision begins with a decision either at a Stage 1 review, or following discussions between the SENCo, the principal, teachers, appropriate EA advisory and support service and the parent or child over compulsory school age, that Stage 2 provision may be necessary.'

To help inform the school's deliberations, the school should review the actions which have been taken against the Stage 1 to Stage 2 School Checklist at Annex 3 d) for nursery/nursery classes; 4 d) for primary school settings; and 5 d) for post-primary school settings.'

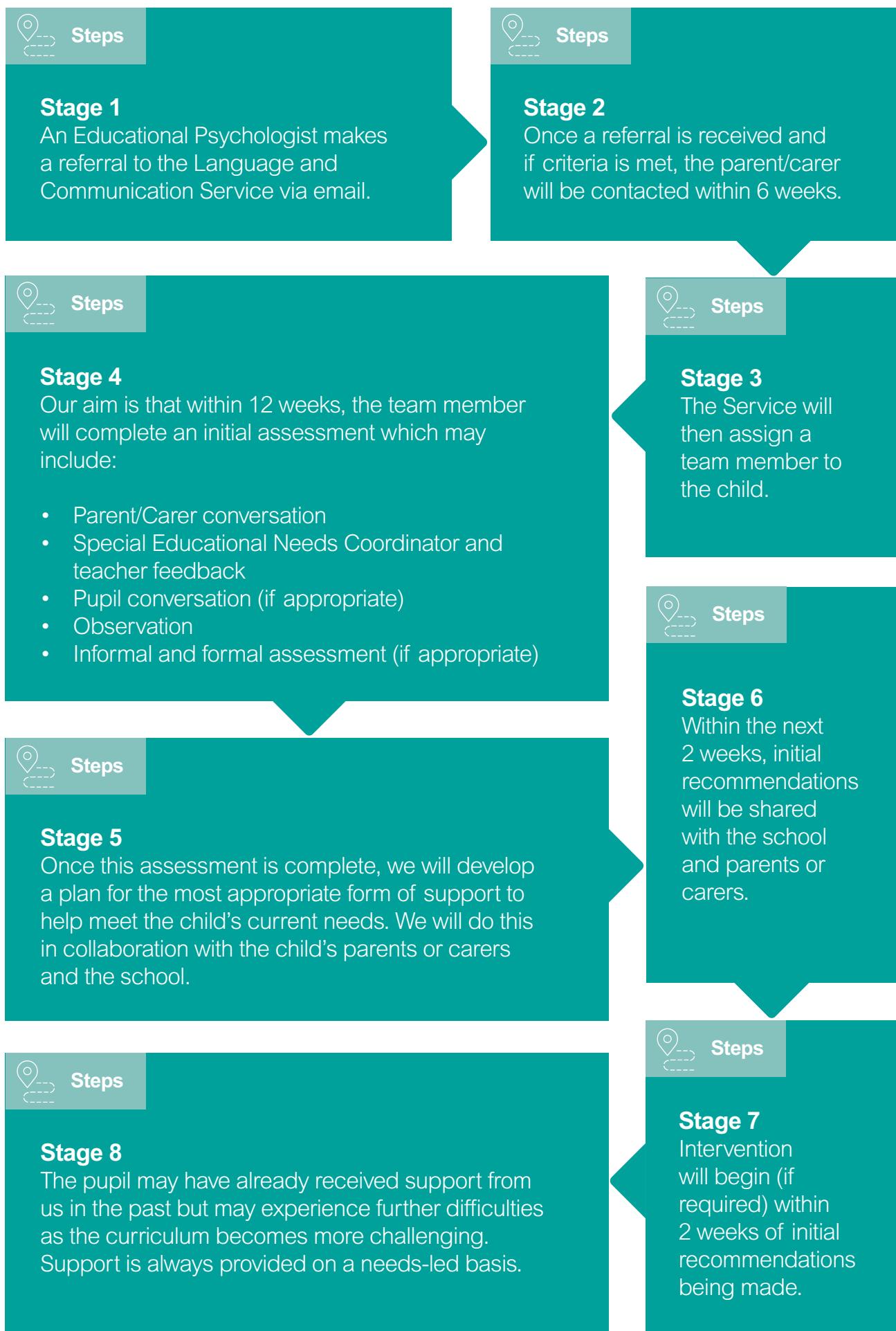
Referral pathway for Language and Communication



Referral pathway is for a child with difficulties in language and communication with a Development Language Disorder profile.



Timeline for Accessing Support from the Service



 Questions Answered

What happens following a referral to the Language and Communication Service?

Once a referral is accepted from an EA EP a member of the team will be assigned to support your child or young person.

Our team member will then complete an initial assessment gathering information from the child or young person, their parents or carers and their educational setting. They may also need to observe your child/young person, but you will be advised of this in advance.

Once this assessment is complete, we will develop a plan for the most appropriate form of support to help meet your child or young person's current needs. We will do this in collaboration with you (the child's parents or carers) and the educational setting.

 Questions Answered

What level of support will my child receive?

For many children or with SEN, their specific needs can be met within their educational setting.

The support provided by our Service is for receptive and/or expressive language needs.

If support is required, we can provide resources, training, advice and guidance for parents or carers and/or educational settings schools. We can also provide support for your child where appropriate.

Support can be provided with or without a Statement of Special Educational Needs in place.





Criteria for Accessing Support from the Service

Top Tip

To access support from the Language and Communication Service without a Statement of SEN, a child or young person's primary need must be a developmental language disorder profile, (DLD). Whilst a diagnosis is not required, a DLD profile is.

If the Language and Communication Service is mentioned on a child's Statement of SEN then the setting/school may request support from the service.

The Language and Communication Service follows a 'model of continuum support.' A child can access the Language and Communication Service without a Statement of Special Educational Needs.

Resources

Resources are available to children and young people, parents and carers, and schools. There are no criteria necessary to access these.

Training

Training is available for all school staff. This includes online training, which school staff may access via the [CYPs Regional Training Programme](#).

Advice and Guidance

Advice and Guidance is available to teachers, other relevant professionals, and parents and carers of children who have language and communication difficulties with an identified SEN in Speech, Language and Communication Needs, specifically a Developmental Language Disorder diagnosis or profile. This advice is available whether or not they have been referred to the Service.

Pupil Support

Pupil Support may be available, where appropriate, to a child with an identified SEN in Speech, Language and Communication Needs, specifically a Developmental Language Disorder diagnosis or profile. To be considered for this support a pupil will need:



A Language and Communication Service Referral Form submitted by an EA.



The school's action as contained in the PLP under Stage 1 including the outcomes of regular reviews.



Support available for Your Child/Young Person from the Language and Communication Service

The support provided by the Service is based on the specific needs of your child or young person and may include:

Advice, Resources and Training

Our Service can provide advice and guidance to schools, parents or carers and children and also has dedicated resources covering a range of topics.

1 Language Development

2 Early Years

3 Primary 5 to Primary 7

4 Social Communication



Web Links

Language and Communication Resources.

Fun Activities for Language Development, videos, resources and useful links

Pupil Support

Children who have development language disorder (DLD) or DLD profile as their primary SEN and have been assessed by an EA Educational Psychologist, may be provided with bespoke support, where appropriate.

To provide the most appropriate level of support, the Language and Communication Service will work together with the child, their parents or carers, school staff and other professionals.

Support can also be provided to children moving from one educational setting to another, including practical advice and guidance.

Children at Stage 2 of the Code of Practice who are supported by the Service receive a maximum of 3 terms face to face weekly sessions via school visits from (SENCo).

Progress is reviewed termly.



Top Tip

Children at Stage 3 of the Code of Practice receive a block of support to assess the language needs, set targets, model intervention sessions with the classroom assistant present and provide resources to help support the child. The child's progress is reviewed regularly by the school and further resources may be provided by the Service as required.



Support available to schools from Language & Communication

Support available to schools

The Primary Behaviour Support & Provisions Service (PBS&PS) supports children and young people with Special Educational Needs (SEN) arising from difficulties in the following [SEN Category](#):

1

Speech, Language and Communication Needs (SLCN)

What We Do

Help and Support

The LCS is a regional service made up of a team of professionals with knowledge, understanding and specific training in language and communication.

We provide training, advice and support and work in partnership for the effective inclusion of children/young people with SEN arising from difficulties in language and communication, where SLCN is the principal/primary need.

We work within pre-school, primary and post primary phases of mainstream schools, specialist provisions.

Resources



Web Links

Language and Communication Resources.

Fun Activities for Language Development, videos, resources and useful links

Training

One of our roles is to support children and their parents and carers while also building capacity within schools. We offer a regional online school-based training programme, specifically designed for school staff in pre-school and primary phases.

This includes an online training service that school staff may access via the [CYPs Regional Training Programme.](#)

'How to support your child's language' training for parents/carers will be available soon.





About the Language and Communication Service

Who we are

The Language and Communication Service is a team of dedicated staff who specialise in providing support to children whose only or principal Special Educational Need is categorised as Speech, Language and Communication Needs (SLCN).

The team works throughout Northern Ireland with children in pre-school, primary and post primary educational settings and schools.



Who We Work With

We work with:

1

Other EA support services

2

External agencies including schools and Health and Social Care Trusts

3

Public Health Agency;

4

Families and carers of children and young people.

A number of other professionals may be involved and GDPR guidelines are adhered to at all times. Permission will always be gained from those with parental responsibility to discuss any child.



Useful Resources & Links - Language and Communication

The Language and Communication Service provides a range of resources that can be accessed or downloaded for your own use.

Resources

We have a range of parent resources available on the below topics:

1 Language Development

2 Early Years

3 Primary 1 to Primary 4

4 Primary 5 to Primary 7

5 Social Communication

 **Download**

Fun Activities for Language Development, videos, resources and useful links

[Language and Communication Resources.](#)



Web Links

Children & Young People's Strategic Partnership:

Website contains links to parent support available in each trust as well as lots of useful publications, behaviour and emotional wellbeing.

ICAN:

Children's communication charity.

ELKLAN:

Provides training for education staff and speech and language therapists. They also have an online shop for useful resources.

Stamma:

Website provides information and support on stammering/stuttering.

The Communication Trust:

Coalition of over 50 not-for-profit organisations. They support everyone who works with children and young people in England to support their speech, language and communication.

AFASIC:

Resources and apps for speech and language.

Carrie Hughes Speech and Language Therapist:

Excellent purchasable resources.

Raising Awareness of Developmental Language Disorder (RADLD):

Website containing resources that explain what DLD is, the impact it can have, how to get help and how to raise awareness.

Contact Language and Communication Service

If you have queries or need advice, guidance or support contact us.

Contact Information

The Language and Communication Service can be contacted for advice and information specific to children and young people who have, or may have, language and communication difficulties and an associated SEN.

You can also use the below contact details for training enquiries.

Telephone: **028 8241 1305**

Email: **LCSGeneral@eani.org.uk**

**9am to 5pm,
Monday to Friday**



Language and
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Literacy Service



Literacy Service

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Support for children and young people with cognitive and learning difficulties in literacy and dyslexia.

What We Do

Help and Support

The Literacy Service provides support for children and young people with learning difficulties in literacy and dyslexia who have been referred to us through the EA Psychology Service.

1 **We work to improve the reading, writing, speaking and listening skills of children and young people.**

2 **We support the educational development of pupils with a Special Educational Need arising from Cognition and Learning in literacy.**

3 **We do so by working together in partnership with children and young people, educational staff, parents or carers and other professionals.**

4 **We provide information, advice, training and guidance to families, carers and school staff.**



Top Tip

If you think your child has a learning need, you can talk to a number of professionals for advice including your child's class teacher, the school Special Educational Needs Coordinator (SENCo) or medical or social care professionals.





How to access Literacy Service

Support from our team occurs after a school consultation with an EA Educational Psychologist (EP). Based on the outcome of this consultation, a referral may be submitted by the EP to the Literacy Service.

The referral will detail your child's strengths, the impact of their difficulty in literacy and their educational needs. This information will be collated in partnership with EP and the school in what is known as a '**Psychological Involvement Referral Letter**'. This is issued to the school and will help inform a pathway of support.



Top Tip

We can support children and young people with or without a Statement of Special Educational Needs.



Questions Answered

Can a parent or carer refer a child or young person to this Service?

You can't currently refer your child to the Literacy Service (LS). The referral must be made via the school that your child attends and through the Educational Psychology Service (EPS).

If you have a concern about your child, speak to their teachers at their school or the school Special Educational Needs Coordinator.



Literacy Service

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How a child or young person is referred to the Literacy Service

If your child has an identified Special Educational Need, they may be referred to this Service following consultation with the school's Educational Psychologist.

Your child's school will provide the Educational Psychology Service with detailed information on any interventions the school has made on behalf of your child. This will enable our Service to develop an informed and tailored programme of support, in accordance with your child's needs.



Top Tip

If your child has not been referred to or is not being supported by our Service and you believe your child may have SEN, you can talk to a number of professionals for advice including your child's class teacher, the Special Educational Needs Coordinator in your child's school or medical and health care professionals.

Making A Referral for Support from Literacy Service

A request for Stage 2 provision begins with a decision either at a Stage 1 review, or following discussions between the SENCo, the principal, teachers, the EA Psychology Service and the parent or child over compulsory school age, that Stage 2 provision may be necessary.

To help inform the school's deliberations, the school should review the actions which have been taken against the Stage 1 to Stage 2 School Checklist at Annex 4 (d) for primary school settings and 5 (d) for post-primary school settings.'

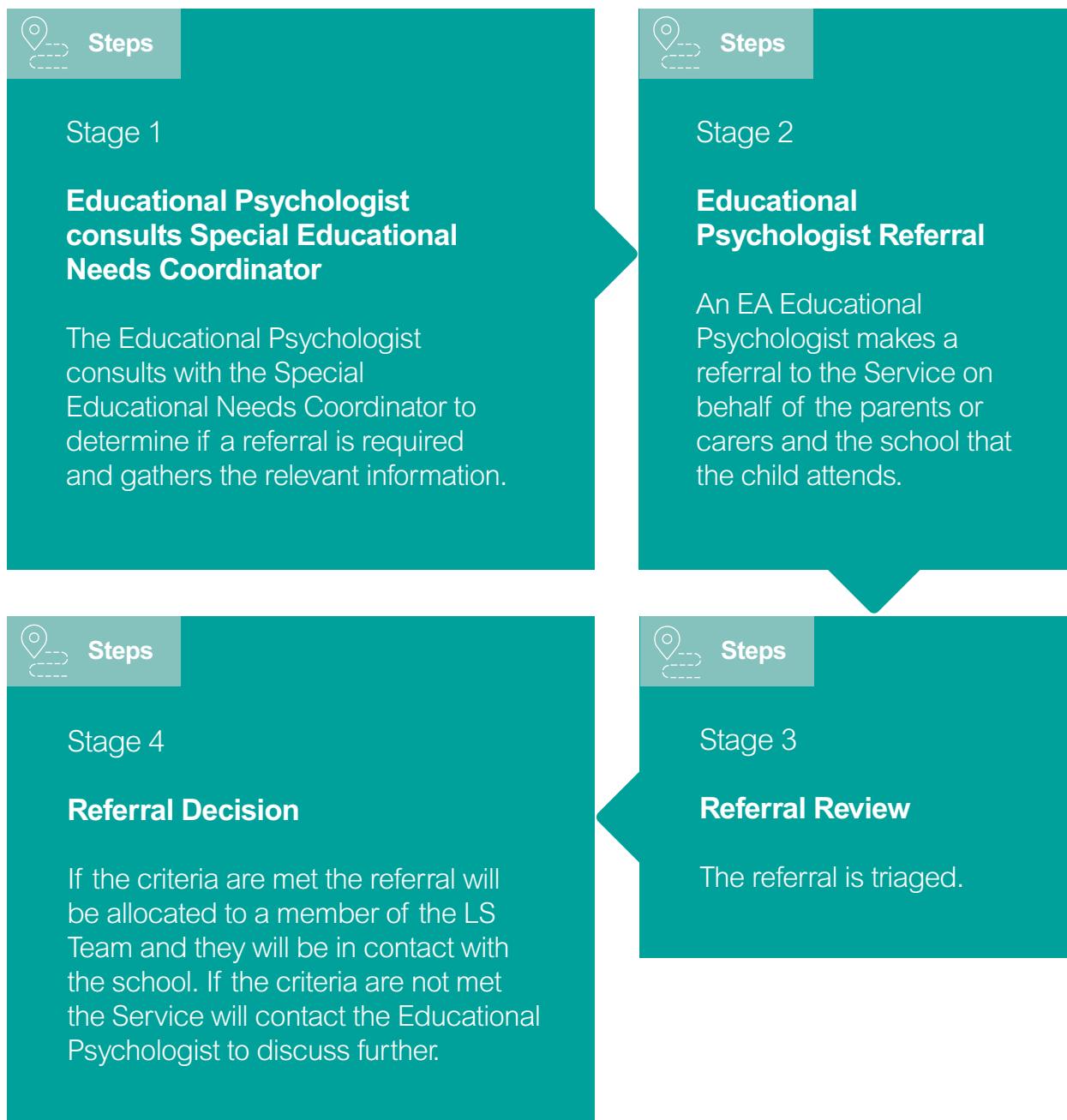
Educational settings are reminded of the graduated response to supporting their children/young people with SEN under the new [SEN Framework](#) and [SEN Code of Practice: Identification, Assessment and Provision by Schools](#).



Referral pathway for Literacy Service

This referral pathway is for a child or young person with difficulties in literacy alongside an identified SEN in Cognition & Learning, as recorded on the SEN Register of the educational setting or school.

Referred children and young people can access this support with or without a Statement of SEN.



**Steps****Stage 1****School and Educational Psychology Consultation**

A referral for consideration of involvement from LS is made by an Educational Psychologist (EP) employed by the Education Authority (EA). This follows a consultation between the EP and the SENCo of the school which the child attends.

**Steps****Stage 2****Educational Psychology Completes Literacy EPS Referral Form**

The EP, in conjunction with the SENCo, completes a referral form which details the child's attainment scores, presentation of literacy difficulties and their special educational needs. Parents, teachers and the SENCo will have had an opportunity to contribute supporting information to assist with the completion of the form.

**Steps****Stage 4****LS Review Referral**

Once received, the LS team will triage the referral and accompanying relevant documents which inform and guide the determination of appropriate support, which is needs-led and resource dependent.

**Steps****Stage 3****Information Submitted to Literacy Service**

Where a referral is deemed necessary, the referral form, an EP involvement referral letter and the LS parental consent form are emailed by EPS to literacyservice@eani.org.uk

**Steps****Stage 5****Decision**

If the criteria are not met, we will return the referral form to the EP, explaining why the referral has not been accepted and discuss any additional information which may be required. The Referral Form may be re-submitted with additional information, or the EP will make contact with the school to discuss next steps. If the criteria is met the referral will be allocated to a member of the LS Team and they will be in contact with the school.

Timeline for Accessing Support from the Service

This referral pathway is for a child or young person with difficulties in literacy alongside an identified SEN in Cognition & Learning, as recorded on the SEN Register of the educational setting or school.

Referred children and young people can access this support with or without a Statement of SEN.





Questions Answered

What happens following a referral to the Literacy Service?

Once a referral is received and if it meets the referral criteria, a Senior Teacher of the LS team will be allocated to your child.

A Literacy Service Teacher will assess the information provided by the school and will use this to develop a programme of support for your child, based on their individual needs.



Questions Answered

What level of support will my child receive?

For many children and young people with SEN, their specific needs can be met within their school.

The support provided by our Service is based on the specific needs of each child and can be provided with or without a Statement of Special Educational Needs being in place.

If support is required, we can provide resources, training, advice and guidance for schools, and advice for parents and carers. We can also provide individual support for your child, where applicable.





Criteria for Accessing Support from the Literacy Service

Top Tip

It is the responsibility of all schools to meet the literacy needs of their pupils.

Our Service can support educational settings by providing a wide range of guidance and resources to ensure staff are well equipped to help meet those needs.

Resources

Resources are available to children and young people, parents or carers and schools. There are no criteria for accessing these. These resources are available on the [Literacy Service Resource](#) page.

Schools can access resources via the Literacy Service Resource Hub hosted on the C2k network. Access can be provided to the Principal, Special Educational Needs Coordinator and Literacy Coordinator by emailing EALstart.team@eani.org.uk

Please note you will need a C2K username and password to access this site.

Training

Training is available for all school staff. This includes online training, which school staff may access via the [CYPs Regional Training Programme](#). There are no criteria necessary to access this.

Advice and Guidance

Advice and Guidance is available to teachers and other relevant professionals as well as parents or carers of children and young people who meet criteria for the first tier of support from LS, following referral for consideration of support.

Pupil Support

Pupil Support may be available, where appropriate, to a child or young person who meets the threshold criteria for support from a specialist teacher from our Service, following referral for consideration of support. This may be through working directly with individual or small groups of children and through the use of Assistive Technology.





Support available for Your Child/Young Person from the Literacy Service

The support provided by our Service is based on the specific needs of your child or young person and may include:

Advice, Resources and Training

Our Service can provide advice and guidance to parents or carers and children or young people and also has dedicated resources covering a range of topics.

A regular Newsletter has been developed to support the pupils referred to our service, their parents and schools. In every issue you will find examples of good practice, helpful tips and strategies and most importantly the voice of the pupil represented in pictures, writing and personal stories etc. The newsletter is available on the [Literacy Service Resource](#) page.

A wide range of software is available free of charge via the school C2K network and online for C2K users (including children and young people) to download for all children using their C2k account at school and at home.

Schools and parents or carers of children and young people can also access relevant information. Resources for parents can include literacy specific topics to support your child at home and are accessible on the [Literacy Service Resource](#) page.



Pupil Support

Children and young people who have literacy difficulties and an identified SEN in Cognition and Learning may be provided with tailored support, where appropriate.

Support can also be provided to children and young people on how to access and use Assistive Technology that supports learning and literacy development.



Top Tip

To provide the most appropriate level of support, our Service will work together with the parents or carers, educational staff and other professionals and with the child in question, if appropriate.

Parent Information

Parents or carers of a child or young person with an identified SEN who has not been referred to the Literacy Service, can [contact the service](#) for advice and information.



Support available to schools from Literacy Service

Support available to schools

The Literacy Service (LS) supports children and young people with Special Educational Needs (SEN) arising from difficulties in the following [SEN Category](#):

1

Cognition and Learning (C&L)

What We Do

Help and Support

The LS is a regional service made up of teams of teachers and professionals with knowledge, understanding and specific training in literacy difficulties.

We provide resources, training, advice, guidance and pupil support, and work for the effective inclusion of children and young people with SEN arising from difficulties in literacy.

We work within primary and post-primary phases of mainstream schools.

Training

One of our roles is to support a child and their parents or carers while also building capacity within schools. We offer an extensive regional and school-based training programme, specifically designed for school staff.

This includes an online training service that school staff may access via the [CYPS Regional Training Programme](#).



Top Tip

Special Educational Needs Coordinators (SENCo's) and any school staff can access an extensive range of digital resources and support via the Literacy Service virtual learning environment hosted on the school C2K computer network. For more information email literacyservice@eani.org.uk or phone 028 9448 2228.





About the Literacy Service

Who we are

The Literacy Service is a team of dedicated staff who specialise in providing support to children and young people with an identified Special Educational Need in Cognition and Learning, specifically literacy difficulties.

The team works throughout Northern Ireland with children and young people from primary to post primary education age.

Who We Work With

We work with:

1 Other EA support services

2 External agencies including schools and Health and Social Care Trusts

3 Public Health Agency;

4 Families and carers of children and young people.

A number of professionals may be involved and GDPR guidelines are adhered to at all times with permission gained from those with parental responsibility to discuss any child.

What We Do

We provide support to children with learning difficulties in literacy / dyslexia who have been referred to us through the EA Psychology Service.

We work to improve the reading, writing, speaking and listening skills of children and young people.

Support from the Service can involve:

1 Teaching to help improve the reading, writing, speaking and listening skills

2 Support on an individual basis depending on the child's needs

3 Guidance on how to access and use assistive technology to support literacy development;

4 Provision of information and resources to help parents support their children's literacy development at home

5 Provision of training to schools in the areas of literacy difficulties

6 Development of partnership working with parents and schools



Useful Resources & Links - Literacy Service

Resources

The Literacy Service provides a range of resources to include information leaflets, suggested activities/resources and training videos to help parents and schools to support literacy development. Topics include

1 **Reading**

2 **Writing**

3 **Spelling**

4 **Assistive Technology**

5 **Transition to Post Primary**

6 **Guidance for supporting a child at home**

7 **Exam Access Arrangements**



Web Links

Literacy Resources

Helpful resources which contains information leaflets, suggested activities/resources and training videos to help parents support their children's literacy development.

ICAN:

Dyslexia Friendly Learning Environment - This is a comprehensive resource covering school-based early identification and intervention and guiding schools in whole school approaches and policy covering skills teaching, motivational strategies and by-pass strategies.

Count Read: Succeed

A Strategy to Improve Outcomes in Literacy and Numeracy (2011) followed ESAGS. It brought a renewed focus on the importance of literacy and the centrality of teachers within a strategy for raising standards.

SEN Good Practice Guidelines

The Report of the Northern Ireland Task Group on Dyslexia (2002)

Includes some useful resources and guidance.

DENI SEN Resource File

Includes core sections on supporting the needs of pupils experiencing literacy difficulties.

The Supporting Learning:

Provides information about free online resources. The materials within this section are a support for parents and schools if pupils are learning at home.

Read and Write software:

Read & Write is a literacy support toolbar, using features including text-to-speech, picture dictionaries and word prediction to aid reading and writing. Schools in Northern Ireland have access to the Read & Write through the C2K network and is accessible across any device, whether in class or learning at home. Texthelp are the current contracted supplier for this service until March 2025.

Contact Literacy Service

If you have queries or need advice, guidance or support contact us.



Contact Information

The Literacy Service can be contacted for advice and information specific to children and young people who have literacy difficulties.

Monday to Friday 9.00am – 12.30pm and 1.15pm – 5.00pm

Telephone: **028 9448 2228**

Email: literacyservice@eani.org.uk

When emailing please provide:

1 Phone Number

2 Your child's date of birth

3 Name of their school or educational setting, (if applicable)

4 Detail your query

On receipt of your email, a member of the team will contact you as soon as possible.





Medical Needs

Medical Needs

Contact the Service



Medical Needs

Support for children and young people who live with a long-term medical condition.

What We Do

Help and Support

The Special Educational Needs Inclusion Service (SENIS), Medical Needs aims to support the effective inclusion of pupils who live with a long-term medical condition.

We support educational settings, schools and parents/carers of children and young people from pre-school age to post-primary education, helping them to participate in all aspects of school life. Support may include information and signposting, advice and guidance.

Top Tip

If you wish to connect with a member of the team, you can contact us on the regional telephone number or via the central mailbox below. Please include a contact name and number if you leave a message.



Contact Information

The Literacy Service can be contacted for advice and information specific to children and young people who have literacy difficulties.

SEN Inclusion Service (Medical Needs) Contact Details:

Telephone: 028 71272340

Email: EAMedicalNeedsSupport@eani.org.uk





Moderate Learning Difficulties



Moderate Learning Difficulties

Accessing the Service

Support Available

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Useful Resources and Links

Contact the Service



Moderate Learning Difficulties

Support for children and young people with Moderate Learning Difficulties.

What We Do

Help and Support

We support the educational, personal and social development of pupils with Special Educational Needs arising from Moderate Learning Difficulties.

We do so by working in partnership with children and young people, educational staff, parents or carers and other professionals.

1 We provide support for children and young people in mainstream primary and post primary schools.

2 We also work with schools to make them fully inclusive for our children and young people with MLD.

3 We provide information, advice, training and guidance to families, carers and school staff.

Top Tip

We provide support for children and young people in mainstream primary and post primary schools.



How to access Moderate Learning Difficulties Service

If your child is suspected of having a Moderate Learning Difficulty, an Educational Psychologist (EP) from the Education Authority will carry out a Cognition and Learning assessment for Literacy and Numeracy.

Support from our team usually occurs after a referral is made by the EP on behalf of you (as parents and carers) and your child's school.

The EP's referral will detail your child's strengths, the impact of their Moderate Learning Difficulties and their educational needs. We will consult with your child's school, as well as speaking to you, as parents or carers. From this we will produce a tailored support programme.

If your child has not yet reached primary 1 and has, or may have a Moderate Learning Difficulty, they may be supported by the Special Educational Needs Early Years Inclusion Service (SENEYIS).

Top Tip

If you think your child has a learning need, you can talk to a number of professionals for advice including medical or social care professionals, your child's teacher or the school's Special Educational Needs Coordinator (SENCo).

We can support children and young people with or without a Statement of Special Educational Needs.



Questions Answered

Can a parent or carer refer a child or young person to this Service?

Without your child having a statement of Special Educational Needs you can't currently refer your child to the Special Educational Needs Inclusion Service Moderate Learning Difficulty. The referral must be made via an EA Educational Psychologist (EP).

If you have a concern about your child's learning, speak to school's Special Educational Needs Coordinator, their teacher or a healthcare professional such as a GP or social worker, who will then provide advice and guidance on the issue.





How a child or young person is referred to the Moderate Learning Difficulties Service

Pre-school Aged Children

If your child is under assessment by an Educational Psychologist and has clearly identified learning needs, they may be referred to the SEN Early Years Inclusion Service (SENEYIS).

If your child is not being supported by SENEYIS and you believe your child may have moderate learning difficulties, you can talk to a number of professionals for advice including medical or social care professionals and teachers.

Primary and Post-Primary Aged Children

If your child or young person has Moderate Learning Difficulties and associated Special Educational Needs, they may be referred to this Service by the EA Educational Psychologist or if your child has a statement of Special Educational Need a referral can be made by your child's school.

If your child or young person has not been referred to or is not being supported by our Service and you believe they may have Moderate Learning Difficulties, you can talk to a number of professionals for advice including medical or social care professionals, their teacher or the Special Educational Needs Coordinator (SENCo) in your child's school.

Making A Referral for Support from Moderate Learning Difficulties Service

The decision to make a request for Stage 2 provision should be made following the review of a child's progress at Stage 1 of the Code of Practice, through their Personal Learning Plan (PLP) and consideration of that all appropriate school-based provision (as detailed in the school's SEN Provision Map) have been exhausted. Discussions should take place between the Special Educational Needs Coordinator (SENCo), the principal, teachers, appropriate EA advisory and support service and the parent or child over compulsory school age that Stage 2 provision may be necessary.

To help inform the school's decisions, the school should also review the appropriate checklist in the [Annexes to the Code of Practice](#).

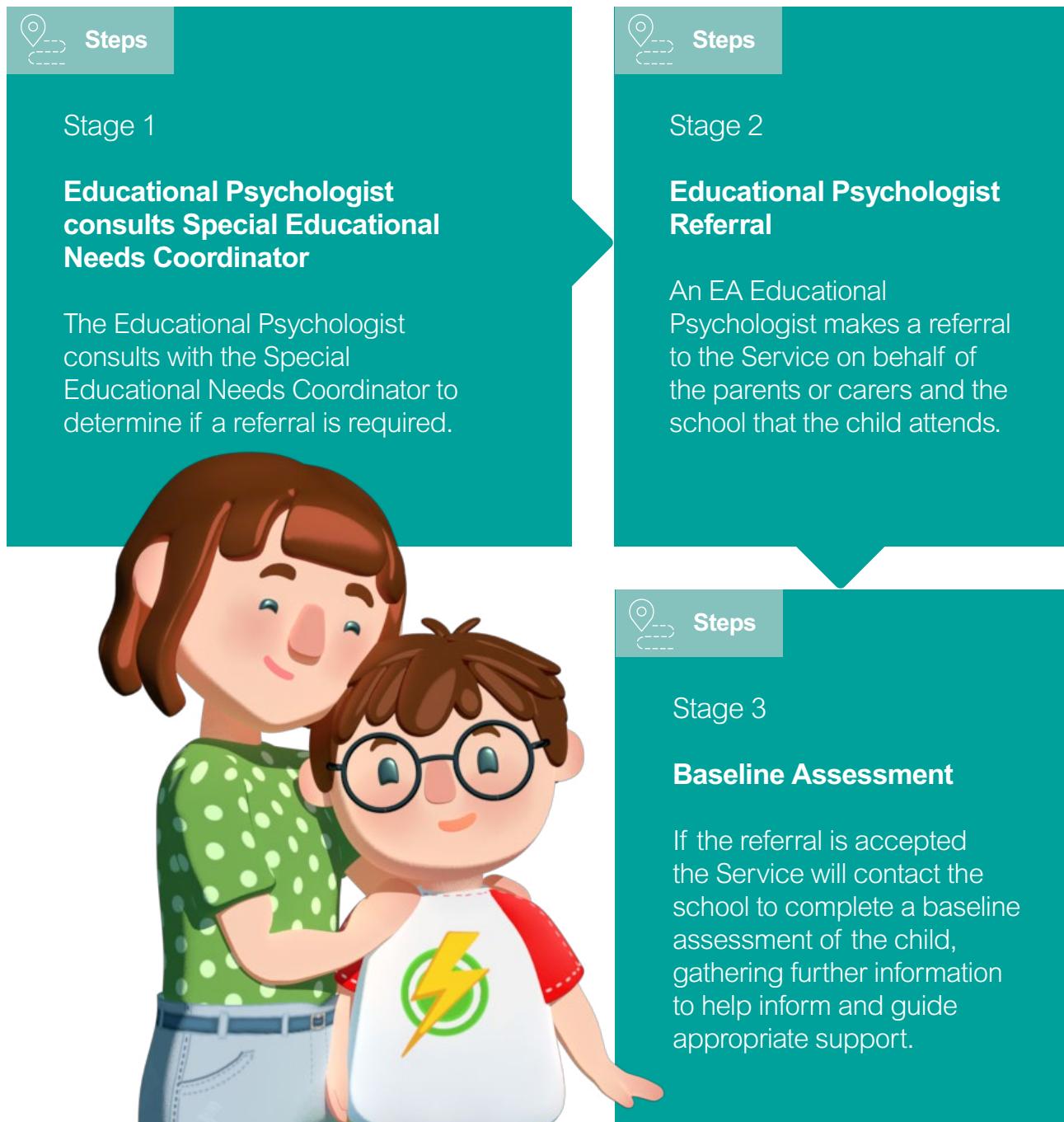
Educational settings are reminded of the graduated response to supporting their children/young people with SEN under the new [SEN Framework](#) and [SEN Code of Practice: Identification, Assessment and Provision by Schools](#).



Referral pathway for Moderate Learning Difficulties is for a child or young person with Moderate Learning Difficulties alongside associated SEN needs, as recorded on the SEN Register of the school.

Referred children can access support with or without a Statement of Special Educational Needs. Referrals can be made in the following ways:

Referral Pathway for children without a Statement



**Steps**

Stage 1

Referral

A referral from an Educational Psychologist employed by the Education Authority is made on behalf of parents or carers and the school that the child attends.

**Steps**

Stage 2

Letter Created

The Educational Psychologist, in conjunction with the Special Educational Needs Coordinator, complies a letter or involvement which details the child's strengths, presentation of Moderate Learning Difficulty, scores including IQ, literacy and numeracy and their special educational needs. The child's parents, their teachers and school's Special Educational Needs Coordinator will have an opportunity to contribute information.

**Steps**

Stage 4

Baseline Assessment of the Child

Once received and accepted, a designated Advisory Teacher will get in touch with the school to complete a baseline assessment of the child by gathering information from them, their parents and school staff. This assessment informs and guides appropriate support, which is needs-led.

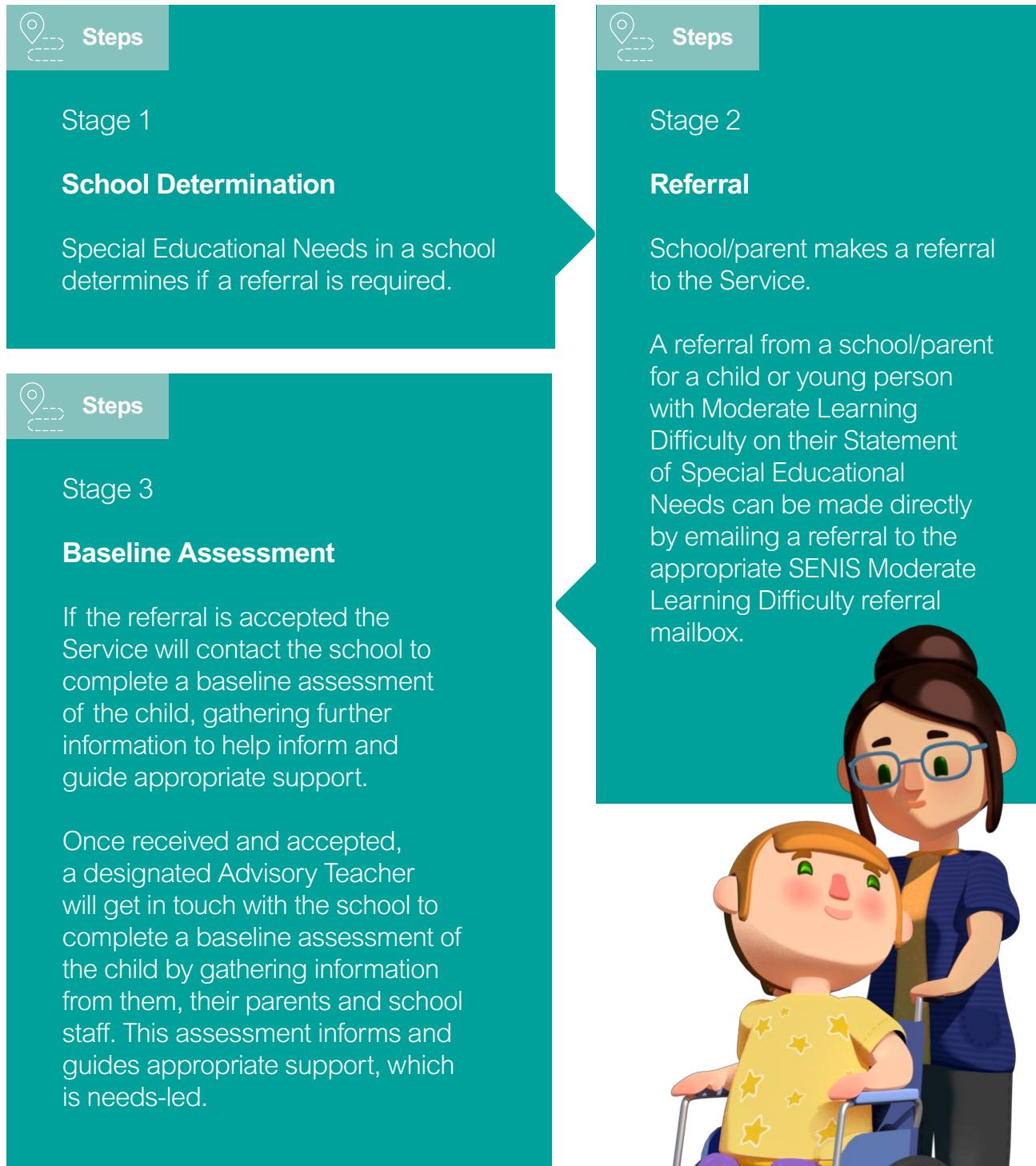
**Steps**

Stage 3

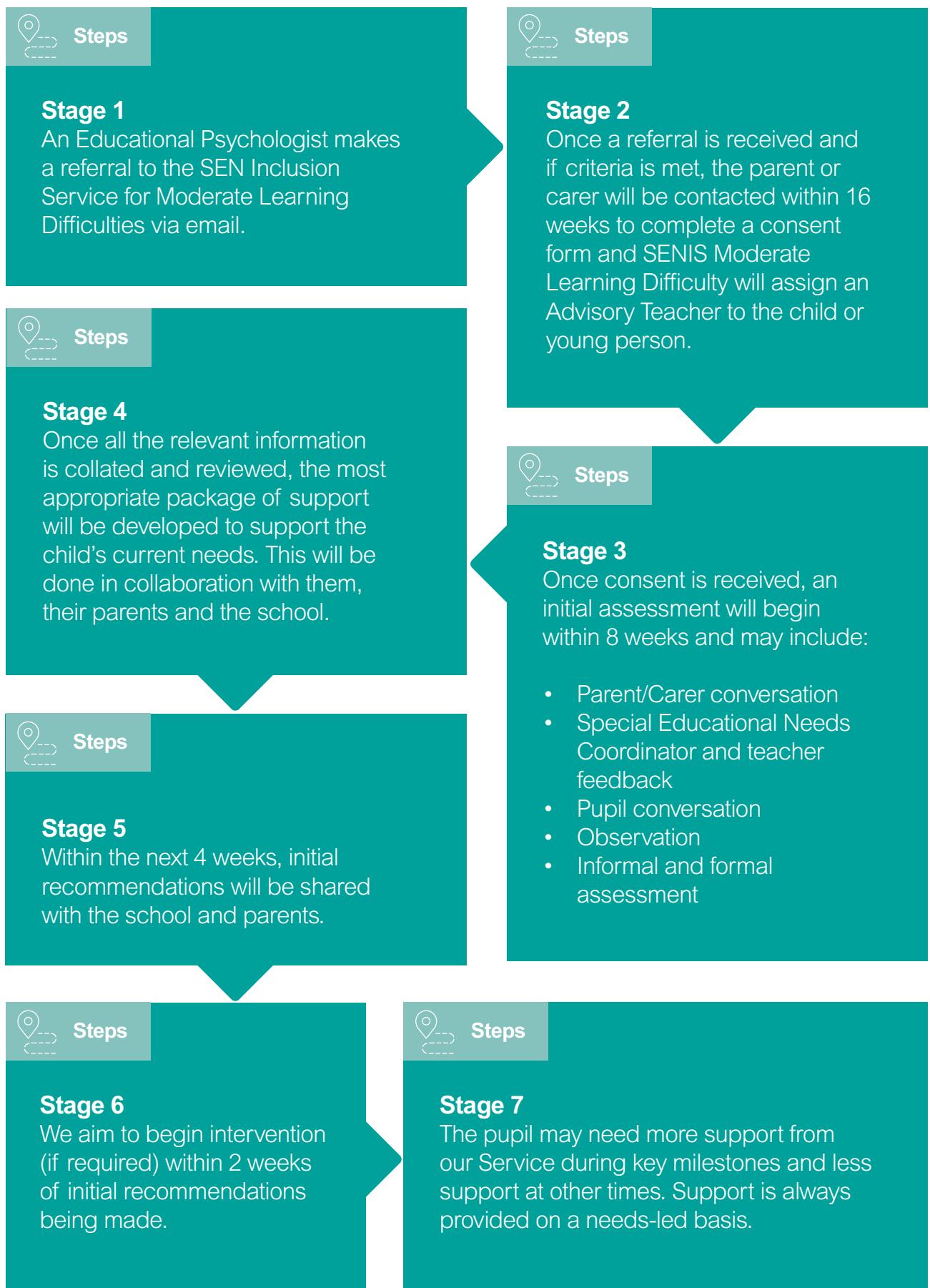
Email Update

Where a referral is deemed necessary, the letter of involvement is emailed by the Educational Psychologist to the appropriate SENIS Moderate Learning Difficulty referral mailbox.

Referral Pathway for children without a Statement



Timeline for Accessing Support from the Service



 **Top Tip**

The SEN Inclusion Service for Moderate Learning Difficulties is a team focussed on providing support to children and young people with Moderate Learning Difficulties and associated Special Educational Needs in mainstream primary and post-primary education.

**Questions Answered****What level of support will my child receive?**

For many children and young people with SEN, their specific needs can be met within their school.

The support provided by our Service is based on the specific needs of each child or young person. If support is required, we can provide resources, training, advice and guidance for schools and parents and carers. Where appropriate we can also provide bespoke support for your child.

Support can be provided with or without a Statement of Special Educational Needs being in place.

**Questions Answered****What happens following a referral to the Service?**

Once a referral is received and if it meets the referral criteria, a Senior Teacher of the LS team will be allocated to your child.

A Literacy Service Teacher will assess the information provided by the school and will use this to develop a programme of support for your child, based on their individual needs.

1

Once a referral is received and if it meets the referral criteria, a member of the team will be allocated to your child.

2

Our team member will then complete an initial assessment gathering information from the child, parents or carers and their school. They may also need to observe your child, but you will be advised of this in advance.

3

Once this assessment is complete, we will develop a plan for the most appropriate form of support to help meet your child's current needs. We will do this in collaboration with parents and the school.



Criteria for Accessing Support from the Moderate Learning Difficulties Service

Top Tip

It is the responsibility of all schools to meet the literacy needs of their pupils. Our Service can support educational settings by providing a wide range of guidance and resources to ensure staff are well equipped to help meet those needs.

Pupil Support

Pupil Support may be available, where appropriate, to children and young people with Moderate Learning Difficulties.

To access support, a pupil will need either:

1

A SENIS Moderate Learning Difficulty Referral Form submitted by an EA Educational Psychologist as well as the school's action as detailed in the PLP under Stage 1 including the outcomes of regular reviews; or

2

A Statement of Special Educational Needs where access to advice and support from our Service is indicated in Part 3 (Special Educational Provision) of the pupil's Statement.

Resources

Resources are available to schools who are supporting children and young people with Moderate Learning Difficulty recorded as their primary need, under the [SEN Category](#) of Cognition and Learning. There is no criteria for accessing these.

Training

Training is available for all school staff. This includes online training, which school staff may access via the [CYPs Regional Training Programme](#). There are no criteria necessary to access this.

Advice and Guidance

Advice and Guidance is available to teachers, classroom assistants and other relevant professionals as well as parents or carers of children and young people with Moderate Learning Difficulty who have been referred to SENIS Moderate Learning Difficulty by the Educational Psychology Service.





Support available for Your Child/Young Person from the Moderate Learning Difficulties Service

The support provided by SENIS Moderate Learning Difficulty is based on the specific needs of your child or young person and may include:

Advice, Resources and Training

Our Service can provide advice and guidance to parents or carers and children and young people as well as dedicated resources covering a range of topics.

Training for parents may include age-specific topics such as transition to post-primary and the use of Assistive Technology in post-primary schools.

Schools can access training via the [CYPs Regional Training Programme](#).



Pupil Support

Children and young people who have Moderate Learning Difficulty as their identified SEN and who have been assessed by an EA Educational Psychologist, may be provided with bespoke support, where appropriate.

Top Tip

To provide the most appropriate level of support, our Service will work together with a child, their parents or carers, educational staff and other professionals.

Parent or Carer Information

Parents or carers of a child with an identified SEN who has not been referred to the SENIS Moderate Learning Difficulties Service can contact the service for advice and information.



Support available to schools from Moderate Learning Difficulties Service

Support available to schools

The SEN Inclusion Service for Moderate Learning Difficulties supports children and young people with Special Educational Needs arising from difficulties in the following [SEN Category](#):

1

Cognition and Learning (C&L)

What We Do

Help and Support

The SENIS MLD is a regional service made up of a team of professionals with knowledge, understanding and specific training in Moderate Learning Difficulties and associated SEN. The team supports primary and post-primary aged children and young people and the mainstream schools that they attend.

We provide training, advice and support while working for the effective inclusion of children and young people with Moderate Learning Difficulties.

Special Educational Needs Coordinators may also access resources from their local Moderate Learning Difficulty Advisory Teacher or by contacting the Service.

Training

Part of our role is to support children and young people, their parents and schools by providing training. We offer a regional and school-based training programme, specifically designed for school staff in primary and post-primary mainstream schools.

This includes an online training service that school staff may access via the [CYPs Regional Training Programme](#).



Top Tip

School Special Educational Needs Coordinators may request face-to-face training via your Moderate Learning Difficulty Advisory Teacher or by contacting the Service.





About the Moderate Learning Difficulties Service

Who we are

The Special Educational Needs Inclusion Service for Moderate Learning Difficulties is a team of dedicated staff who specialise in providing support to children and young people with Special Educational Needs.

The team works throughout Northern Ireland with children and young people of mainstream primary and post primary age.



Who We Work With

We work with:

1

Other EA support services

2

Educational Psychology

3

External agencies including schools and Health and Social Care Trusts

4

Families and carers of children and young people

A number of other professionals may be involved and GDPR guidelines are adhered to at all times. Permission will always be gained from those with parental responsibility to discuss any child.



Useful Resources and Links

Information and resources for school staff and parents in supporting children and young people.

Resources

The SEN Inclusion Service for MLD provides a range of resources that can be accessed or downloaded for your own use.



Parents/Carers

Family Support NI

A comprehensive database of support for families and childcare services in Northern Ireland.

Good Schools Guide

Helping parents become familiar with SEN and Moderate Learning Difficulties.

Text help

Literacy support tool which helps pupils with everyday tasks and is free to use for pupils in NI.

Crick Software

Literacy software for pupils of all abilities, focusing on tools which are accessible for all everyone.



Educational Settings/Schools

Education Authority Resources

We provide resources for teaching of literacy and numeracy to children with MLD as well a training packages across the Key Stages 1-3.

Getting Ready to Learn

A project supporting pre-school education in NI and focusing on parent skills and linking communities.

Department of Education Count Read Succeed

This area focuses on the importance of literacy and numeracy and improving outcomes in these areas.

CCEA

CCEA brings together curriculum, examinations and assessment. Resources range from Eunice Pitt's book on early maths to assessing levels of progression.

Numicon

Numicon is a range of multi-sensory maths resources using imagery and signs to raise mathematical attainment.

Text help

Literacy support tool which helps pupils with everyday tasks and is free to use for pupils in NI.

Crick Software

Literacy software for pupils of all abilities, focusing on tools which are accessible for all everyone.

Nessy Learning

Learning in a fun interactive way whilst developing literacy skills

Wordshark and Numbershark

Provides games in numbers and literacy and lays foundations in the curriculum.

British Red Cross Wellbeing Activities

A charity providing resources to help wellbeing of children and young people age 7-18.



Contact Moderate Learning Difficulties Service

If you have queries or need advice, guidance or support contact us.

Contact Information

The SEN Inclusion Service for MLD team can be contacted for advice and information specific to children and young people who have, or may have, Moderate Learning Difficulties.

9am to 5pm, Monday to Friday

Telephone: **028 3751 2357**

Email: senis.mld@eani.org.uk

When emailing please provide:

- 1 **Phone Number**

- 2 **Your child's date of birth**

- 3 **Name of their school or educational setting, (if applicable)**

- 4 **Detail your query**

On receipt of your email, a member of the team will contact you as soon as possible.





SEN Early Years Inclusion Service



SEN Early Years
Inclusion Service

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SEN Early Years Inclusion Service

Support for pre-school children who have special educational needs and disability (SEND).

What We Do

Help and Support

The Special Educational Needs Early Years Inclusion Service (SENEYIS) provides support for pre-school children who have special educational needs and disability (SEND).

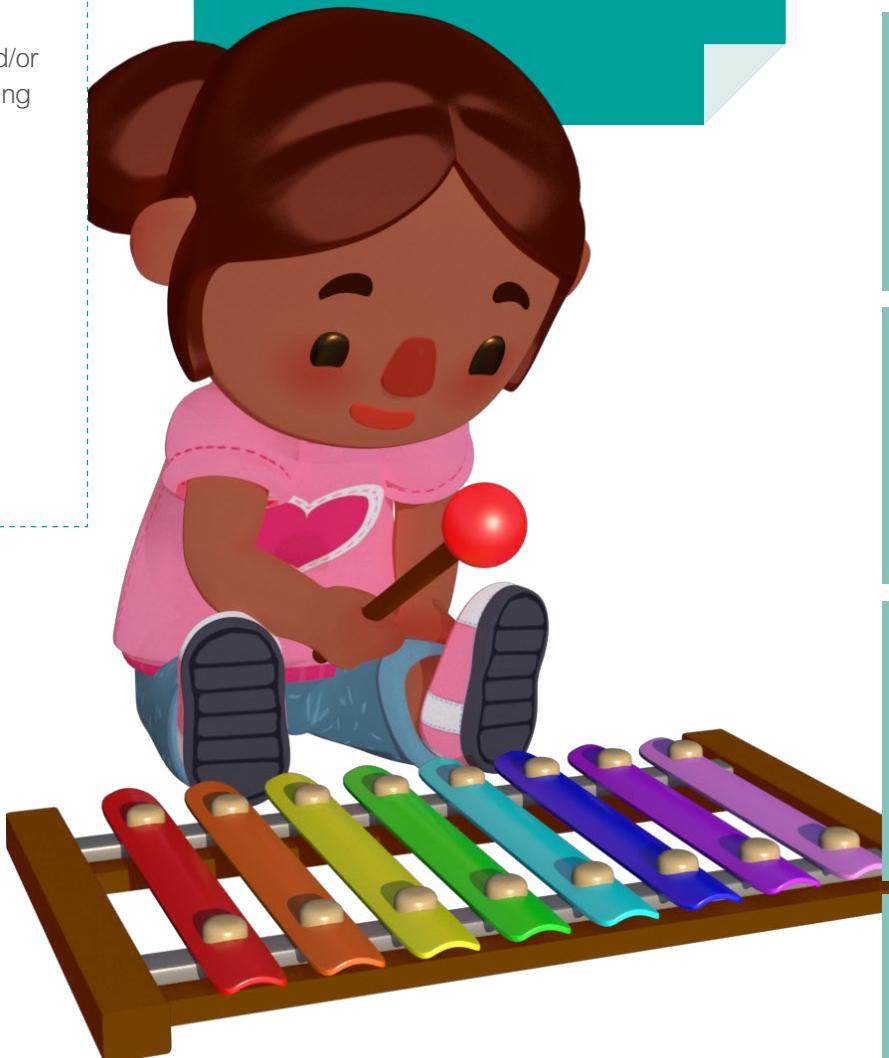
We support the educational development of pupils with SEND arising from one or more identified learning need in the areas of cognition and learning (C&L), speech, language and communication (SLCN) and/or social, behavioural, emotional and wellbeing (SBEW).

We do so by working in partnership with children, early educational setting/pre-school staff, parents or carers, and other professionals.

We offer Information, advice, training, and guidance to families, carers and early education setting/pre-school staff.

Top Tip

We provide support for children in early education and pre-school settings who are in their final pre-school year (the school year in which a child reaches 4 years old) and children who are in their pre-nursery year (the school year in which a child reaches 3 years old). We also support children who have opted to defer starting primary school.



How to access SEN Early Years Inclusion Service

We support children with or without a Statement of Special Educational Needs.

If a child attends a nursery school or a nursery class attached to a primary school, support from our team usually occurs after a referral is made from an EA Educational Psychologist (EP). Following a nursery consultation, the EP will make a referral to the Education Authority's Early Years Hub. The Early Years Hub forwards referrals to the most appropriate support service for the child.

If a child attends a playgroup, or is in the year before their final pre-school year, support from our team occurs after a referral to the Early Years Hub by an EA Educational Psychologist via a health professional, usually a Community Paediatrician.

Top Tip

If you think your child has a learning need, you can talk to a number of professionals for advice including, medical or social care professionals, such as a health visitor, the Special Educational Needs Coordinator (SENCo) in your child's nursery, your child's teacher, or staff in their pre-school setting.



Questions Answered

Can a parent or carer refer a child or young person to this Service?

You cannot currently refer your child to SENEYIS. The Early Years Hub (EYH) is the single point of referral to our service. The referral must be made via an EA Educational Psychologist (EP).

If you have a concern about your child, this should be raised with their teacher or staff at your child's pre-school setting, a healthcare professional such as a GP, health visitor, speech and language therapist or social worker. They will be able to provide advice and guidance on the issue.



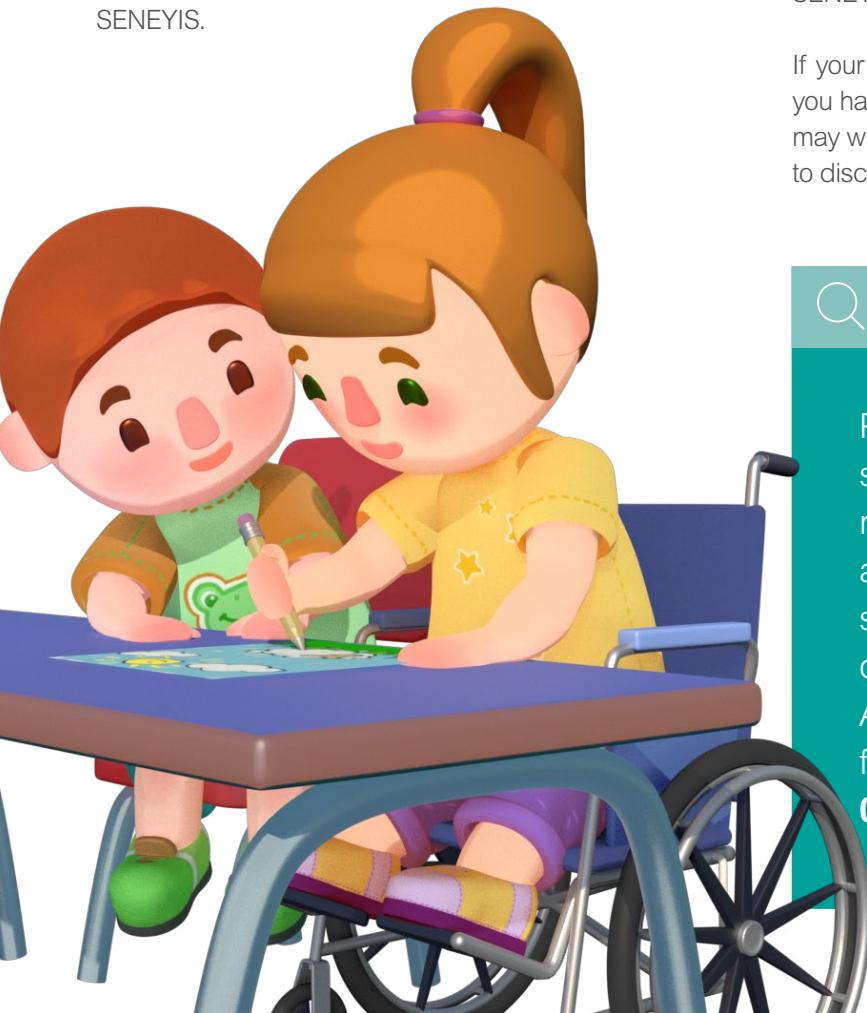


How a child or young person is referred to the SEN Early Years Inclusion Service

The year before a child's final Pre-School Year (2-3 years old)

Children can be referred to the Service from the year before their final pre-school year, up until the end of the second term of their final pre-school year. The Early Years Hub (EYH) is the single point of referral to our service. Referral through the EYH must be made via an EA Educational Psychologist (EP), who has received a referral and report from a Community Paediatrician. If a younger child has received an 'underage' place in a statutory nursery, the referral from the EP can be made via the nursery school/unit.

The EYH considers the information provided by the EP and makes an onward referral to the most appropriate pupil support service. A referral will be made to SENEYIS if the child has clearly identified learning needs. The EYH will notify parents or carers by letter or email if their child has been referred to SENEYIS.



Children in their final Pre-School Year (3-4 years old)

The Early Years Hub (EYH) is the single point of referral to our service.

If your child has identified special educational needs and disability (SEND), and attends a statutory nursery school, or nursery unit attached to a primary school, a referral to the EYH must be made via an EA Educational Psychologist (EP) following consultation with nursery staff.

If your child has an identified SEND and attends a non-statutory pre-school or playgroup, a referral to the EYH must be made via an EA Educational Psychologist (EP) who has received a referral and report from a Community Paediatrician.

The EYH considers the information provided by the EP and makes an onward referral to the most appropriate pupil support service. A referral will be made to SENEYIS if the child has clearly identified learning needs. The EYH will notify parents or carers by letter or email if their child has been referred to SENEYIS.

If your child does not have an identified SEND and you have a concern in relation to their learning, you may wish to contact your child's pre-school setting to discuss their needs further.



Top Tip

Parents / carers or pre-school setting staff can talk to a number of professionals for advice including, medical or social care professionals. They can also phone the Education Authority (EA) SEND Helpdesk for general advice on **028 9598 5960**.

Making A Referral

A request for Stage 2 provision begins with a decision either at a Stage 1 review (in the case of children in an education setting), or, following discussions between pre-school staff, EA support staff and parents, that Stage 2 provision may be necessary. For children attending a playgroup or below nursery age, this discussion will take place with a Community Paediatrician.

To help inform the nursery's deliberations, the nursery should review the actions which have been taken against the Stage 1 to Stage 2 School Checklist at Annex 3 d) for nursery/nursery classes.

Educational settings are reminded of the graduated response to supporting their children/young people with SEN under the new [SEN Framework](#) and [SEN Code of Practice: Identification, Assessment and Provision by Schools](#).

Steps

Stage 1

Educational Psychologist consults with pre-school setting staff / Community Paediatrician

The Educational Psychologist consults with the nursery staff or Community Paediatrician to determine if a referral is required and gathers relevant information to send to the Early Years Hub.

Steps

Stage 2

Early Years Hub

The Early Years Hub will review the information and make an onward referral to the most appropriate pupil support service. A referral will be made to SEN EYIS if the child has clearly identified learning needs. The EYH will notify the parent or carer by letter or email if their child has been referred to SEN EYIS.

Steps

Stage 3

Next Steps

Once a referral is received a member of the team will be allocated to the child and will contact the parent or carer to gather further information to help inform and guide the most appropriate form of support, which is needs led.

**Steps****Stage 1****Single point of referral**

The Early Years Hub (EYH) is the single point of referral to our Service.

**Steps****Stage 2****Statutory nursery school, or nursery unit attached to a primary school**

If the child has identified special educational needs and disability (SEND), and attends a statutory nursery school, or nursery unit attached to a primary school, a referral to the EYH must be made via an EA Educational Psychologist (EP) following consultation with nursery staff.

**Steps****Stage 2****Non-statutory pre-school setting or playgroup**

If the child has an identified SEND and attends a non-statutory pre-school setting or playgroup, a referral to the EYH must be made via an EA Educational Psychologist (EP) who has received a referral and report from a Community Paediatrician.

**Steps****Stage 4****Onward referral**

The EYH will consider the information provided by the EP and make an onward referral to the most appropriate pupil support service. A referral will be made to SENEYIS if the child has clearly identified learning needs. The EYH will notify parents or carers by letter or email if their child has been referred to SENEYIS.

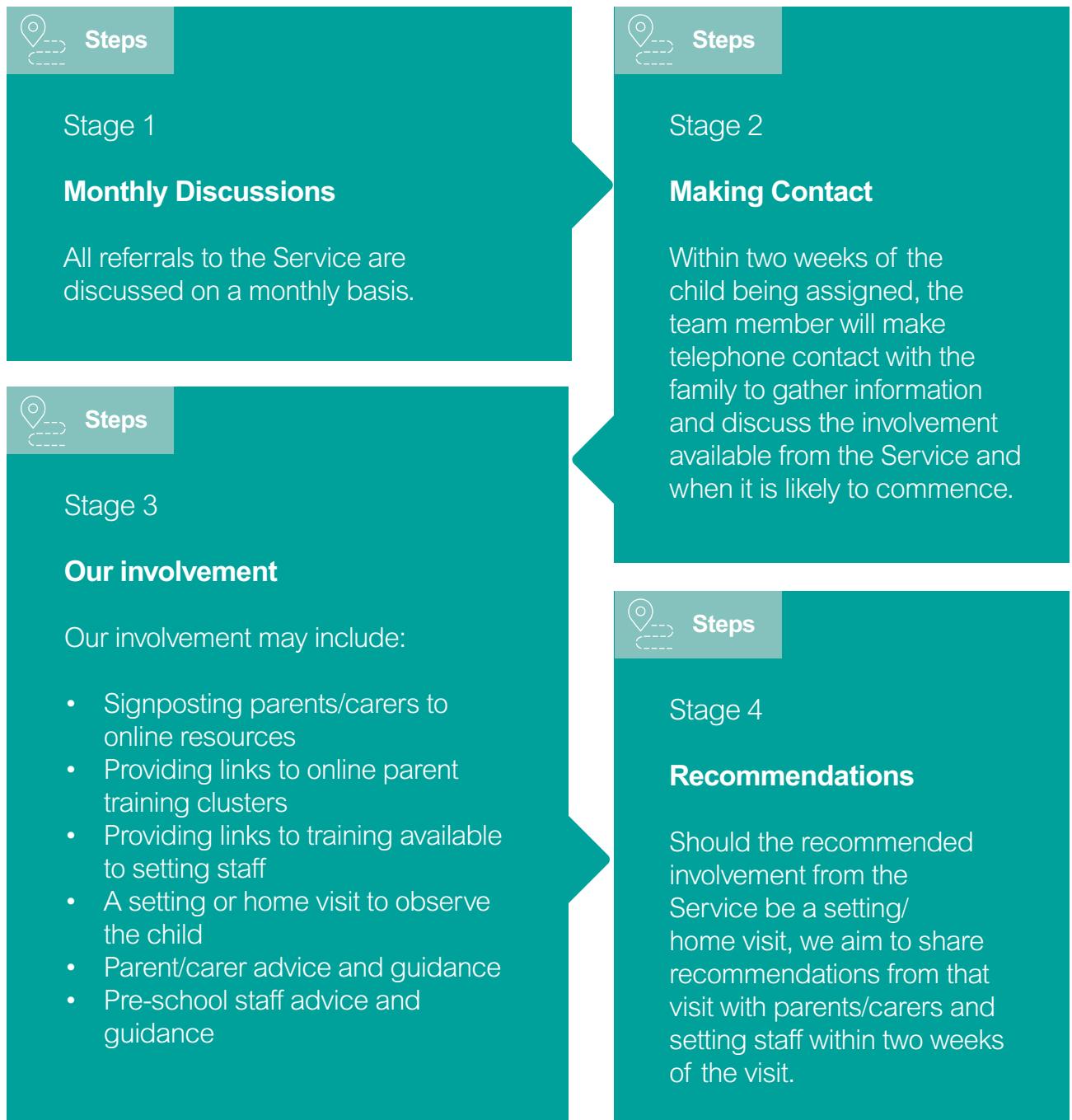
Steps**Stage 3****Email Update**

Where a referral is deemed necessary, the letter of involvement is emailed by the Educational Psychologist to the appropriate SENIS Moderate Learning Difficulty referral mailbox.

**Steps****Stage 5****Support**

A designated member of SENEYIS will get in touch with the parents or carers to gather information and discuss early support available. The assigned team member may arrange a home or pre-school setting visit to observe the child, gather information and complete a baseline assessment. This assessment informs and guides appropriate support, which is needs-led.

Timeline for Accessing Support from the Service



Questions Answered

What happens following a referral to the Service?

1

Once a referral is received, a member of the team will be allocated to your child.

2

Our team member will telephone you to gather initial information about your child and discuss what early support is available. They will also collect information from the staff in your child's pre-school setting.

3

Once all the information is gathered, the most appropriate form of support to help meet your child's current needs will be provided in collaboration with you and the pre-school setting.

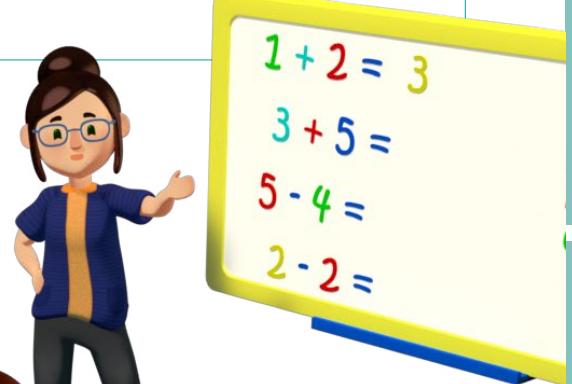
Questions Answered

What level of support will my child receive?

For many children with SEND, their specific needs can be met within their early education setting or pre-school.

The support provided by our Service is based on the specific needs of each child. If support is required, we can provide resources, training and advice for parents/ carers and pre-school setting staff. In some cases, we will carry out a home and/or pre-school setting visit to observe your child, following which, recommendations will be made on how to meet your child's needs. In a small number of cases, direct support may be provided to your child.

Support can be provided with or without a Statement of Special Educational Needs being in place.





Criteria for Accessing Support from the SEN Early Years Inclusion Service

The SEN Early Years Inclusion Service follows a 'model of continuum support.' All children who are referred to SENEYIS through the Early Years Hub (EYH) have an identified SEND.

Resources

Resources are available to parents or carers and early education settings who support a child who has been referred to our Service.

Training

Training is available to parents or carers and staff of early education settings who support a child who has been referred to our Service.

Advice and Guidance

Advice and Support is available to all setting staff, other relevant professionals and parents or carers of children who have been referred to SENEYIS through the EYH. This may include drop-in sessions for identified parents, advisory support for setting staff and/or Link Officer support for leaders who have attended the Leadership & Management training programme.

Pupil Support

Pupil Support may be available in a very small number of cases, to a child who has been referred to the SENEYIS through the EYH.



Questions Answered

Can a Child or Young Person Access the Service without a Statement of Special Educational Needs?

Yes, a child can access the SEN Early Years Inclusion Service without a Statement of SEND.





Support available from the SEN Early Years Inclusion Service

The support provided by SENIS Moderate Learning Difficulty is based on the specific needs of your child or young person and may include:

Advice, Resources and Training

Our Service can provide advice and guidance to parents or carers and children and young people as well as dedicated resources covering a range of topics.

Training for parents may include age-specific topics such as transition to post-primary and the use of Assistive Technology in post-primary schools.

Schools can access training via the [CYPs Regional Training Programme](#).



Pupil Support

Children who have one or more identified SEND, and have been referred to us via the Early Years Hub, may be provided with bespoke support, where appropriate.

Support can also be provided to your child when they are transitioning into primary education, including practical advice and guidance.

Top Tip

To provide the most appropriate level of support, our Service will work together with you, early educational/pre-school setting staff and other professionals.

Parent or Carer Information

Parents/carers of a child with SEND who has been referred to the SEN Early Years Inclusion Service (SENEYIS), can contact their local SENEYIS office for advice.



Support available to Schools About the SEN Early Years

Support available to schools

The SEN Early Years Inclusion Service (SENEYIS) supports children with special educational needs and disability (SEND) arising from difficulties in one or more of the following [SEN Category](#), which the Education Authority (EA) and schools are required to use to record children with SEND:

- 1 Cognition and Learning (C&L)**
- 2 Social, Behavioural, Emotional and Well-being (SBEW)**
- 3 Speech, Language and Communication Needs (SLCN)**

The SENEYIS is a regional service made up of a team of professionals with knowledge, understanding and specific training and experience in early years education and SEND.

Our team supports children who are in their final pre-school year (the school year in which a child reaches 4 years old) and children who are in their pre-nursery year (the school year in which they reach 3 years old). We also work with children who have opted to defer starting primary school.

We provide training, advice and support, and work in partnership with other professionals for the effective inclusion of children with SEND. Children referred to our Service may have needs in the areas of cognition and learning, speech, language and communication, and/or social, behavioural, emotional and wellbeing.



Top Tip

We work within the early years phase of education supporting nursery schools, nursery units, non-statutory pre-school settings and playgroups.

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Training

One of our key roles is to support the professional learning of staff within early education settings.

This includes a mixture of online and face to face training which setting staff may access via the [CYPS Regional Training Programme](#).

We also offer the ‘Leadership & Management of SEND and Inclusion in the Pre-School Setting: A Programme for Pre-school Leaders’ course through the [CYPS Regional Training Programme](#).

Training and workshops for parents/carers of referred children are available on key themes, and on transitioning from pre-school to Primary 1. Parents will be given information about available training and workshops in their area from the team member who has been assigned to their child.



About the SEN Early Years Inclusion Service

Who we are

The SEN Early Years Inclusion Service is a team of dedicated staff who specialise in providing support to children with one or more identified Special Educational Need and/or Disability (SEND) during their early educational years.

The team works throughout Northern Ireland with children with identified SEND from the year before their pre-school year until the end of their final pre-school year, in both statutory and non-statutory pre-school settings.

Who We Work With

We work with:

1

Other EA support services

2

External agencies, including early education settings/pre-schools and Health and Social Care Trusts

3

Public Health Agency

4

Parents and carers of children

A number of professionals may be involved and GDPR guidelines are adhered to at all times, with permission gained from those with parental responsibility to discuss any child.





Useful Resources and Links - SEN Early Years

The Early Years Inclusion Service provides a range of resources that can be accessed or downloaded for your own use.

Resources

The SEN Early Years Inclusion Service provides a range of resources for both parents and pre-school settings that can be accessed or downloaded for your own use.

Topics include:

- 1 [Preparing your child for starting pre-school](#)
- 2 [Learning through play](#)
- 3 [Calming and emotional regulation](#)
- 4 [Developing language skills](#)
- 5 [Supporting routines and social skills](#)
- 6 [Developing independence](#)

 [Download](#)

SEN Early Years Inclusion Service Resources

<https://www.eani.org.uk/services/pupil-support-services/sen-early-years-inclusion-service-sen-eyis>



[Regional Integrated Support Education Team \(RISE NI\)](#)

Website for parents and carers of children in mainstream nursery and primary school (up to P4). Includes information leaflet, suggested activities/resources and parent training videos to promote development of speech and language, fine and gross motor skills, and social and emotional development. RISE NI also provide information for teachers.

[Sure Start Programme](#)

Useful information for parents in relation to local programmes in their area.

[Getting Ready to Learn](#)

Website providing useful resources for parents.





Contact SEN Early Years Inclusion Service

If you have queries or need advice, guidance or support contact us.

☰ Contact Information

| Locality | Telephone Number |
|-----------|----------------------|
| Armagh | 028 8241 1580 |
| Ballymena | 028 9448 2298 |
| Belfast | 028 9078 4283 |
| Dundonald | 028 9078 4283 |
| Omagh | 028 8241 1580 |

The phone lines operate from **9am to 5pm from Monday to Friday.**

Email: info.seneyishelp@eani.org.uk

When emailing please provide:

- 1 **Phone Number**
- 2 **Your child's date of birth**
- 3 **Name of their school or educational setting, (if applicable)**
- 4 **Detail your query**

On receipt of your email, a member of the team will contact you as soon as possible.





Severe Learning Difficulties



Severe Learning Difficulties

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Severe Learning Difficulties

Support for children and young people with Severe Learning Difficulties.

Severe Learning Difficulties is where children and young people have much greater difficulty than their peers understanding and learning basic numeracy and literacy skills. They may also have speech and language difficulties and poor social skills, making it hard to focus and work independently.

What We Do

Help and Support

The Special Educational Needs Inclusion Service supports the personal, social and educational development of pupils with Special Educational Needs arising from Severe Learning Difficulties.

We do so by working in partnership with children and young people, educational staff, parents or carers and other professionals.

We provide information, advice, training and guidance, carers and school staff.

Top Tip

We provide support for children and young people in mainstream primary and post primary schools. We also work with schools to make them fully inclusive for our children and young people with SLD.



How to access Severe Learning Difficulties Service

If your child is suspected of having a Severe Learning Difficulty, an Educational Psychologist (EP) from the Education Authority will carry out a Cognition and Learning assessment.

Support from our team usually occurs after a referral is made by the EP on behalf of you (as parents and carers) and your child's school.

The EP's referral will detail your child's strengths, the impact of their Severe Learning Difficulties and their educational needs. We will consult with your child's school, as well as speaking to you, as parents or carers. From this we will produce a tailored support programme.

If your child has not yet reached primary 1 age and has, or may have a Severe Learning Difficulty, they may be supported by the Special Educational Needs Early Years Inclusion Service (SENEYIS).

We can support children and young people with or without a Statement of Special Educational Needs.

Top Tip

If you think your child has a learning need, you can talk to a number of professionals for advice including medical or social care professionals, your child's teacher, the school Learning Support Coordinator (LSC) or one of their teachers if attending pre-school.



Questions Answered

Can a parent or carer refer a child or young person to this Service?

You can't currently refer your child to the Special Educational Needs Inclusion Service for Severe Learning Difficulties. The referral must be made via an EA Educational Psychologist (EP).

If you have a concern about your child, speak to their teachers at the child's school or a professional such as a GP or social worker, who will then provide advice and guidance on the issue.

Severe Learning Difficulties

Accessing the Service

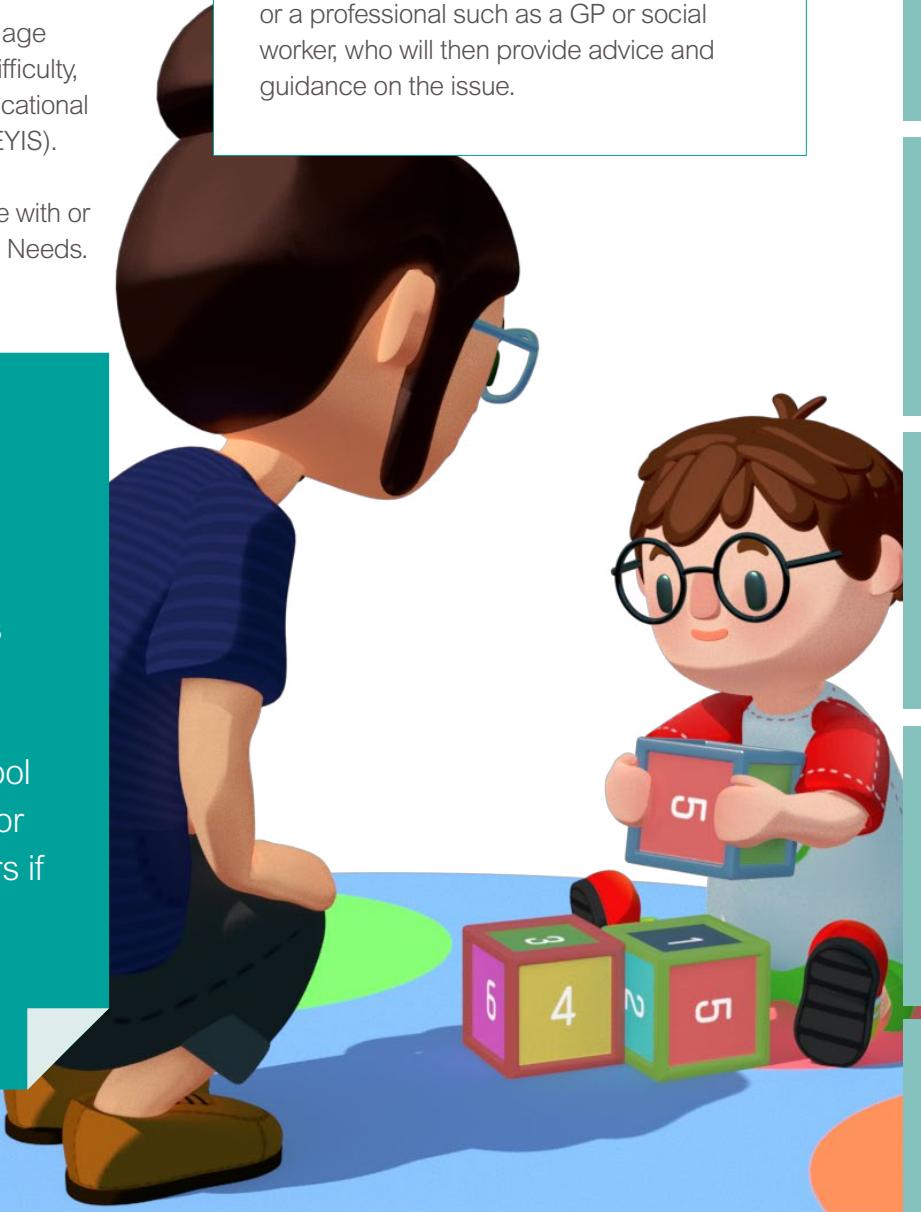
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How a child or young person is referred to the Severe Learning Difficulties Service

Pre-school Aged Children

If your child is under assessment by an Educational Psychologist and has clearly identified learning needs, they may be referred to the SEN Early Years Inclusion Service (SENEYIS).

If your child has not been referred to or is not being supported by SENEYIS and you believe they may have severe learning difficulties, you can talk to a number of professionals for advice including medical or social care professionals or pre-school setting staff.

Primary 1

If your child has SLD and been supported by the SEN Early Years Inclusion Service, all relevant information about them will automatically be passed on to our Service once your child is due to start primary school.

Our service will then continue to provide appropriate support for your child, parents and the school.

If your child hasn't been supported by SENEYIS previously and you think they have a learning need, you are advised to talk to your child's teacher or the Special Educational Needs Coordinator (SENCo) at the school.

Primary 1-7 and Post-Primary Aged Children

If your child has Severe Learning Difficulties, they may be referred to this Service by an Educational Psychologist.

If your child has not been referred to or is not being supported by our Service and you believe they may have SLD, you can talk to a number of professionals for advice including medical or social care professionals and the Special Educational Needs Coordinator (SENCo) at your child's school.

Making a Referral for Severe Learning Difficulties Support

The decision to make a request for Stage 2 provision should be made following the review of a child's progress at Stage 1 of the Code of Practice through their Personal Learning Plan (PLP) and consideration that all appropriate school-based provision (as detailed in the school's SEN Provision Map) has been exhausted. Discussions should take place between the SENCo, the principal, teachers, appropriate EA advisory and support service and the parent or child over compulsory school age that Stage 2 provision may be necessary.

To help inform the school's deliberations, the school should also review the actions which have taken place with reference to the appropriate checklist in the [Annexes to the Code of Practice](#).

Schools are reminded of the graduated response to supporting their children and young people with SEN under the new [SEN Framework](#) and [SEN Code of Practice: Identification, Assessment and Provision by Schools](#).



 Steps

Stage 1

Educational Psychologist consults Special Educational Needs Coordinator

The Educational Psychologist consults with the Special Educational Needs Coordinator to determine if a referral is required.

 Steps

Stage 2

Educational Psychologist Referral

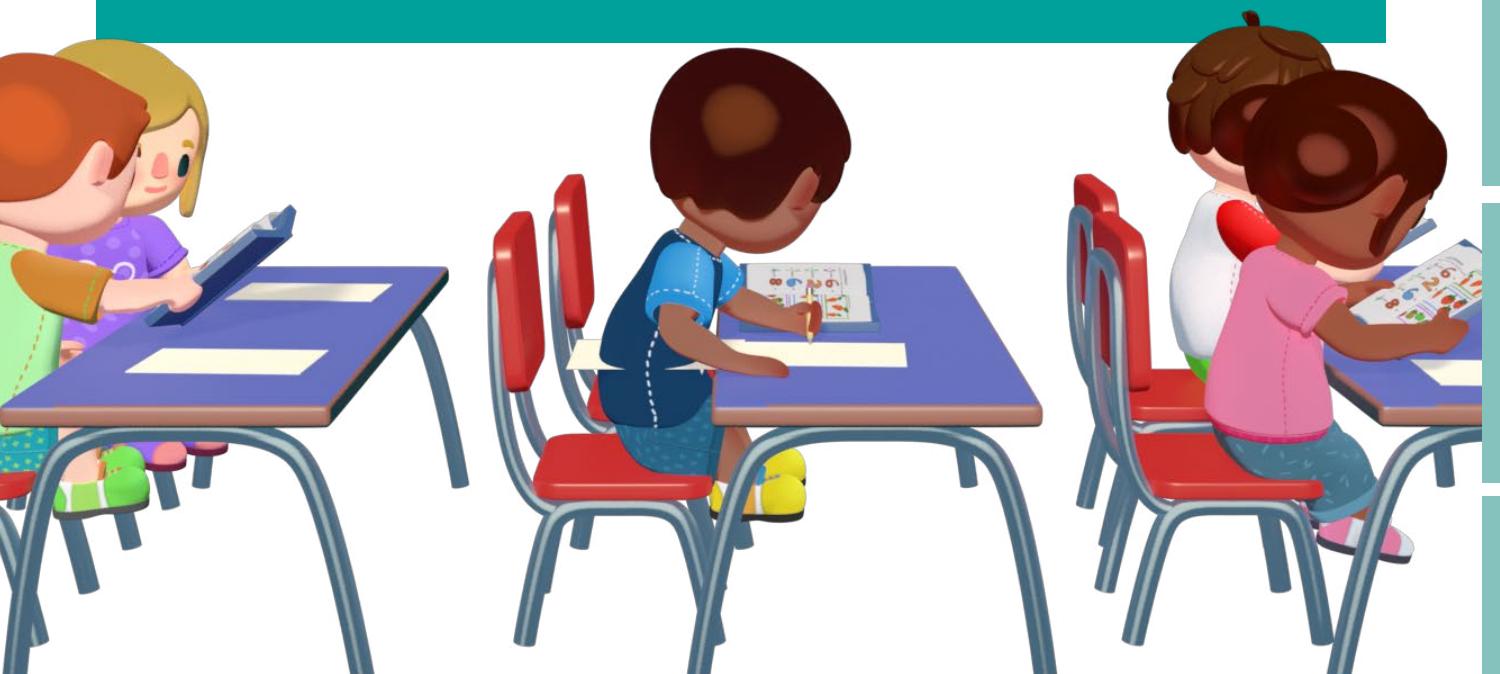
An EA Educational Psychologist makes a referral to the Service on behalf of the parents or carers and the school that the child attends.

 Steps

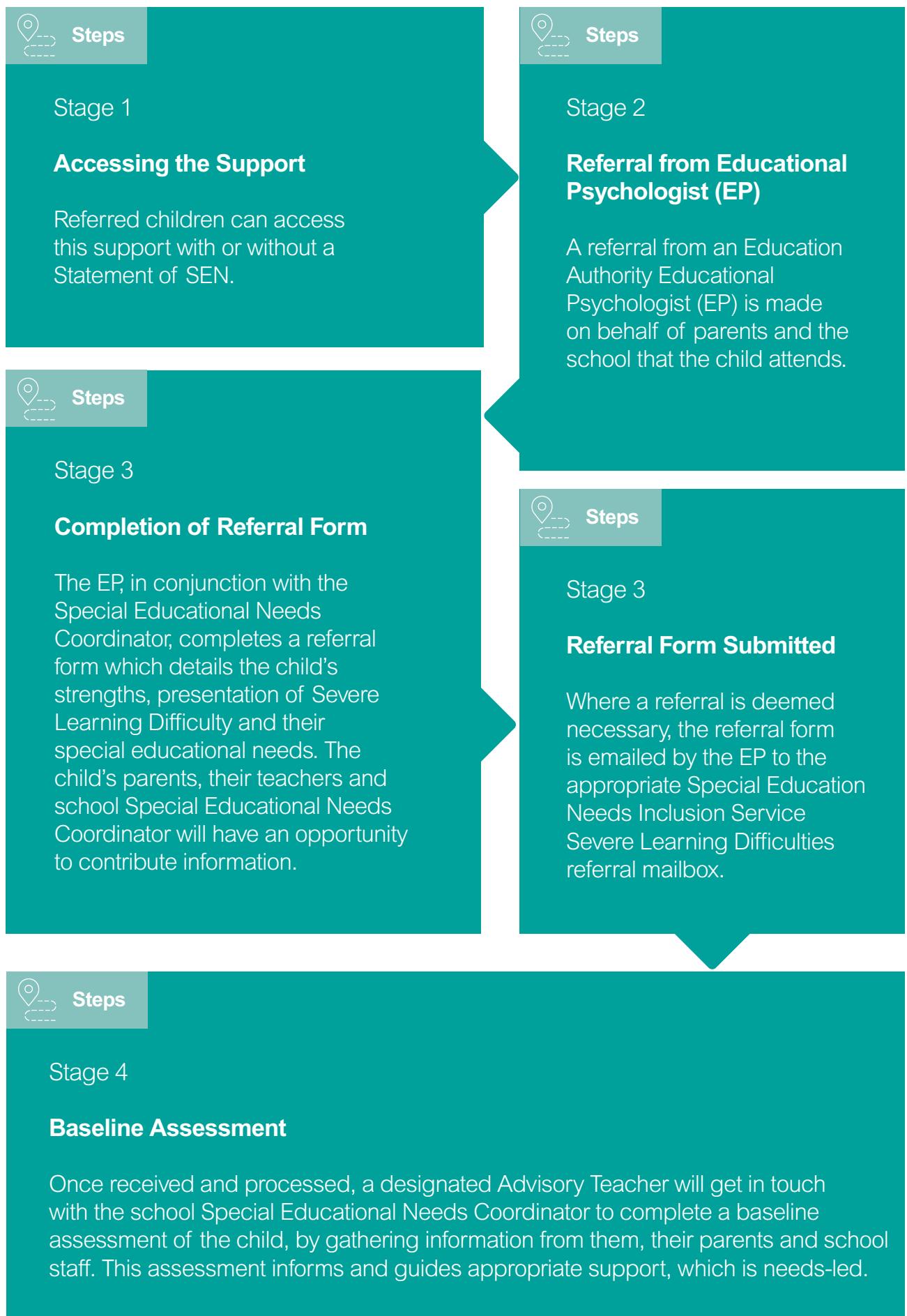
Stage 3

Baseline Assessment

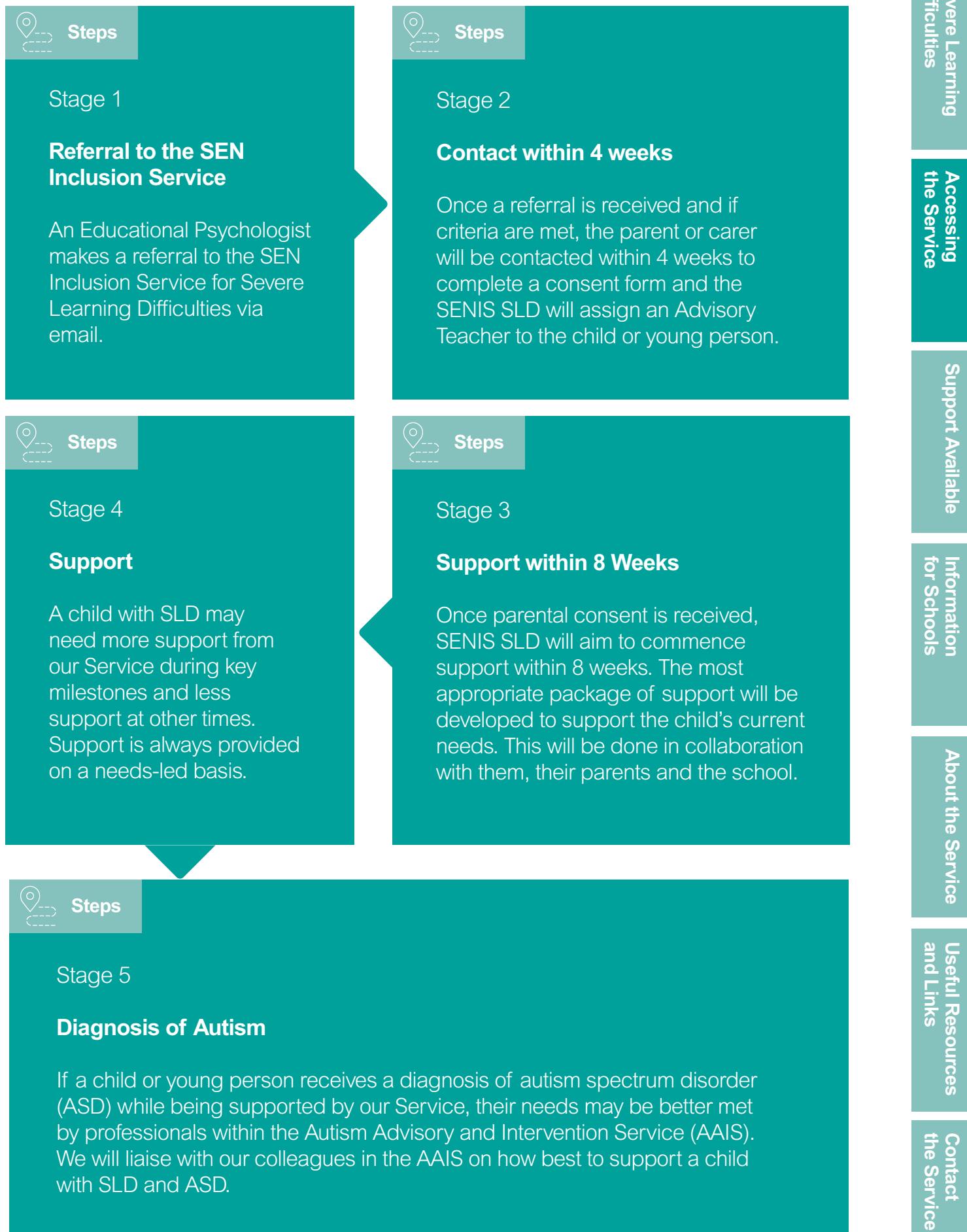
If the referral is accepted the Service will contact the school to complete a baseline assessment of the child, gathering further information to help inform and guide appropriate support.



This referral pathway is for a child or young person with Severe Learning Difficulties as recorded on the SEN Register of the educational setting/school.



Timeline for Accessing Support from the Service



Questions Answered

What happens following a referral to the Service?

The support provided by our Service is based on the specific needs of each child or young person. If support is required, we can provide resources, training, advice and guidance for parents and schools. We can also provide bespoke support for your child where appropriate.

Support can be provided with or without a Statement of Special Educational Needs being in place.

Questions Answered

What level of support will my child receive?

For many children and young people with SEN, their specific needs can be met within their school.

The support provided by our Service is based on the specific needs of each child or young person. If support is required, we can provide resources, training, advice and guidance for parents and schools. We can also provide bespoke support for your child where appropriate.

Support can be provided with or without a Statement of Special Educational Needs being in place.





Criteria for Accessing Support from the Severe Learning Difficulties Service

A child or young person can access the SEN Inclusion Service for Severe Learning Difficulties without a Statement of Special Educational Needs.

Resources

Resources are available to schools who are supporting children and young people with SLD recorded as their primary need, under the [SEN Category](#) of Cognition and Learning. There are no criteria for accessing these.

Training

Training is available for school staff. This includes online training, which school staff may access via the [CYPs Regional Training Programme](#). There are no criteria necessary to access this.

Face-to-face training may be requested by liaising with your SENIS SLD Advisory Teacher and school SENCo.



Advice and Guidance

Advice and Guidance is available to teachers, classroom assistants and other relevant professionals as well as parents or carers of children and young people with SLD who have been referred to SENIS SLD by the Educational Psychology Service.

Pupil Support

Pupil Support may be available, where appropriate, to children and young people with Severe Learning Difficulties.

To access support, a pupil will need either

1

a SENIS SLD Referral Form submitted by an EA Educational Psychologist as well as the school's action as contained in the PLP under Stage 1 including the outcomes of regular reviews, or;

2

a Statement of SEN where access to advice and support from our Service is indicated in Part 3 (Special Educational Provision) of the pupil's Statement



Support available for Severe Learning Difficulties

The support provided by SENIS Moderate Learning Difficulty is based on the specific needs of your child or young person and may include:

Advice, Resources and Training

Our Service can provide advice and guidance to parents or carers and children and young people as well as dedicated resources covering a range of topics.

Training for parents may include age-specific topics such as transition to post-primary, puberty and behaviour strategies.

Schools can access training via the [Children and Young People's Service Training Programme](#).

Pupil Support

Children and young people who have Severe Learning Difficulties as their identified SEN and who have been assessed by an EA Educational Psychologist, may be provided with bespoke support, where appropriate.

Top Tip

To provide the most appropriate level of support, our Service will work together with the child, their parents or carers, educational staff and other professionals.

Parent or Carer Information

Parents or carers of a child with an identified SEN who has not been referred to SENIS Severe Learning Difficulties can contact the Service for advice and information.





Information for Schools about the Severe Learning Difficulties Service

Support available to schools

The SEN Inclusion Service for Severe Learning Difficulties (SENIS SLD) supports children and young people with Special Educational Needs (SEN) arising from difficulties in the following [SEN Category](#):

1

Cognition and Learning (C&L)

SENIS SLD is a regional service made up of a team of professionals with knowledge, understanding and specific training in Severe Learning Difficulties and associated SEN. The team supports primary and post-primary aged children and young people and the mainstream schools that they attend.

We provide training, advice and support and work for the effective inclusion of children and young people with SEN arising from Severe Learning Difficulties.

Special Educational Needs Coordinators (SENCo's) may also access resources via the local SENIS SLD Advisory Teacher or by contacting the Service.

Training



Top Tip

One of our roles is to support a child and parents while also building capacity within schools. We offer a regional and school-based training programme, specifically designed for school staff in primary and post-primary mainstream educational settings and schools.

This includes an online training service that school staff may access via the [CYPS Regional Training Programme](#). Alternatively, school SENCo may request face-to-face training via your SENIS SLD Advisory Teacher.





About the Severe Learning Difficulties

Who we are

The SEN Early Years Inclusion Service is a team of dedicated staff who specialise in providing support to children with one or more identified Special Educational Need and/or Disability (SEND) during their early educational years.

The team works throughout Northern Ireland with children with identified SEND from the year before their pre-school year until the end of their final pre-school year, in both statutory and non-statutory pre-school settings.

Who We Work With

We work with:

1

Other EA support services

2

External agencies including schools and Health and Social Care Trusts

3

Public Health Agency

4

Families and carers of children and young people

A number of professionals may be involved and GDPR guidelines are adhered to at all times with permission gained from those with parental responsibility to discuss any child.





Useful Resources and Links - Severe Learning Difficulties

Resources

The SEN Early Years Inclusion Service provides a range of resources for both parents and pre-school settings that can be accessed or downloaded for your own use.

Topics include:

1

Home Learning

2

Games

3

Routine



Download

SEN Inclusion Service Resources

<https://www.eani.org.uk/services/pupil-support-services/sen-inclusion-service>



Web Links

Family Support NI

Information on childcare and child related support in Northern Ireland.

Community NI

Information on services and activities for people with a learning disability.

Numicon

Provides information on multi-sensory numeracy programme suitable for children with Severe Learning Difficulties.

Curriculum Resources for Severe Learning Difficulties

Information on CCEA resources designed for pupils with Severe Learning Difficulties.

Communication Advice Centre

Provides information on accessing augmentative communication services for children and young people with communication difficulties.

Makaton

Contains information on Makaton signing and links to training.

Disability Action

Information on disability rights.

Northern Ireland Mencap

Information and services for people with a learning disability and their families.

Contact Severe Learning Difficulties

If you have queries or need advice, guidance or support contact us.

Contact Information

The SEN Inclusion Service for SLD team can be contacted for advice and information specific to children and young people who have, or may have, Severe Learning Difficulties.

9am to 5pm, Monday to Friday

Telephone: **028 8241 1360**

Email: infoSENIS.sld@eani.org.uk

When emailing please provide:

1 Phone Number

2 Your child's date of birth

3 Name of their school or educational setting, (if applicable)

4 Detail your query

On receipt of your email, a member of the team will contact you as soon as possible.





Vision Impairment and Deafness



Vision Impairment
and Deafness

Accessing
the Service

Support Available

Information
for Schools

About the Service

Useful Resources
and Links

Contact and
Case Studies



Severe Learning Difficulties

Support for children and young people who are deaf/hard of hearing, have a vision impairment, or who have a multi-sensory impairment.

What We Do

Help and Support

The Sensory Service provides support to children and young people at home or in a preschool setting during the preschool years and within an educational setting during school aged years. Some children and young people with sensory impairments will require specialist support for them to access learning and information. For others, their needs can be met through appropriate strategies and reasonable adjustments at home and in the classroom.

Information, advice, training and guidance can be provided to families, carers and educational setting staff.



How to get support for a child or young person with a sensory impairment

Support from the Sensory Service usually occurs after a referral from a health professional. This ensures the Sensory Service has the required medical information to help make decisions around support.

Top Tip

The Sensory Service team can support children and young people with or without a Statement of Special Educational Needs.



Questions Answered

Can a parent or carer refer a child or young person to this Service?

In some circumstances, the service also accepts referrals from parents, educational settings and other agencies if relevant medical reports and parental contact details are provided.

Referrals can be emailed to the Sensory Service mailbox at:

sensoryservice@eani.org.uk





How a child or young person is referred to the Sensory Service

Deafness / Hard of Hearing

Babies and Preschool

Babies are usually referred to the Sensory Service through the Newborn Hearing Screening Programme and older preschool children are referred from a health professional. A Teacher of Deaf Children and Young People (TOD) will make contact with the family within two working days of receiving a referral. We ask health professionals to make sure parents/carers have given their permission for a referral to be made to the Education Authority.



School Aged Children

School aged children are usually referred to the Sensory Service through a health professional. A Teacher of Deaf Children and Young People (TOD) will make contact with the family and educational setting within five working days of receiving a referral. We ask health professionals to make sure parents/carers have given their permission for a referral to be made to the Education Authority.

On occasion, school aged children may be referred through an educational setting. For this, there must be:

1

Evidence to support the concern for hearing loss, i.e. educational setting staff have specific and identified concerns based on observation/collected evidence, issue of aids, or hospital alert.

2

As far as possible, evidence available from health colleagues to support the concern.

3

Parents/carers consulted and have given consent to contact the Sensory Service.

A Teacher of Deaf Children and Young People (TOD) will visit the educational setting to carry out a functional hearing assessment and to provide initial advice on reasonable adjustments. In all cases, the service will advise educational settings/parents to contact a health professional for assessment. This would normally be through the GP.

Child or Young Person with Temporary Hearing Loss

If a child is aided temporarily due to an episode of glue ear, the Sensory Service will endeavour to provide at least one advisory visit and will direct educational settings and parents/carers to the Sensory Service website for advice, guidance and information on reasonable adjustments.

The Teacher of Deaf Children and Young People (TOD) will then assess if further support is required to support hearing aid management. Decisions around support will be guided by the Eligibility Framework.

Visual Impairment

To enable a child or young person to access the service, they must be diagnosed by a health professional as having a vision impairment (VI). Once a diagnosis is made, a referral to the Service for vision impaired will normally be made by a health professional from the local Health and Social Care Trust.

The date of referral is recorded as the date when all medical information and parent or carer contact details have been received. We ask professionals to make sure parents/carers have given their permission for a referral to be made to the Education Authority.

Preschool and School Aged Children

A Teacher of the Vision Impaired will make contact with the parent/carer and educational setting (if applicable) within five working days of receipt of referral.




Steps
Stage 1**Educational Psychologist
consults Special Educational
Needs Coordinator**

The Educational Psychologist consults with the Special Educational Needs Coordinator to determine if a referral is required.


Steps
Stage 2**Educational
Psychologist Referral**

An EA Educational Psychologist makes a referral to the Service on behalf of the parents or carers and the school that the child attends.


Steps
Stage 3**Baseline Assessment**

If the referral is accepted the Service will contact the school to complete a baseline assessment of the child, gathering further information to help inform and guide appropriate support.



Making a referral for Sensory Support**Steps****Stage 1****Referral Received from Health**

Referral received from Health

Referral is logged onto database once all information required from Health is received. This is the date of referral.

Triage (If no support is needed, this is the end of the process)

If support is needed, first contact for referral will be made.

**Steps****Stage 2****First contact for referral**

Initial contact for preschool deaf children made within 2 working days of allocation.

Initial contact for school ages deaf children made within 5 working days of allocation.

Initial contact for children with vision impairment made within 5 working days of allocation.

**Steps****Stage 4****On case list**

Decision regarding Further Support

Advice/Signposting given to school/No further action.

**Steps****Stage 3****First visit**

Within 4 working weeks of allocation. Level of support will be determined including: a decision around further support and/ or if no further action is needed will be made, the child or young person being put on a case list and/ or advice, signposting given to school.

**Steps****Stage 5****First report**

Within 10 weeks of allocation and initial decision on level of support.



Questions Answered

What happens following a referral to the Service?

Referrals go through a triage system to determine the initial response to the referral. If the referral is accepted:

1

It may lead to information, signposting or telephone advice as required

2

It may lead to specialist intervention support.

Parents/carers or the educational setting will be contacted by a Sensory Service teacher and an initial visit will be arranged.



Questions Answered

Why Do We Ask for Medical Information First?

To understand the implication for education and development, the Sensory Service needs to know the level and type of vision impairment or hearing loss a child has, in order to provide individually tailored advice and support.



Questions Answered

What level of support will my child receive?

Once a child or young person has accessed the services of the Sensory team, a Teacher of Deaf Children and Young People (TOD) and/or Teacher for Vision Impaired (TVI) will provide individual support.

The team uses the National Sensory Impairment Partnership (NatSIP) Eligibility Framework to guide levels of support. This framework uses a nationally agreed criteria to help services make decisions about the level of support. The team will also take into consideration the views of the parents, carers, educational settings and/or the child or young person, where appropriate.



Support available for Deafness and Hard of Hearing

Preschool Support

Preschool support is designed to ensure educational settings and families have access to broad, balanced and unbiased information.

The Service aims to make contact with families within two days from referral and will offer support based on individual concerns and wishes.

The Service provides support for preschool children who are deaf/hard of hearing. This may include some or all of the following:

1 Advice and guidance for parents/carers to help them to understand their child's hearing loss.

2 Individual support at home for preschool children and their families who have a diagnosed sensory impairment.

3 Work in partnership with parents/carers to help them to support their child's development of language and communication through play-based activities.

4 Specialist equipment for children where a need is identified and providing support for equipment such as hearing aids and cochlear implants.

5 Support, advice and ongoing training provided to teachers and other professionals working in preschool settings, so they are well-equipped to meet children's needs.

6 Information on specific types of sensory impairment and how these may impact on learning in educational settings.

7 Support for transitions into preschool settings and school.



School Age Support - Educational Settings Support

The Service provides support to children who are deaf/hard of hearing in the classroom, in both mainstream and specialist settings.

The Teacher of Deaf Children and Young People (TOD) will focus on the deaf child's development in communication, literacy and mathematics as key areas as well as social and emotional development.

The support may include some or all of the following:

- 1** Provide support with a focus on developing areas such as language, communication, literacy, social and emotional development and independence.
- 2** Advise educational settings on the implications of deafness and strategies to promote access to the curriculum and inclusion.
- 3** Offer bespoke training to educational setting staff to ensure that the child/young person has access to the curriculum and the staff are aware of their needs.
- 4** Differentiation of curriculum content where appropriate, with pre and post tutoring to ensure understanding.
- 5** Regular language and literacy and communication assessments to monitor progress.
- 6** Routine testing of hearing aids and other equipment at educational settings.
- 7** Functional hearing reviews.
- 8** Advice on assistive technology to improve/provide access to the curriculum or the environment and training for its use.
- 9** Advice about examinations and access arrangements.
- 10** Support the child/young person and families at transition within and between educational settings.
- 11** Statutory advice for statements of special educational needs.



Specialist Equipment

Specialist equipment or assistive technology can provide ways to assist learners with vision impairment (VI) to develop their literacy skills to their full potential, to access information and present their work.

The Service provides advice and training on:

1

Low vision aids

2

Skills in independent use of technology

3

Advice on ICT requirements for parents/settings regarding e.g., iPad accessibility and suitable apps to stimulate vision and maximise visual access

4

Assessment, monitoring and review of assistive technology requirements.

The Sensory Service will assess the need for specialist equipment for individual pupils in educational settings. Where assistive technology is assessed as needed the equipment will be provided via a loan system and the Sensory Service will maintain the equipment and assist in the event of equipment malfunction.

You can find out more about specialist equipment by [contacting the Sensory Team](#).





Support available for Vision Impairment

Preschool Support

The Sensory Service provides support to preschool children with a vision impairment. Preschool support is designed to ensure educational settings and families have access to broad, balanced and unbiased information.

The Sensory Service aims to make contact with families within five days from referral and will offer support based on each individual's concerns and wishes.

The support offered may include some or all of the following:

1 Advice and guidance to families to help them to understand their child's vision impairment.

2 Work in partnership with parents to support early development and learning through play based activities.

3 Advice and support on teaching of tactile, pre-braille and Braille skills and early literacy experiences.

4 Advice on appropriate toys, sensory materials and books.

5 Support visits, advice and training to preschool settings and schools

6 Support for transitions into preschools settings and school.

Some aspects of this programme may be delivered jointly with Habilitation Specialists from Guide Dogs NI.



School Age Support - Educational Settings Support

When children reach school age, the Sensory Team continue to work closely with families carrying out visits to children in educational settings, both mainstream and specialist.

A Teacher for Vision Impaired (TVI) will continue to focus on the visually impaired child's development in literacy, learning to access information, use of equipment, independence, social and emotional development and mathematics as key areas.

Children and young people who receive weekly support often have severe or profound vision impairment and require alternative methods for literacy, including braille, computer reader and touch typing. The support programme may include some or all of the following:



- 1 Assessment of how the child/young person is using their functional vision in an educational setting.
- 2 Advice and guidance on reasonable adjustments.
- 3 Offer training to educational setting staff to ensure that the child/young person has access to the curriculum and the staff are aware of their needs.
- 4 Direct teaching for some pupils with a very high level of need to acquire specialist skills such as braille and use of specialist equipment to enable them to access the curriculum independently.
- 5 Provide direct support in the classroom with classroom assistants to support the learning, educational progress and inclusion of pupils, where appropriate.
- 6 Advice on the differentiation and adaptation of teaching materials.

- 7 Advice on technology to improve/ provide access to the curriculum or the environment and training for its use e.g. magnification software, braille note taker.
- 8 Advice about examinations and access arrangements.
- 9 Environmental audits and advice.
- 10 Support the child/young person and families at transition within and between educational settings.
- 11 Advice for adapting learning resources in braille, large print and electronic versions.
- 12 Statutory advice for statements of special educational needs (SEN).

Specialist Equipment

Specialist equipment or assistive technology can provide ways to assist learners with vision impairment (VI) to develop their literacy skills to their full potential, to access information and present their work.

The Service provides advice and training on:

1

Low vision aids

2

Skills in independent use of technology

3

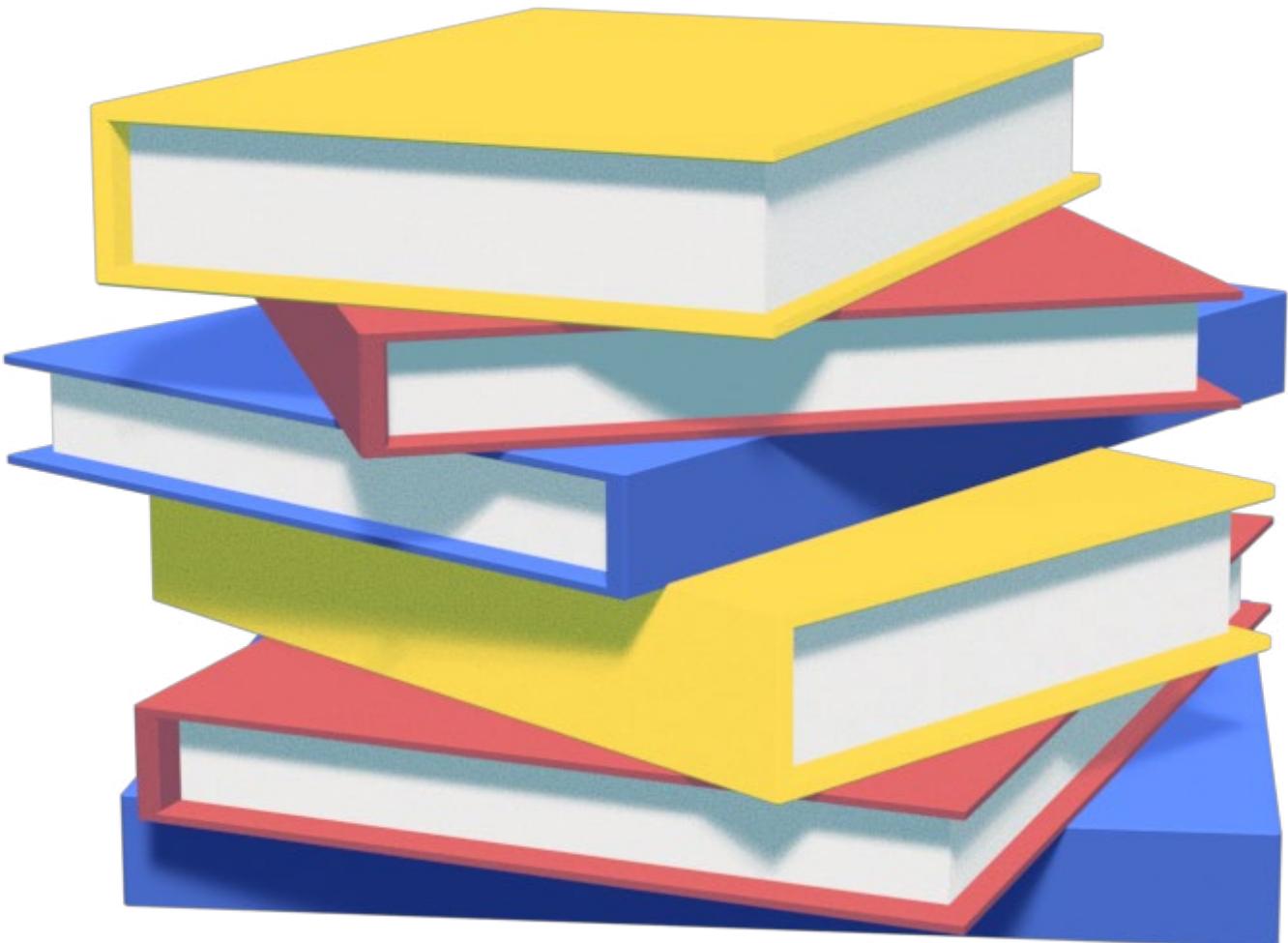
Advice on ICT requirements for parents/settings regarding e.g., iPad accessibility and suitable apps to stimulate vision and maximise visual access

4

Assessment, monitoring and review of assistive technology requirements.

The Sensory Service will assess the need for specialist equipment for individual pupils in educational settings. Where assistive technology is assessed as needed the equipment will be provided via a loan system and the Sensory Service will maintain the equipment and assist in the event of equipment malfunction.

You can find out more about specialist equipment by [contacting the Sensory Team](#).





Support available to schools from the Sensory Service



Top Tip

The Sensory Service provides support, advice and training to teachers and other professionals working with children and young people with a sensory impairment so that they are well equipped to meet the child's needs.

Deafness and Hard of Hearing

The Service provides support, advice and training to teachers and other professionals working with children and young people with a sensory impairment so that they are well equipped to meet the child's needs.

We also provide information on specific types of sensory impairment and how these may impact on learning in educational settings.

Some of the recent training programmes have included:

1 Deafness/Hard of Hearing Awareness training – this is offered to all educational settings with children and young people who are deaf/hard of hearing.

2 Bespoke training to educational settings – this focuses on the needs of individual children and young people who are deaf/hard of hearing.

3 Teacher training in the use of audiological equipment.

4 Peer Awareness Training.

Vision Impairment Support

The Service provides support, advice and training to teachers and other professionals working with children and young people with a sensory impairment so that they are well equipped to meet these children's needs.

Some of our recent training programmes have included:

1 Supporting the Inclusion of Children and Young People with vision impairment (VI) (SENCOS & Teachers).

2 Supporting the Inclusion of Children and Young People with vision impairment (VI) and Role of Classroom Assistant (Classroom Assistants).

3 Bespoke training to educational settings – this focuses on the needs of individual children and young people with vision impairment (VI).

4 Cerebral vision impairment (CVI) - Awareness of CVI and Support Strategies.

Regional Vision Resource Base

The Regional Vision Resource Base (RVRB) provides adapted texts for children and young people with a vision impairment in large print or as PDF's for access on students' devices.



Contact Information

For more information, please contact the Sensory Service on **028 2566 1258** or email: rvrbmailbox@eani.org



About the Severe Learning Difficulties

Who we are

The Sensory Service is a team of teachers with specialist qualifications, providing advice and support to children and young people with a sensory impairment, from the time of identification and referral, and continuing this support through all stages of education.

The team aims to provide support which responds to the needs of individual children and families.

Vision

The Sensory Service has a vision to ensure:

- 1 All children and young people with a sensory impairment are able to learn and achieve, are independent, set high goals for themselves, participate in and contribute to society, are happy and live fulfilling lives.**

- 2 Children and young people's families feel confident in promoting their children's development.**

- 3 Educational settings include everyone and develop effective ways of meeting each child and young person's individual needs.**

Top Tip

The team believes that close working partnerships are essential to improve outcomes for children and young people and has a joined-up approach with Health and Education in order to support each child.

Who We Work With

The Sensory team works with:

- 1 EA Support Services**

- 2 Education settings**

- 3 Health and Social Care Trusts**

- 4 Families and carers of children and young people**

- 5 Paediatric Low Vision Clinic**

- 6 Ophthalmology Departments at regional hospitals**

- 7 Sensory Service Social Workers**

- 8 Allied Health Professionals**

- 9 Education Authority Educational Psychologists**

- 10 Voluntary Agencies**

- 11 Statutory Assessment and Review Services**



Useful Resources and Links

Deafness/Hard of Hearing Resources

 Download

Deafness/Hard of Hearing Resources

<https://www.eani.org.uk/advice-and-resources-deafness>

 Web Links

[The National Deaf Children's Society](#) (NDCS) website has a wealth of resources and advice for deaf children and their families. They also have their own dedicated YouTube channel which has useful information and advice on a range of topics, including technology.

[Action Deaf Youth](#) is based in Belfast and has programmes for play in the early years as well as advice and activities for older deaf young people.

[The Cochlear Implanted Children's Support Group](#) is a voluntary group set up by parents of children who have had cochlear implants. Their purpose is to support other parents who are considering cochlear implantation for their child as well as parents of children who already have cochlear implants.

[Auditory Verbal UK](#) is an organisation that provides a specialist early intervention programme to support a deaf child's development of speech and language.

[Success from the start](#) is the new and revised version of the Early Support Monitoring Protocol for deaf babies and children. It is an invaluable resource for families of deaf children from birth to three years old and will support you in monitoring your child's progress.

[Information about Deafness and Hearing Loss](#) is a comprehensive document produced as part of the Early Support resource developed by the National Deaf Children's Society. The resource is for parents or carers of deaf children/young people and explains in detail what deafness is and the implications as well as advice as your child develops.

Vision impairment Resources

 Download

Advice and Resources - Vision Impairment

<https://www.eani.org.uk/advice-and-resources-vision-impairment>

 Web Links

The RNIB have produced this useful booklet [Information about vision impairment: Guide for parents.](#)

[RNIB Website](#) information for parents of children with vision impairment Children, young people and families service - Northern Ireland.

[Scottish Sensory Centre](#) - Useful information on a wide range of topics such as information on various eye conditions (along with implications and useful tips), low vision aids, equipment, braille.

[Scottish Sensory link](#) has a series of early years videos entitled Let Me Play.

[Guide Dogs NI](#) website which gives information about their support and services.

[A glossary of conditions](#) complied by the Visual Impairment Network for Children and Young People.

[CVI Scotland](#) help people to understand cerebral vision impairments.

[The CVI Society](#) website has information and resources about cerebral vision impairment.

[Angel Eyes NI](#) provide information and support about vision impairment for families.

[Braille Bug](#) introduces children to braille.

[Sense](#) provide support to children who are deafblind or have other complex disabilities.

[RNIB Bookshare](#) accessible textbooks and resources to download and read electronically or adapt into various accessible formats. The service is available to learners and their parents through the child's school gaining membership.

[RNIB Library](#) - RNIB's national library service in audio, Braille, and giant print.

[National Accessible Library](#) online library to download books from for vision impaired and print disabled.

[CustomEyes Books](#) (Guide dogs) large print books available at the recommended retail price.

[Calibre audio library](#) offers a wide choice fiction and non-fiction books.

[The Partially Sighted Society](#) provides information, advice, and equipment.

Developing Your Child's Communication Language



Web Links

The Elizabeth Foundation's '[Let's Listen and Talk](#)' website provides a range of online home lesson plans designed to support the development of the child's listening and communication skills.

The [University of Sheffield](#) in collaboration with the National Deaf Children's Society, have produced a series of short videos on how to support communication with deaf babies and toddlers (0-3).

The [Let's Listen and Talk programme](#) is for families who want to help their baby, toddler or pre-school child with hearing loss develop listening, spoken language and communication skills.

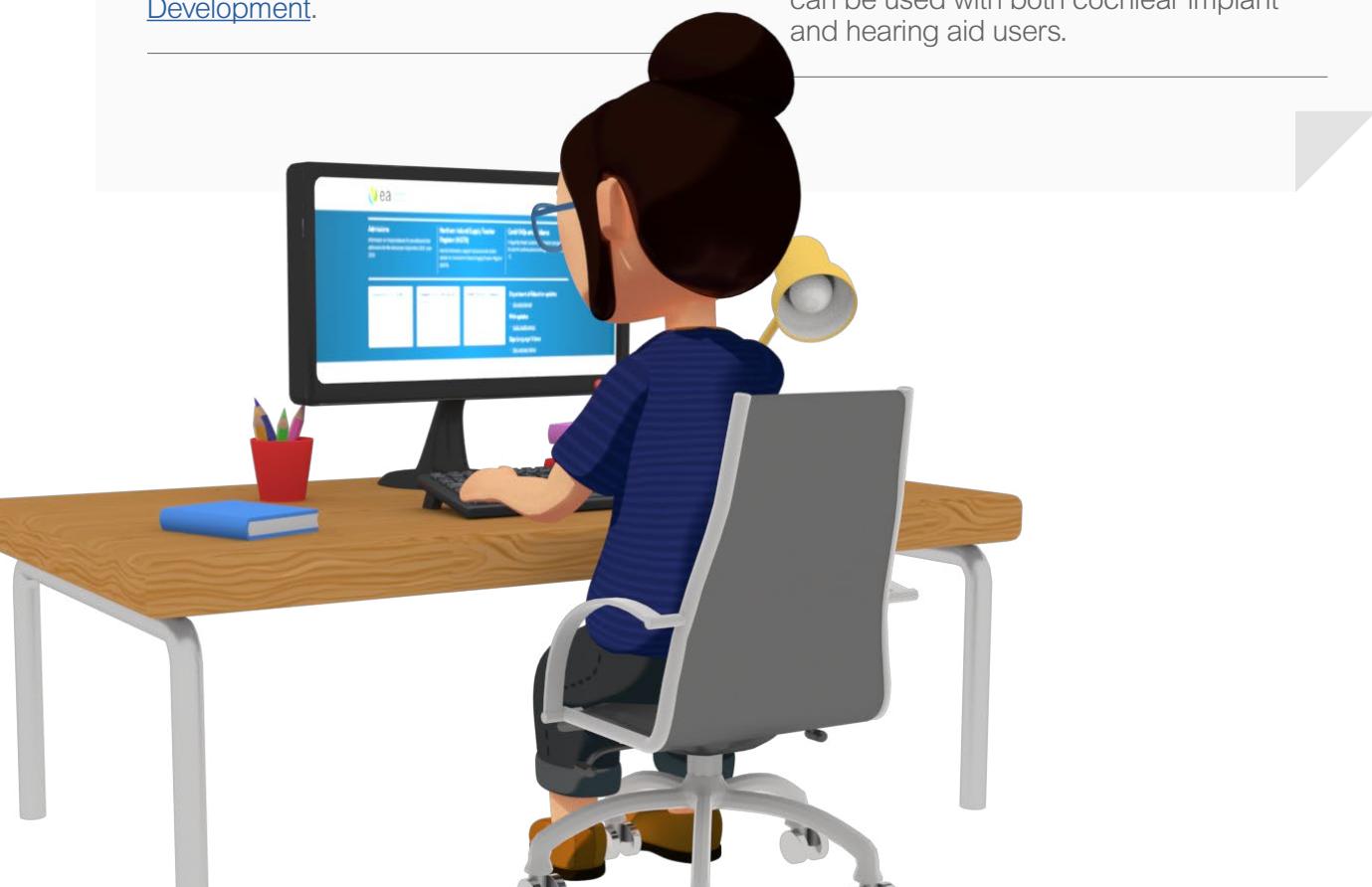
[Tiny Happy People](#) provides ideas about [Easy ways to boost language in the early years](#) and advice for [Children's Language Development](#).

[Advanced Bionics](#) has lots of ideas and resources, for example, how to check your child is listening well enough with his or her cochlear implant and understanding hearing loss.

[The Listening Room](#) provides free activities and resources to support the development of speech, language and communication skills.

The [Cochlear Sound Foundation](#) for Babies and Toddlers website provides guidance in developing children's spoken language through listening. It is a site for cochlear implant users but the activities are just as useful for children who wear hearing aids.

[Medel](#) have a range of ideas of how to support your child's development of listening skills and language. The resource can be used with both cochlear implant and hearing aid users.





Contact and Case Studies

Sensory Service

Contact



Contact Information

The Sensory Service team can be contacted for advice, information and support to help assist with the development of children and young people.

Operating hours:
028 2566 1258

Email:
sensoryservice@eani.org.uk



Case Study 1

Robert's Story

Having been diagnosed as deaf from birth, working with a Qualified Teacher of the Deaf has been crucial for Robert's family. Here is their story.

I honestly would not like to think of where we would be without the support of Robert's Qualified Teacher of the Deaf (QTOD) since his birth and diagnosis.

Robert was our first baby and is the first deaf person I have ever met. We felt scared and lost when we first met his QTOD, when he was just five weeks old.

She helped us through everything, the good times and the bad, and helped me learn how to become a mum to my deaf son.

Robert was bi-laterally implanted at 14months old. We are thankful every day, but it is sadly not a cure for his deafness. There are so many challenges he faces and as his mum I cannot be by his side and help him navigate school in the way that his QTOD can.

Robert is now 10 years old and is an amazing boy. He bravely and quietly faces his daily challenges. He still has his struggles which worries me, but I know his QTOD is there encouraging him to have the confidence to self-advocate, which will be crucial as he grows.

QTOD are crucial for deaf children and their ability to access the curriculum. Robert is now in P6 and we will soon be facing new challenges as he transitions to post primary school. I've been talking with his QTOD about this since P3 and I would not want to be without her at any point in his school journey.

Case Study 2

Rose's Story

Having been diagnosed with hearing loss not long after birth, the Sensory Service team began working with Rose and her family. Here is their story.

We first met with the Sensory Service team very quickly after Rose's diagnosis of hearing loss. It was very reassuring to have someone to ask for advice and support at those very early stages. What we found was not only practical support but also emotional support for myself and my husband.

We were often overwhelmed with information and decisions and the team helped us find a calm approach to navigate and manage Rose's diagnosis. The Sensory Services quickly became our immediate go to when we needed advice.

The at home support gave us confidence in supporting Rose with her development. She is now five and in mainstream school with a full-time one-to-one classroom assistant and is doing incredibly well. Without the very early intervention and engagement with the Sensory Service, I don't think we would be where we are with Rose's development today. She is a confident, happy and clever little lady.

I remember when Rose was diagnosed and I spoke to the team, through tears, and they gave me the reassurance needed to build my confidence. The team offers the essential early-stage support that all parents need.

Case Study 3

Local Primary School Story

A local primary school in Co. Antrim has been working with the Sensory Service. Here is their story.

We've had a number of pupils coming through the school with hearing loss and the support of the Sensory Service team is invaluable. They have helped in many ways including providing a liaison with the families, providing training to staff and one-to-one support for the pupils.

The team has integrated into the school environment and has a wealth of knowledge including ideas and strategies. Our main point of contact is undoubtedly a key factor for the school being able to accommodate and help the pupils thrive in a mainstream, non-special school setting.



Case Study 4 Local Post Primary School Story

The Sensory Team has been working with a local high school to support its pupils. Here is their story.

EA Sensory Support Service has been incredibly beneficial in helping support some of our pupils. The team has provided guidance and training for our teachers and have been invaluable in working with the pupils. Any issues that have been identified by a pupil or the school have been quickly resolved.

The school has been given strategies and interventions that have worked to help our pupils overcome any difficulties they had, and the Sensory Service has worked with us to identify the different levels of support that our pupils need.

The team has also been instrumental in helping decide on exam access for our pupils and exactly what support needs put in place. We very much appreciate all the support and guidance provided.

Case Study 5 Local Integrated Post Primary School Story

An integrated school in Co. Antrim has been working with the Sensory Service. Here is their story.

As a SENCO I am supported by a Qualified Teacher of the Deaf (QTOD) from the Sensory Team for two children within our school community that have cochlear implants.

The support received on a weekly basis is outstanding. The QTOD regularly communicates with the child, classroom assistants, parents and me as SENCO and does so with care and focus on the best support available.

The QTOD has delivered training to staff on numerous occasions, and they have found this very beneficial for developing strategies to support the pupils. This has also been essential in helping staff to understand the complexity and profound nature of need.



Statutory Assessment and Review Service



Statutory Assessment & Review Service

The Statutory Assessment and Review Service (SARS) has two main purposes:

1

We consider requests for statutory assessment of children and young people's educational needs.

2

We make and maintain statements of special educational needs when appropriate.

Consideration of a statutory assessment

A referral for statutory assessment may come from the school, the educational psychology service or a health professional. It will detail your child's strengths, their special educational needs, and any barriers to learning they may be experiencing. This information will be collated in partnership with you, as parents or carers.

Parents or carers of a child or young person may also make a request for consideration of a statutory assessment of educational needs. Information and evidence from parents should be provided with the request so that the Statutory Assessment & Review Service can make an informed decision as early as possible. The online request form will guide you through the process.

A referral or request for consideration of a statutory assessment does not automatically lead to a statutory assessment being initiated or to a statement of special educational needs being made.

If you think your child has a learning need that is complex and may require consideration of a statutory assessment of their educational needs, you can talk to their teacher or the Learning Support Coordinator (LSC) in school. If your child has not yet started school, you may wish to raise concerns about the child's difficulties with medical or social care professionals.



Making a Request for Statutory Assessment

Some children may need additional help at school.

There are a range of support measures and strategies available for children and young people within their school. It's important to raise any concerns you have about your child with the school and work together. Often appropriate and effective support can be put in place for your child, without the need to request a statutory assessment. For more information see the Stages of Code of Practice.

If your child is still having difficulty accessing learning, despite assistance being provided by the school, or other professionals a request for referral for a Statutory Assessment can be made.

A statutory assessment is a formal and detailed process to find out about your child's educational needs, and what additional support they may need in school.

We will then consider all of the available information and decide on whether or not an assessment is required.

The process can be complex, but we are making our best efforts to streamline the process, and guide you through it as best we can.



Top Tip

Please note a request for consideration of statutory assessment does not automatically lead to a Statutory Assessment being initiated or a statement of special educational needs being provided.

You can use this form if you are a:

1 School

2 Parent

1 Medical Professional

2 Educational Psychologist

Contact

Contact Information

If you are a parent and unable to apply online, please call the [SEN Helpline](#) to arrange for a paper application to be sent to you.

For more information on the Statutory Assessment process or if you have any queries please contact the SEN Helpline and select option 1.



Questions Answered

What Happens Following a Request for Consideration of a Statutory Assessment of educational needs?

The assessment process can be stressful and the Statutory Assessment & Review Service encourages participation and open discussion with parents and carers.

Once a request or referral for consideration for a statutory assessment is received, the Statutory Assessment & Review Service will consider the evidence provided by:

1 The school

2 The child (who is over compulsory school age) or the parent of a child (in any other case),

3 An Educational Psychologist

4 Medical and health professionals, EA SEND Services staff and social services where appropriate.

This evidence helps to inform what the child can do, the complexity of their special educational needs and whether they need special provision above and beyond what school and EA SEND Services are able to offer.

Evidence and information used to decide whether to make an assessment:

1 Views of the child

2 Medical or other difficulties that impact the child's learning

3 The school's assessment of the child, the category, type, and severity of the SEN

4 Details of stage 2 special educational provision made by the school and the EA

5 Academic attainments and non-academic factors

6 Any other evidence submitted by or at the request of relevant parties



EA decides that a Statutory Assessment is Not Necessary

Where the EA's decision is that it is not necessary for it to make an assessment, parents and carers will be informed of the reasons for the decision. A named SEN Link Officer will be able to talk to parents and carers to explain the process including the right of appeal to the Special Education Needs and Disability Tribunal if they do not agree with the decision.

EA Decision that a Statutory Assessment is Necessary

If the decision is made that a statutory assessment is required, we aim to complete the assessment within 26 weeks. Parents or carers will be provided with details of a named SEN Link Officer with whom they can discuss any questions or concerns regarding the assessment process.

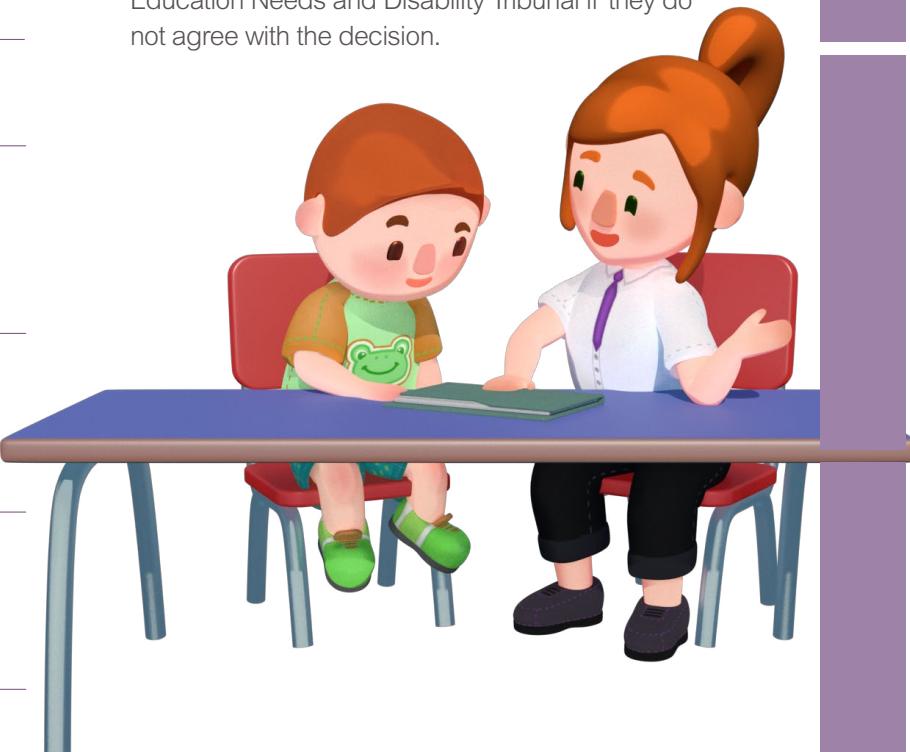
The EA is required to seek information, using available technology and electronic communication, where possible, from any or all, of the following:

- 1 Information from the parents, carers
- 2 Educational advice and information
- 3 Advice and information from an educational psychologist
- 4 Health advice and information from a registered health care professional identified as appropriate by the relevant HSC Trust
- 5 Advice and information in relation to social care from a social worker (if appropriate), as identified by the relevant HSC Trust
- 6 Any other advice and information which the EA considers appropriate or which the parent or carer reasonably requests that the EA should seek

Once all of the advices and representations have been received, the EA must decide whether the degree of the child's learning difficulty or disability, and the nature of the special educational provision necessary to meet the child's SEN, requires it to determine the child's special educational provision through making a Statement. The main consideration for the EA will be whether or not all the special educational provision necessary to meet the child's needs can reasonably be provided within the resources normally available to mainstream schools.

Outcome: Decision is Not to Make a Statement

Having examined the available advice and information, the Statutory Assessment & Review Service may conclude that the child's SEN can be met from within the school's own resources and will advise parents or carers that no statement is required. In some cases, the EA will issue a Note in Lieu of a statement which will outline the reasons for not issuing a Statement of SENs, with supporting evidence gathered during the statutory assessment process. It also sets out recommendations through which the child's special educational needs can further be addressed. We will notify parents and carers of the decision and set out the reasons for the decision. A named SEN Link Officer will be able to talk to parents and carers to explain the process including the right of appeal to the Special Education Needs and Disability Tribunal if they do not agree with the decision.



EA decides to issue a Statement of SEN

If the EA decides that a Statement of SEN is required, our team will write a first version called a proposed statement. This will describe the child's special educational needs and the proposed support, which will be over and above what is ordinarily available in a mainstream school. A copy of the proposed statement and copies of all the advice or information gathered from professionals will be sent to you.

You can contact your named SEN Link Officer to discuss the content of the proposed statement. You will be asked to name the school which you would prefer your child to attend. This may be the same school that they currently attend, a different mainstream school or a specialist provision. The SEN Link Officer will be able to talk this through with parents and carers and if they need more time, they can request this.

Once parents or carers have agreed with the proposed statement, the SEN Link Officer will consult with the appropriate school, who in turn will need to consider if they can meet the child's SEN as detailed in the proposed statement.

If it has not been possible to place the child in the school of parental preference, the SEN Link Officer will contact you to discuss further options.

EA Decision that a Statutory Assessment is Necessary

If the decision is made that a statutory assessment is required, we aim to complete the assessment within 26 weeks. Parents or carers will be provided with details of a named SEN Link Officer with whom they can discuss any questions or concerns regarding the assessment process.

The EA is required to seek information, using available technology and electronic communication, where possible, from any or all, of the following:



Questions Answered

What Happens Following a Statement of SEN being issued?

Parents and the school will receive a copy of the Final Statement.

A statement of special educational needs sets out the child or young person's special educational needs, describes the provisions and supports which are needed to help meet those needs and the educational setting which they should attend.

The child will be recorded at Stage 3 on the SEN Register of the school. The Personal Learning Plan (PLP) will be updated with targets and strategies which follow the recommendations in the advices received as part of the statutory assessment.





Questions Answered

What if I don't agree with a decision made by SARS?

A child learns best when all partners are working together. Good communication and positive relationships between parents or carers, schools and the EA are vital.

If you don't agree with the decision, it is important to keep the channels of communication open. You can speak to your SEN Link Officer or a member of the Statutory Assessment and Review Service.

For general advice, you may wish to contact the EA SEN Helpdesk on 028 9598 5960, Monday to Friday 9am to 5pm.

The [Dispute Avoidance & Resolution Service \(DARS\)](#) is a free and independent service that works towards avoiding and resolving disagreements between parents and the Education Authority, or parents and a school, in regard to children with SEN. The service provided by Global Mediation provides a forum for exploring differences, identifying points of agreement and finding a way forward which is acceptable for all involved. **You can also telephone (028 9072 6060) or write to Global Mediation (55-59 Adelaide Street, Belfast BT2 8FE).**

The Special Educational Needs and Disability Tribunal (SENDIST) considers parents' appeals against the decisions of the Education Authority about children's special educational needs, where the parents cannot reach agreement with the Education Authority. It also deals with claims of disability discrimination in relation to children at school. **They can be contacted at 0300 200 7812 or email tribunalsunit@courtsni.gov.uk**

It is in all our best interests to work together to resolve complaints swiftly. Effective comments and complaints handling can provide real insight into what we do well and where we can improve. It keeps people at the heart of what we do and helps us to understand your point of view.

You can find out further information on the [EA's Comments and Complaints Procedure](#), or make a comment or complaint via our [contact form](#).



Information for Schools on SEND Statutory Services

Referral for consideration of a statutory assessment

Schools are reminded of the graduated approach to supporting their children and young people with SEN under the SEN Framework and SEN Code of Practice: Identification, Assessment and Provision by Schools.

The decision to make a referral for consideration of statutory assessment and possible Stage 3 provision should be made following the review of a child's progress at Stages 1 and 2 of the Code of Practice. NB For recording purposes, school are recording children on the 3 stages of the Code of Practice but adhering to the guidance set out in the 1998 Code of Practice. This should be evaluated through outcomes of their Individual Education Plan (IEP) or Personal Learning Plan (PLP) and consideration that all appropriate school-based provision (as detailed in the school's SEN Provision Map) and EA SEND Services provision has been exhausted.

Discussions should take place between the SENCO or LSC, the principal, teachers, any applicable EA SEND services, an EA Educational Psychologist and parents or carers that statutory assessment may be necessary.

A referral for consideration of a statutory assessment does not automatically lead to a statutory assessment being initiated or to a statement of special educational needs being written.

While the Education Authority is considering carrying out statutory assessment, the child will continue at Stage 2 of the SEN Code of Practice and continue to receive SEN provision from their school, alongside EA SEND Services and medical professionals (if applicable).

Annual Reviews

Schools carry out Annual Reviews on behalf of the EA for all children and young people in their care who are subject to a Statement of SEN.

If a child is not attending a grant aided school the Statutory Assessment & Review Service will arrange the review.

At the beginning of each academic year the Statutory Assessment & Review Service issue a letter detailing recommended submission dates for relevant Annual Review documentation to be returned, along with a list of the pupils in their school who require an Annual Review. Notes of Guidance are available on the EA website.

The Annual Review documentation can be completed in paper format or online via the EA Connect portal. Email digital@eani.org.uk for more information.

The school may wish to invite an officer from the Statutory Assessment & Review Service to attend the review meeting, particularly in circumstances where pupils needs have changed or where the school considers special educational provision as arranged by the Education Authority is no longer appropriate. Where this applies schools should contact the relevant officer for their school as soon as possible to arrange a suitable date for the meeting. For Children Looked After, who have statements of special educational needs, all relevant professionals should be invited to the annual review to enable effective collaboration in meeting their specific needs.

Transitions Service 14 +

EA Transitions Coordinators provide schools with advice and information on possible pathways into training, supported employment, Further Education and employment for their young people with a Statement of SEN. Each Transition Coordinator works in partnership with schools and voluntary agencies for the effective inclusion and assistance of young people with a Statement of SEN as they move into adult life.

Transition meetings are part of the Annual Review process for every young person with a Statement of SEN from the age of 14 until they leave school or EA provision. A Transitions Plan is created, discussed, and amended at appropriate intervals in preparation for the young person moving into adulthood. The final Transition Plan is shared with outside agencies as appropriate, to ensure the young person is supported when they move into their chosen pathway.

Parents or carers can contact their child's school Transitions Coordinator for advice, guidance or clarification at any stage in the process.



Contact Information

The SEN Advice and Information Service is a regional team which provides advice and information for parents, schools, EA Services and the general public on SEND-related issues including the new SEN Framework, the statutory and statementing process. We also signpost to appropriate EA Services and produce information which is accessible for parents and young people with SEN.

Contact us at the SEN Helpdesk,
Option 2 on **028 9598 5960**

9am to 5pm, Monday to Friday.

SEND Implementation and Development

The SEND Implementation & Development team trains and supports Learning Support Coordinators (LSC's) in nursery, primary, post-primary and special schools. We advise LSC's in all aspects of their operational (day-to-day) and strategic role in managing SEN provision in their school or educational setting. We provide bespoke guidance and support as the new SEN Framework is being implemented and developed in phases throughout all schools and statutory settings in NI.

We also work alongside educational colleagues in DE, EA Services, non-statutory settings and outside agencies to provide information and advice on the new SEN Regulations and new SEN Code of Practice which emanate from the SEND Act (NI) 2016.

School LSC's and Principals can contact us via email at cyps-send@eani.org.uk

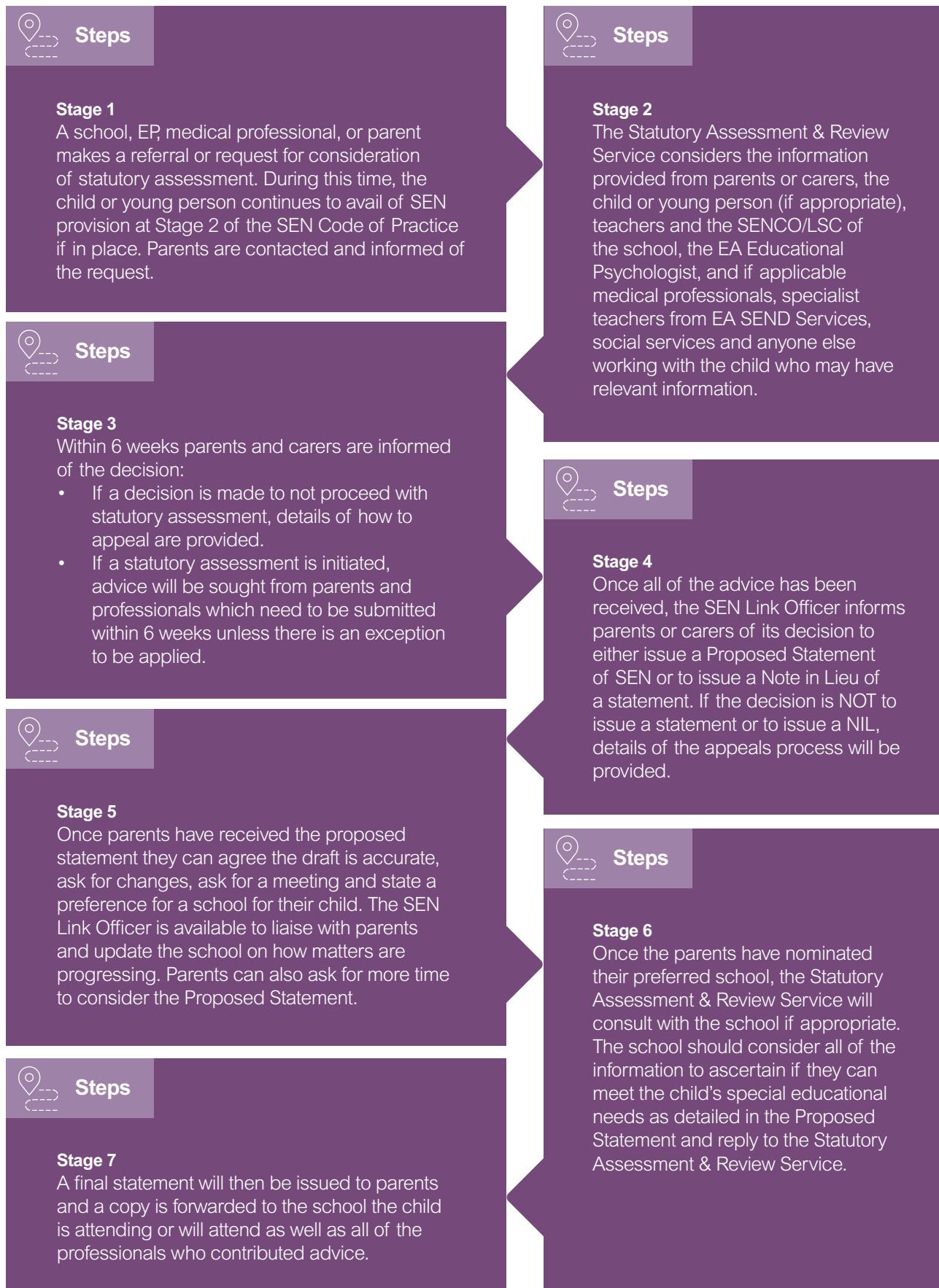
Details of our training programme are available via the CYPs Regional Training Programme. We also issue face-to-face training invites via C2k email to the named LSC of each school setting based on our database informed by school Principals.

We deliver information sessions for school Governors, available to book via the EA SDS online portal.

All SEND Implementation training resources, useful SEND documents, links and a Blog for LSC's are hosted on the SEND Team website accessible for the main LSC of each school via C2k credentials.

Information on the Statutory Assessment timeline

The timeline for the statutory assessment process is a 26 week period from beginning to end, unless exceptions are applied, as detailed in the SEN Regulations (Northern Ireland) 2005.



Statement of Special Educational Needs

A Statement of Special Educational Needs (SEN) sets out the child or young person's special educational needs (SEN), describes the provision and supports to help meet those needs, and the educational setting they should attend.

The Statement of SEN is reviewed every year to ensure the provision made continues to meet the child or young person's needs.

The school will continue to have lead responsibility in providing support for the child or young person. This may be supplemented by input from EA SEN Services and/or Health and Social Care (HSC) Trust where relevant, as well as specific provisions which may be funded by the Education Authority (EA).



Questions Answered

What is in a statement of Special Needs?

A Statement of Special Educational Needs will include:

1

Part 1: Introduction

- Name/date of birth/home address.
- Information on parental responsibility for the child/young person.

2

Part 2: Special Educational Needs

The Education Authority's assessment of the child's special educational needs, in terms of the child's learning difficulties which call for special educational provision.

3

Part 3: Special Educational Provision Other Than Placement

- The objectives which the special educational provision for the child should aim to meet.
- Details of the special educational provision which the Education Authority considers appropriate to meet the child/young person's need(s)
- Arrangements to be made for monitoring progress.

4

Part 4: Placement

- The type of school the EA considers most appropriate (special or mainstream).
- Name of the school which parent(s) prefer(s). or
- The provision other than at school which the EA considers appropriate

5

Part 5: Non-Educational Needs

- Any non-educational needs which the EA considers appropriate, in order for the child/young person to benefit properly from the special educational provision detailed in Part 3.

6

Part 6: Non-Educational Provision

- Any non-educational provision which the EA proposes to make available or which it is satisfied that will be made available by a Health and Social Services authority.
- The objectives for the provision.
- Arrangements for monitoring progress of the provision.

Appendix A: Parental Advice

Appendix B: Educational Advice

Appendix C: Medical Advice

Appendix D: Psychological Advice

Appendix E: Social Services Advice

Appendix F: Other Advice obtained by the EA



Questions Answered

What Is Special Educational Provision?

Some examples of extra provisions or supports determined by the EA may include:

1 Appropriate facilities

2 Specific equipment

3 Staffing arrangements to support your child

4 Additional adult assistance

5 Specialist teaching support

Finding a way forward

A child learns best when all partners are working together. Good communication and positive relationships between parents or carers, schools and the EA are vital.

Involving children with SEND and their parents in decision making is a key objective of the SEN Code of Practice. Parents should also be involved in supporting and consolidation of learning/strategies, where appropriate.

If you don't agree with the EA, it is important to keep the channels of communication open.

For general advice you may wish to contact the SEN Helpdesk on 028 9598 5960, Monday to Friday 9am to 5pm.

The [Dispute Avoidance & Resolution Service \(DARS\)](#) is also available in avoiding and resolving disagreements between parents and the Education Authority, regarding children with SEN.

The service provided by Global Mediation provides a forum for exploring differences, identifying points of agreement, and finding a way forward which is acceptable for all involved. You can telephone (028 9072 6060) or write to Global Mediation (55-59 Adelaide Street, Belfast BT2 8FE).

For further information or if you have a comment or complaint to make see the EA's Comments and Complaints Procedure.



Annual Review of a Statement of SEN

Legislation requires that every child who is the subject of a statement of special educational needs must have a review of that statement at least once every 12 months. This is to make sure that the child's needs are still being met and to consider if the recommendations and placement as detailed in the statement are still relevant and helping to meet their current special educational needs.

Parents or carers, children with special educational needs, teachers, the LSC and any other relevant professionals will be invited to give their views for the Annual Review. The school will organise this and give prior notice so that all information can be gathered. An Annual Review meeting usually takes place in the school or online with all parties concerned.

Where appropriate, the young person with special educational needs may be invited to attend part of the meeting to make their contribution. Views of every child with a statement of special educational needs and their parents or carers are always sought.

Transitions Service 14+

The Transitions Service supports the schools and educational settings of young people with a statement of special educational needs who are 14 years of age and older.

Through this service we provide advice and information on possible pathways into training, supported employment, Further Education and employment.

Each Transition Coordinator works in partnership with schools and voluntary agencies for the effective inclusion and assistance of young people with a statement of special educational needs as they move into adult life.

Transition planning meetings take place as part of the Annual Review process with young people aged 14 and older at the centre of the decision-making process. When each young person with a statement of special educational needs leaves school or EA provision, the final Transition Plan is shared with outside agencies as appropriate, to ensure they are supported appropriately when they move into their chosen pathway for adulthood.

Parents or carers can contact their child's Transitions Coordinator for advice, guidance or clarification at any stage in the process.

Educational Settings

Information on where a child with a Statement of Special Educational Needs can be educated.

If your child has a statement of special educational needs, they will usually go to an ordinary (mainstream) school, play group or nursery. In most cases, this means that a child stays in the educational setting they attended before they received a statement of SEN.

The outcome of the statutory assessment may recommend placement in a specialist provision in a mainstream school or a special school.

Specialist Provision in Mainstream Schools

Your child's statement of special educational needs may outline the requirement for a small group setting to meet your child's needs and therefore a specialist class within a mainstream school may be most appropriate.



Web Links

[List of Approved Specialist Provision in Mainstream Schools](#)

For those pupils for whom a Specialist Provision in Mainstream Schools placement is deemed appropriate, the Education Authority is seeking to ensure that specialist provision is available in the nearest suitable school to best meet your child's individual needs. A list of currently available Specialist Provision in Mainstream Schools can be accessed in the link above.

In addition, there is a consultation underway to establish more Specialist Provision in Mainstream Schools and these consultations can be accessed via the below link, where you can make your views known as part of this consultation:



Web Links

[Specialist Provision in Mainstream Schools Consultation](#)

Special Schools

Your child's statement of special educational needs may outline the requirement for a special school placement to be arranged to meet your child's needs:



Web Links

[List of Special Schools](#)

Statutory Assessment and Review Service Contact Details

Information on where a child with a Statement of Special Educational Needs can be educated.

Contact Information

The Statutory Assessment and Review Service can be contacted for advice and information specific to children and young people who are undergoing the Statutory Assessment process or who have a Statement of SEN.

9am to 5pm, Monday to Friday

Telephone: **028 9598 5960**.

If known, you can contact your SEN Link Officer directly via email.

You can also contact the SEN Helpdesk to:

1

Request help with the online request form for statutory assessment.

2

Request general advice about Special Educational Needs from the SEN Advice & Information Service.

3

Speak to the Statutory Assessment & Review Service with a specific query about your child.



Contact Us

Contact Us



Statutory Assessment and Review Service Contact Details



Contact Information

| Service | Telephone Number | Email |
|---|------------------|--|
| Autism Advisory Intervention Service | 028 3831 4471 | aaisconsultations@eani.org.uk |
| Primary Behaviour Support and Provisions | 028 2566 1480 | |
| Post Primary Behaviour Support and Provisions | 028 2566 1480 | PPBSP.referrals@eani.org.uk |
| Down Syndrome | 028 8241 1360 | infoSENIS.ds@eani.org.uk |
| Educational Psychology | 028 9056 4254 | Psychology.Belfast@eani.org.uk |
| Exceptional Teaching Arrangements | 028 7186 3525 | etaenquiries@eani.org.uk |
| Language and Communication | 028 8241 1305 | LCSGeneral@eani.org.uk |
| Literacy Service | 028 9448 2228 | literacyservice@eani.org.uk |
| Medical Needs | 028 7127 2340 | eamedicalneedssupport@eani.org.uk |
| Moderate Learning Difficulties | 028 3751 2357 | senis.mld@eani.org.uk |
| SEN Early Years | 028 8241 1580 | info.seneyishelp@eani.org.uk |
| Severe Learning Difficulties | 028 8241 1360 | infoSENIS.sld@eani.org.uk |
| Vision Impairment and Deafness | 028 2566 1258 | sensoryservice@eani.org.uk |

SEN Helpdesk

If you have any queries in relation to special educational needs, you can contact the SEN Helpdesk.

Telephone: **028 9598 5960**

The helpdesk is open
Monday to Friday, 9am to 5pm.

From here you can:

- 1 Request help with the online request form for statutory assessment.
- 2 Request general advice about Special Educational Needs from the SEN Advice & Information Service.
- 3 Speak to the Statutory Assessment & Review Service with a specific query about your child.

Glossary

Glossary



List of terms used throughout the document with definitions

Special Education Needs terms

These terms are used throughout the range of services

Academic Year

The school year generally runs from 1st September to 30th June.

Differentiation

Differentiation is a teaching approach that tailors instruction to pupils' different learning needs.

Educational Psychologist

Educational Psychologists are trained and qualified in understanding children's emotional, social and learning development.

Educational Setting

This is usually the school which a child or young person attends.

GDPR

General Data Protection Regulation, a set of UK rules on data protection and privacy.

Learning Support Co-ordinator (LSC)

This is the person who is responsible for coordinating special educational provision in the educational setting or school. Some schools use the term Special Educational Needs Co-ordinator (SENCo).

Model of Continuum Support

Support for your child/young person is needs-led, support varies depending on your child/young person's needs at a given time. A child/young person may initially need intensive support, but as they progress through education general support for a child/young person and their educational setting/school is appropriate.

Reasonable adjustments

Reasonable adjustments are the reasonable steps that a school or setting should take in order to avoid putting disabled pupils and prospective disabled pupils at a substantial disadvantage compared to other pupils.

Resources

In educational terms, resources may be human (staff), time, budget (money), physical (books, teaching materials, workbooks, posters) and technology (computers/ computer programmes etc).

Special Educational Needs Co-ordinator (SENCo)

This is the person who is responsible for coordinating special educational provision in the educational setting or school. Some schools use the term Learning Support Co-ordinator (LSC).

Special Educational Provision

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in ordinary schools.

Statement of Special Educational Needs

A statement of SEN is a statutory document which sets out a child's needs and the support they should have. It is reviewed every year to make sure that any extra support given meets the child's needs.

Statutory Assessment

A Statutory Assessment is a formal and detailed process to find out what a child's special needs are, and what additional support they may need in an educational setting.

Autism

Specific terms used in the Autism service.

Autism Spectrum Disorder (ASD)

Autism spectrum disorder (ASD) is a lifelong disability which affects how people communicate, learn, behave and socially interact.

Diagnosis of Autism Spectrum Disorder (ASD)

A confirmed Health and Social Care Trust (HSCT) diagnosis of Autism Spectrum Disorder or a private diagnosis of Autism Spectrum Disorder, ratified by a HSCT, usually as a letter issued to parents.

Behaviour Support - Post Primary

Partnership Provision

Partnership placement is to provide targeted, intensive, purposeful and meaningful support to young people in Key Stage 3 who present with social, behavioural, emotional and wellbeing to enable them to remain in their mainstream school and to address their barriers to learning to support this inclusion.

Social, Behavioural, Emotional and Wellbeing (SBEW) Needs

SEN Category for the which the Service supports.

Down Syndrome

Diagnosis of Down Syndrome (DS)

A confirmed Health and Social Care Trust (HSCT) diagnosis of Down Syndrome.

Down Syndrome and associated SEN

Is applied to children/young people with a medical diagnosis of DS who have greater difficulty than their peers understanding and learning basic numeracy and literacy skills. They may also have speech and language difficulties and poor social skills, making it hard to focus and work independently.

Educational Psychology

Assistant Educational Psychologist / Psychology Assistant

Has a degree in psychology and works alongside an Educational Psychologist (EP) to support their work including observations, testing and consulting with educational setting staff.

Cognition and Learning

Skills that children and young people will encounter at their school such as basic language, numeracy skills, memory and concentration skills, speech and language.

Critical Incidents

A sudden, shocking or unexpected occurrence, that is outside of the range of ordinary human experience. It usually involves a threat to life and physical or emotional loss.

Graduated Response

A graduated approach based on a cycle of action that can be revisited with increasing detail, increasing frequency and with the increased involvement of educational professionals, based on the needs of the child/young person.

Motor Development

This is the process of learning how to use the muscles in your body to move.

Numeracy Difficulties

Having difficulty with or struggling to understand the basic concept of numbers and mathematical concepts.

School Based Provision

Schools have a duty to support all children.

Statutory Nursery Setting

A school for pre-school age children which follows the legal framework of education e.g. a nursery unit attached to a primary school or a controlled/maintained nursery school.

Therapeutic Work

Activities that are designed to improve an individual's wellbeing. For a child or young person this may be activities such as play therapy, art therapy or storytelling.

Exceptional Teaching

CAMHS Stepped Care Model

The stepped care model aligns the needs of children and their families/carers to evidence-based care interventions delivered at the most appropriate step in the first instance and stepping up or down to other services as clinically required.

Education Welfare Service

The Education Welfare Service works in partnership with schools, parents, EA Services and other professionals to reduce pupil absence and to raise achievement, enabling young people to maximise their educational opportunities and potential.

Medical Reasons

Reasons relating to illness and injuries.

Occupational Therapy

The use of particular activities as an aid to recovery

from physical or mental illness.

Personal and Social Development

A way for people to assess their skills and qualities, consider their aims in life and set goals in order to realise and maximise their potential.

Physical Health

The state of being free from illness or injury.

Physical Medical Condition

A health problem that requires ongoing management over a period of years or decades.

Reintegration

The action of returning back to the educational setting.

School Age Mothers Programme (SAM)

A programme to support young women of school age, who are pregnant or parents, to continue in compulsory education and beyond, if this is appropriate.

Social and Emotional Wellbeing

Relates to being able to realise your abilities, cope with the normal stresses of life, work productively and contribute to your community.

Language and Communication

Developmental Language Disorder (DLD)

A type of speech, language and communication need (SLCN) that affects the way that children understand and use language.

Expressive Language Needs

Difficulty in remembering words or speaking in sentences.

Receptive Language Needs

Difficulty in understanding or processing what is being said.

Speech, Language and Communication Needs

(SLCN) as the primary identified SEN
Language is the most dominant special educational need of the child/young person and that their language difficulties are not part of another biomedical condition.

Literacy Service

Assistive Technology

Core to the work of the Literacy Service is the use of ICT to support learning, attainment and the independence of pupils. Assistive technology is software, hardware or a device that assists in supporting learning and can be a significant way to enable a child to reach their full potential.

Dyslexia

A learning difficulty which primarily affects reading and writing skills as well as spelling, information processing and organisational skills.

Literacy

The ability to read and write.

Specialist Teacher

Qualified teacher who has additional training and/or qualifications to teach children who experience difficulties.

Specific Learning Difficulties

A specific learning difficulty (SpLD) means that someone has a difference or difficulty with one or more certain parts of learning. Having a SpLD does not mean that children and young people cannot achieve and succeed in learning.

Moderate Learning Difficulties

Moderate Learning Difficulty

Cognition and Learning assessments for Literacy and numeracy are carried out by an Educational Psychologist (EP) from the Education Authority and based on scores of the child/young person, a determination is made as to whether or not there is evidence of a Moderate Learning Difficulty.

Moderate Learning Difficulty and associated SEN

Is applied to children/young people with a moderate learning difficulty who have greater difficulty than their peers understanding and learning basic numeracy and literacy skills. They may also have speech and language difficulties and poor social skills, making it hard to focus and work independently.

SEN Early Years

Cognition and Learning

Cognition is the mental process of acquiring knowledge and understanding through thought, experience and the senses.

Learning involves acquiring knowledge and skills through experience, study or being taught.

Early Years Hub

The Early Years Hub (EYH) is the single point of referral to the SEN EYIS. Referrals to the EYH come from Educational Psychologists (EP) via Paediatricians for pre pre-school aged children and children in their final pre-school year who attend non-statutory settings/playgroups. For children who attend a statutory nursery, referrals are made to the EYH by an EP following consultation with the nursery.

Early Years Hub

The Early Years Hub (EYH) is the single point of referral to the SEN EYIS. Referrals to the EYH come from Paediatricians for pre pre-school aged children and from Educational Psychologists for pre-school aged children.

Severe Learning Difficulties

Severe Learning Difficulty

Cognition and Learning assessments for Literacy and numeracy are carried out by an Educational Psychologist (EP) from the Education Authority and based on scores of the child/young person, a determination is made as to whether or not there is evidence of a Severe Learning Difficulty.

Severe Learning Difficulty and associated SEN

Is applied to children/young people with a SLD who have greater difficulty than their peers understanding and learning basic numeracy and literacy skills. They may also have speech and language difficulties and poor social skills, making it hard to focus and work independently.

Vision Impairment and Deafness

Audiological Equipment

Equipment that is used to assist those with hearing and balance problems.

Audiologist

Health care professionals who identify, assess and manage hearing and balance problems.

Audiology

The area of science that looks at hearing and balance issues.

Bone Anchored Hearing Aids

A type of hearing aid that is surgically implanted, which picks up sound and transmits it through the processor via vibrations to the inner ear. It is primarily for people with permanent conductive loss or unilateral loss.

Braille

A form of written language for those with vision impairment, in which characters are represented by patterns of raised dots that are felt with the fingertips.

Braille Note Taker

Portable device with built-in braille displays to that connect to the internet and allow users to perform educational setting, office or personal tasks away from home.

Cerebral Vision Impairment

A vision impairment caused by damage to the parts of the brain that process vision.

Cochlear Implant

A surgically implanted electronic device which provides electrical stimulation to the auditory nerve, bypassing the damaged inner ear.

Diagnosed Degenerative Eye Condition

This means eye functions get worse as time passes.

Differentiation

Providing different methods to learning so a child or young person can have access to a range of material aimed at matching the learner's need.

Educational Audiologist

A professional with an additional qualification and specialist knowledge in language development, assistive technology and acoustics. An Educational Audiologist acts as a link between Education and Health.

Glue Ear

A common childhood condition where the middle ear becomes filled with fluid.

Habilitation

Habilitation aims to develop independent living skills of children and young people with a vision impairment.

Habilitation Specialists

A group of professionals who work with children & young people (who have a vision impairment). They aim to develop personal mobility, navigation and independent living skills.

Hemianopia

Partial blindness or a loss of sight in half of the visual field.

Low Vision Clinics

Clinics for patients who have a reduction in vision which cannot be treated by just wearing glasses.

Magnification software

Screen magnification software enlarges text and graphics on a computer screen.

Multi-sensory Impairment (MSI)

A condition which causes difficulties with both sight and hearing. This is also known as deafblindness.

National Sensory Impairment Partnership**(NATSIPI) Eligibility Framework**

A structure devised by experts to provide a way for Sensory Services to make decisions on how support is allocated for individual children and young people who are deaf, have vision impairment or multi-sensory impairment.

Newborn Hearing Screening Programme

A service to identify permanent, moderate, severe and profound deafness and hearing in newborn babies.

Nystagmus

An involuntary motion of the eyes. It is caused by a miscommunication between the eye and the brain.

Ophthalmologist

This is a doctor based in a hospital who specialises in the diagnosis, treatment, and surgical care of the eyes. Also known as ophthalmic surgeons.

Ophthalmology

The type of medicine that deals with the diagnosis and treatment of eye conditions.

Optometry

Specialised health care profession that involves examining the eyes and related structures for defects and abnormalities.

Paediatrics

The type of medicine that involves the medical care of infants, children and adolescents.

QTOD

Qualified teachers of deaf children and young people are specialist teachers who have additional qualifications in teaching children and young people who are deaf.

QTVI

Qualified teacher of children with vision impairment are specialist teachers who have additional qualifications in teaching children and young people with vision impairment.

Regional Vision Resource Base (RVRB)

A service that makes the Northern Ireland Curriculum easier to access by supporting pupils with sight loss to become independent and effective learners.

Sensory Impairment

When one of the senses – sight, hearing, smell, touch, taste or spatial awareness – is not working as it should.

Touch Typing

The practice of typing using all one's fingers and without looking at the keys.

Visual Field

The visual field is the entire area that can be seen when the eyes are focused on a single point. In addition to what can be seen straight ahead, the visual field includes what can be seen above, below, and to either side of the point the eyes are focused on