

**St Mary's Primary School**  
**Granemore**  
**And**  
**Cill Chluana Parish Nursery**



# **Special Needs Policy**

**SENCo Mr Eunan Magee**

**Revised September 2011**

# **SPECIAL EDUCATIONAL NEEDS POLICY**

## **Section 1. General information within the SEN policy**

### **Introduction**

#### **Rationale**

Within St Mary's Primary School, Granemore and Cill Chluana Parish Nursery, we aim to promote an ethos that is acceptable to all children and which will enhance their all round development, and seek to minimize any barriers to learning which a child might have.

In line with the principles of the Code of Practice and SENDO(Sept 2005), we, as a staff, are committed to the provision of Special Educational Needs to match the needs of the children as they progress through the school. We intend that all children with SEN will be given access to a broad and balanced curriculum, and, that provision and resources will match the nature of the child's need and take their views into account.

We recognise the importance of a good working partnership with parents and other professionals. Parents will be involved at every level and their views and opinions will be welcomed and taken into account when planning for the child's needs.

We feel it is important to establish and update objective recording to facilitate planning and review procedures.

The Staff and Governors of St Mary's Primary School and Cill Chluana Parish Nursery have collectively agreed the following objectives:

- <sup>35</sup><sub>17</sub> Encourage inclusive practices
- <sup>35</sup><sub>17</sub> Promote a sense of belonging and community
- <sup>35</sup><sub>17</sub> Ensure that all children with SEN/disability have a positive self image
- <sup>35</sup><sub>17</sub> To develop a range of teaching approaches appropriate to meet the needs of the pupils with learning difficulties
- <sup>35</sup><sub>17</sub> To use strategies which ensure effective learning.
- <sup>35</sup><sub>17</sub> To introduce assessment procedures which are aimed at identifying learning difficulties as early as possible.
- <sup>35</sup><sub>17</sub> To formulate Educational Plans or remediation programmes in response
- <sup>35</sup><sub>17</sub> Provide a classroom environment conducive to learning and is caring and supportive
- <sup>35</sup><sub>17</sub> To implement an effective record-keeping system
- <sup>35</sup><sub>17</sub> To work in partnership with parents in order to enhance the learning opportunities of the children
- <sup>35</sup><sub>17</sub> To ensure that all teachers recognise their responsibilities as teachers of children with individual and special needs
- <sup>35</sup><sub>17</sub> To take the child's views into account when planning provision
- <sup>35</sup><sub>17</sub> To maintain a flexible approach to providing for children with learning difficulties, but one which is consistent with catering for the needs of all children within the context of mainstream class
- <sup>35</sup><sub>17</sub> To monitor and continually evaluate current practice to ensure that the provision is effective
- <sup>35</sup><sub>17</sub> To employ an appropriate range of resources in the most efficient way
- <sup>35</sup><sub>17</sub> To acknowledge and reflect in our planning and practice the specific requirements of the educationally gifted.
- <sup>35</sup><sub>17</sub> To ensure that any notable achievements made by each individual are recognised when appropriate
- <sup>35</sup><sub>17</sub> To work with outside agencies to meet the needs of the child
- <sup>35</sup><sub>17</sub> Ensure that no child with a disability/ SEN is treated less favourably or disadvantaged in anyway in comparison to those who have no disability/SEN
- <sup>35</sup><sub>17</sub> Development of full potential, social, emotional, physical, intellectual
- <sup>35</sup><sub>17</sub> Provide range of SEN provision to match range of SEN/disability
- <sup>35</sup><sub>17</sub> Develop knowledge, skills and understanding which ensure progress, promote success and develop self-confidence
- <sup>35</sup><sub>17</sub> Enable pupils to be active partners in their learning
- <sup>35</sup><sub>17</sub> Develop and make use of all resources in support of pupils with SEN/disability

## Definitions of SEN and Disability

### Definition of SEN

"Special Educational Need" is defined as "a *learning difficulty* which calls for special educational provision to be made"

A child has a *learning difficulty* if he has significantly greater difficulty in learning than the majority of children of his age and/or has a disability which either prevents or hinders him from making use of educational facilities generally provided for children of his age in ordinary schools.

(CoP Par. 1.4)

### Definition of Disability

"Someone who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities." Part 1 of Disability Discrimination Act 1995

<sup>35</sup><sub>17</sub> favourably or disadvantaged in anyway in comparison to those who have no disability/SEN

## Management of SEN within the Policy

### Roles and responsibilities:

Board of Governors (CoP para 2.3-2.6)

<sup>35</sup><sub>17</sub> Implementation and monitoring of the SEN policy having regard to the Code of Practice, named BOG rep.

Principal

<sup>35</sup><sub>17</sub> Has responsibility for day to day management of all of the school's work, including its SEN provision, keep governors informed and work closely with co-ordinator/learning support team.

<sup>35</sup><sub>17</sub> Ensures adequate resources are available for SEN children - for example: employment of staff, equipment, books, audio-visuals

<sup>35</sup><sub>17</sub> Principal will arrange to have regular consultations for discussion with SENCO regarding SEN children

<sup>35</sup><sub>17</sub> SENCO will be allocated time when needed, for duties specifically related to the post of SEN

<sup>35</sup><sub>17</sub> Liaises with external agencies, e.g. Board support, Education Psychologist, Social Services

SENCo

<sup>35</sup><sub>17</sub> Details of SENCo's duties are attached in appendix...(CoP para 2.12)

### Teacher

The class teacher retains overall responsibility of SEN children in their class. - They should;

- <sup>35</sup><sub>17</sub> Remain responsible for meeting the needs of children in their class.
- <sup>35</sup><sub>17</sub> Present materials appropriate to pupil's age, maturity, learning need/disability.
- <sup>35</sup><sub>17</sub> Identify barriers to learning
- <sup>35</sup><sub>17</sub> Liaise with SENCO
- <sup>35</sup><sub>17</sub> Liaise with Classroom Assistants - make classroom assistants aware of the child's statement (for those with statements) and the targets on the child's IEP
- <sup>35</sup><sub>17</sub> Liaise with parents - close contact to ensure continuity
- <sup>35</sup><sub>17</sub> Liaise with substitute teachers (when appropriate) to inform them of children with SEN
- <sup>35</sup><sub>17</sub> Ensure adequate provision is made within the classroom for statemented children with SEN and all SEN children via in-class support and withdrawal
- <sup>35</sup><sub>17</sub> Draw up individual and / or group plans
- <sup>35</sup><sub>17</sub> Inform parents of expectations and involve them from earliest stages
- <sup>35</sup><sub>17</sub> Review educational plans

### Classroom Assistants should

- <sup>35</sup><sub>17</sub> Work in partnership with the teacher
- <sup>35</sup><sub>17</sub> Get fully involved in children's provision, planning, monitoring and reviews under direction of the teacher
- <sup>35</sup><sub>17</sub> To support the pupil and all pupils that the assistant comes in contact with, irrespective of specific responsibilities, since a central principal of inclusion is that the child with special needs should be helped to work in the company of other children.
- <sup>35</sup><sub>17</sub> To supervise and assist small groups of pupils in activities set by teachers.
- <sup>35</sup><sub>17</sub> To provide active support in literacy and numeracy activities.
- <sup>35</sup><sub>17</sub> To assist individuals in educational tasks in a balanced manner.
- <sup>35</sup><sub>17</sub> To show interest and raise self-esteem.
- <sup>35</sup><sub>17</sub> To develop pupil's social skills by supporting them in groups.
- <sup>35</sup><sub>17</sub> To provide feedback to teachers about pupil performance.

### Pupils

- <sup>35</sup><sub>17</sub> Involvement in learning

- <sup>35</sup>/<sub>17</sub> Experience success
- <sup>35</sup>/<sub>17</sub> Take responsibility for learning

#### Parents

- <sup>35</sup>/<sub>17</sub> Are informed and encouraged to be fully involved in supporting their child's learning working in partnership with the school.

#### Support teachers

- <sup>35</sup>/<sub>17</sub> Should liaise with class teachers, and help feed into IEP.

### **Admissions**

The admission arrangements with respect to the majority of pupils with special educational needs are consistent with the school's general arrangements for all other pupils.

(In year 1 the school may plan for the child with special needs to start school at an early stage of intake when the group is small so that the child can become familiar with school routines)

Children with statements of special educational needs are placed in schools at the request of the Education and Library Board.

When seeking to place a pupil with a statement, the Board will take into account the wishes of the child's parents and the provision of efficient education for other children in the class or school and the efficient use of resources to determine the suitability of the placement.

This is in line with SENDO legislation.

### **Special facilities/resources**

Our school is equipped to accommodate a child in a wheel chair. Ramps are available to provide access to main school building and other teaching areas.

- <sup>35</sup>/<sub>17</sub> Reading partnerships
- <sup>35</sup>/<sub>17</sub> Wheelchair access
- <sup>35</sup>/<sub>17</sub> Disabled toilet

### **Reference to other relevant policies**

The following policies are also relevant and in line with SENDO legislation e.g.

- admissions;
- positive behaviour;
- Health and safety;
- pastoral care;
- child protection;
- confidentiality;
- curriculum policy.

### **Complaints Procedures relating to SEN procedures e.g.:**

Should there be cause for concern, then the parent should arrange a meeting with the class teacher and concern should be outlined. The teacher should then pass the concern on to SENCo, and principal, and these should seek to find a resolution.

If a resolution is not found internally, then advice should be sought from the DARS team shall be contacted to find a resolution.

The following leaflets should be referred to

<sup>35</sup>/<sub>17</sub> Advice and Information Service Leaflet

<sup>35</sup>/<sub>17</sub> Dispute Avoidance and Resolution Service Leaflet

## Section 2. Identification, provision, monitoring and evaluation of SEN procedures

### **Identification.**

All staff are responsible for early identification of children with SEN through professional judgement, testing, information gleaned from parents, previous teachers, external agencies etc and:

- <sup>35</sup><sub>17</sub> Through checklists, weekly tests, observations, others (parental concerns) etc and norm referenced screening tests (in appendix)
- <sup>35</sup><sub>17</sub> Results of screening tests are collated into class screens-analysed
- <sup>35</sup><sub>17</sub> Identify children through inconsistent/low results, and through teacher judgement.
- <sup>35</sup><sub>17</sub> Staff meetings to discuss children who may be withdrawn from class for extra help.
- <sup>35</sup><sub>17</sub> Diagnostic tests, a list of which can be found in the appendix
- <sup>35</sup><sub>17</sub> Record of concern form may be completed
- <sup>35</sup><sub>17</sub> May be placed on the register after thorough analysis, consultations with parents etc.

### **Provision**

(Stages 1-3 of the CoP) - Consult the Good Practice Guidelines

-  
School provision (Stages 1-2 of the CoP)

- <sup>35</sup><sub>17</sub> Inclusive curriculum and extra curricular activities
- <sup>35</sup><sub>17</sub> Integration of SEN pupils
- <sup>35</sup><sub>17</sub> Differentiation in class teachers' planning
- <sup>35</sup><sub>17</sub> Appropriate withdrawal
- <sup>35</sup><sub>17</sub> SEN resources available within school, programmes, ICT, etc
- <sup>35</sup><sub>17</sub> Action plans/IEPs drawn up and implemented
- <sup>35</sup><sub>17</sub> Other relevant and purposeful provisions that are appropriate
- <sup>35</sup><sub>17</sub> Identified reasonable steps/adjustments that have been made
- <sup>35</sup><sub>17</sub> Available staff skills that support SEN pupils
- <sup>35</sup><sub>17</sub> Implementation of any provision/strategies as a result of external advice, support and training

## School provision and external support (Stage 3 of the CoP)

- <sup>35</sup><sub>17</sub> School based provision continues as appropriate
- <sup>35</sup><sub>17</sub> Additional expertise is sought to improve progress
- <sup>35</sup><sub>17</sub> External specialist intervention with the pupil as appropriate
- <sup>35</sup><sub>17</sub> The support service help to draw up the IEP in partnership with school

## Provision (Stage 5 of CoP - par 4.3)

- Other provision over and above what would be deemed as reasonable from within a school's own resources

## Monitoring

- <sup>35</sup><sub>17</sub> Targets of IEPs monitored for progression
- <sup>35</sup><sub>17</sub> Evidence that the pupil's class work and/or social skills are progressing, etc
- <sup>35</sup><sub>17</sub> Reviews of IEPs and other relevant and purposeful measures that focus on educational outcomes and inform future planning and inform movement either up or down through the Code of Practice stages

## Evaluation

- <sup>35</sup><sub>17</sub> IEPs will be reviewed once per term, and parents will be involved at this stage also.
- <sup>35</sup><sub>17</sub> IEPs should have SMART targets that are quantifiable and achievable.
- <sup>35</sup><sub>17</sub> Children's progress will be tracked and recorded through Assessment Manager.
- <sup>35</sup><sub>17</sub> Targets of IEPs are refined regularly for progression and evidence of the children's work is examined
- <sup>35</sup><sub>17</sub> Parents are involved in the evaluation process.
- <sup>35</sup><sub>17</sub> Withdrawal teachers should reflect on their own practices to ensure that children are getting the best from withdrawal
- <sup>35</sup><sub>17</sub> Use of SEN classroom assistants evaluated
- <sup>35</sup><sub>17</sub> Inclusion in all areas of school life e.g. school trips, productions, sports days
- <sup>35</sup><sub>17</sub> Class screens and pupil profiles monitored annually
- <sup>35</sup><sub>17</sub> Provision for statemented children are reviewed annually and provision amended as required

<sup>35</sup><sub>17</sub> Report on SEN will be submitted annually submitted to B. O. G. - **Principal** - reports on progress to the Board of Governors and is responsible for the effectiveness of current provision through meeting with the SENCo, learning support team, monitoring teacher's planners, ensuring all staff have adequate training.

### **Record keeping**

<sup>35</sup><sub>17</sub> Teachers hold records of which tests have been administered, and should place these in pupils' folders, along with samples of work which show how children are progressing to meeting their targets. Teachers should also have IEPs available for substitute teachers for reference.

<sup>35</sup><sub>17</sub> SENCo also holds IEPs centrally, and these can be accessed from the principal's office when needed.

<sup>35</sup><sub>17</sub> All statements, reports and correspondence from outside agencies, as well as those sent by school, ie annual reviews are kept in a locked cabinet in the principal's office to ensure confidentiality

<sup>35</sup><sub>17</sub> SEN register is currently updated on a termly basis

<sup>35</sup><sub>17</sub> Any current SEN audits

<sup>35</sup><sub>17</sub> External contacts - **Support services available**, school psychologist, outreach support teachers (list in appendix with phone numbers)

## SECTION 3. Professional Development and Partnerships

### **Professional development**

- <sup>35</sup><sub>17</sub> Principal oversees professional development of **all** staff in consultation with the SENCo to meet the needs of children within the school
- <sup>35</sup><sub>17</sub> Principal ensures necessary training e.g. medical, moving and handling if required
- <sup>35</sup><sub>17</sub> Those who attend courses disseminate and share knowledge with other staff
- <sup>35</sup><sub>17</sub> Record kept of staff training from Sept 2011

### **Qualification/experience of staff**

- <sup>35</sup><sub>17</sub> Reading Recovery trained teacher
- <sup>35</sup><sub>17</sub> Assistants trained in reading partnership
- <sup>35</sup><sub>17</sub> Classroom assistants have access to further training in new additional needs that children might have

### **Partnerships**

#### **Internal partnerships**

- <sup>35</sup><sub>17</sub> Meetings with principal, SENCo/class teachers/classroom assistants

#### **External partnerships**

- <sup>35</sup><sub>17</sub> Liaison with other board support services (support from SpLD, EBD, Autism, Lang and Com)
- <sup>35</sup><sub>17</sub> Health and social services
- <sup>35</sup><sub>17</sub> Procedures for involving these services

#### **Partnership with parents**

- <sup>35</sup><sub>17</sub> Importance is recognised and placed on partnership with parents
- <sup>35</sup><sub>17</sub> Parents are made aware of the school's intention to place children on CoP
- <sup>35</sup><sub>17</sub> We endeavour to promote positive relationships between school and parent.
- <sup>35</sup><sub>17</sub> Should a parent have a concern, the school will facilitate meetings which may include teachers, SENCo, VP and principal
- <sup>35</sup><sub>17</sub> Involvement at all stages of CoP and EP involvement
- <sup>35</sup><sub>17</sub> Sharing of knowledge

### **Pupil participation**

- <sup>35</sup>/<sub>17</sub> Good relationships promoted
- <sup>35</sup>/<sub>17</sub> Positive self esteem fostered
- <sup>35</sup>/<sub>17</sub> Targets are known
- <sup>35</sup>/<sub>17</sub> Opportunity to experience and celebrate success

### **Links with other educational establishments and transfer arrangements**

- <sup>35</sup>/<sub>17</sub> Copies of appropriate records are made available
- <sup>35</sup>/<sub>17</sub> Where possible the SENCo/class teacher will communicate with the SENCo/class teacher of the receiving school

**This policy will be reviewed in light of changes in legislation or practice. This will happen in consultation with all staff members.**

## Appendix 1

Name of SENCO - Mr E Magee. The SENCO has responsibility for  
The day to day operation of the SEN policy

Liaising with fellow teachers in an advisory capacity

Co-ordinating provision for children with SEN

Maintaining school SEN register and overseeing records/files on all pupils  
with SEN

Liaising with parents, teachers, classroom assistants and external  
agencies when required

Ensuring teachers provide IEPs/reviews as appropriate

Ensuring that every child's progress is reviewed each term

Attending appropriate in-service training and ensuring staff may attend  
in-service training

Monitor and evaluate the school based provision

Contribute to staff development/training where applicable

CLASS	TEST ADMINISTERED	PURPOSE OF TEST	RESPONSE
P1	Language Links (Sept) Reading Rec. Tests - (Summer)	To assess pupils language. To record progress	To determine Teaching. To support teacher judgement
P2	Mist - (End of 2nd Term) Maths Progress in Maths - (Summer) Maths Catch-Up programme	Detects early indications of reading & writing difficulties. To record progress for diagnostic purposes	“Forward Together” reading programme
P3	Suffolk Reading Scale 1A - (Sept) Nfer Progress in English Maths Progress in Maths - (Summer) Reading Partnership	General screening of pupils To determine progress	To determine teaching and reading groups
P4-P7	Suffolk Reading Scale Form 1B-3A - (Sept) NFER Progress in English Maths Progress in Maths INCAs	General screening of pupils To determine progress To pinpoint strengths and weaknesses	To support teacher judgement To aid planning
May be used from P3-P7	Neale’s Analysis IQ testing to be introduced in 2009	Diagnostic To provide an idea of how children are performing	To support teachers judgement May determine IEPs

<sup>35</sup><sub>17</sub> School will be introducing Progress in English in the Summer term 2012. Previously NFER reading tests were used.

## Appendix 3 Summary of the Code of practice

### The Five Stage Approach

In recognising that there is a continuum of needs, the Code sets out a five stage approach to the identification of children having learning difficulties, the assessment of their special educational needs and the making of whatever special educational provision is necessary to meet those needs. The first 3 stages are based in the school, calling as necessary on external specialists; at Stages 4 and 5 the Board shares responsibility with schools.

Stage 1: teachers identify and register a child's special educational needs and, consulting the school's SEN co-ordinator, take initial action.

Stage 2: the SEN co-ordinator takes lead responsibility for collecting and recording information and for co-ordinating the child's special educational provision, working with the child's teachers.

Stage 3: teachers and the SEN co-ordinator are supported by specialists from outside the school.

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

Stage 5: the Board considers the need for a statement of special educational needs; if appropriate, it makes a statement and arranges, monitors and reviews provision.

Appendix 4  
SELB – INSET STAFFING

Children and Young People’s Services

AUTISM ADVISORY AND INTERVENTION SERVICE

NAME	POST	BASE	TELE NUMBER e-MAIL ADDRESS
Mrs Marie-Louise Hughes	Senior Educational Psychologist	Silverwood Centre	028 3831 4478 (Direct Line) 028 3831 4471 (secretary) <a href="mailto:marie-louise.hughes@selb.org">marie-louise.hughes@selb.org</a>
Mrs Rosemary Harpur	Assistant Advisory Officer	Silverwood Centre	028 3831 4471 <a href="mailto:rosemary.harpur@selb.org">rosemary.harpur@selb.org</a>
Miss Gillian Strong	Assistant Advisory Officer	Silverwood Centre	028 3831 4471 <a href="mailto:gillian.strong@selb.org">gillian.strong@selb.org</a>
Mrs Alicia Hughes	Support Teacher for ASD	Silverwood Centre	028 3831 4471 <a href="mailto:alicia.hughes@selb.org">alicia.hughes@selb.org</a>
Mr Aidan Tumilty	Support Teacher for ASD	Silverwood Centre	028 3831 4471 <a href="mailto:aidan.tumilty@selb.org">aidan.tumilty@selb.org</a>
Mrs Roberta Hadden	Support Teacher for ASD	Silverwood Centre	028 3831 4471 <a href="mailto:roberta.hadden@selb.org">roberta.hadden@selb.org</a>
Mrs Linda Armstrong	Autism Intervention Officer	Silverwood Centre	028 3831 4471 <a href="mailto:linda.armstrong@selb.org">linda.armstrong@selb.org</a>
Mrs Cathy Castles	Autism Intervention Officer	Silverwood Centre	028 3831 4471 <a href="mailto:cathy.castles@selb.org">cathy.castles@selb.org</a>
Mrs Bronagh Fleming	Autism Intervention Officer	Silverwood Centre	028 3831 4471 <a href="mailto:bronagh.fleming@selb.org">bronagh.fleming@selb.org</a>
Mrs Barbara Gallagher	Autism Intervention Officer	Silverwood Centre	028 3831 4471 <a href="mailto:barbara.gallagher@selb.org">barbara.gallagher@selb.org</a>
Mrs Orla McAllister	Support Teacher for ASD	Silverwood Centre	028 3831 4471 <a href="mailto:orla.mcallistr@selb.org">orla.mcallistr@selb.org</a>

CHILDREN AND YOUNG PEOPLE'S SERVICES  
BEHAVIOUR SUPPORT TEAM

NAME	POST	BASE	TELE NUMBER e-MAIL ADDRESS
Mrs Pauline Curran	Adviser – Education otherwise than at school and Behaviour Support	Silverwood Centre	028 3831 4455 <a href="mailto:pauline.curran@selb.org">pauline.curran@selb.org</a>
Mrs Nola Dunstall	Manager - Behaviour Support Team	Silverwood Centre	028 3831 4456 <a href="mailto:nola.dunstall@selb.org">nola.dunstall@selb.org</a>
Mrs Sandra Cardwell	Assistant Advisory Officer Primary	Silverwood Centre	028 3831 4458 <a href="mailto:sandra.cardwell@selb.org">sandra.cardwell@selb.org</a>
Mrs Kiera Groves	Assistant Advisory Officer Primary	Silverwood Centre	028 3831 4461 <a href="mailto:kiera.groves@selb.org">kiera.groves@selb.org</a>
Mrs Claire Tagro	Assistant Advisory Officer Primary	Silverwood Centre	028 3831 4457 <a href="mailto:claire.tagro@selb.org">claire.tagro@selb.org</a>
Mr Conal Keown	Assistant Advisory Officer Primary	Silverwood Centre	028 3831 4459 <a href="mailto:conal.keown@selb.org">conal.keown@selb.org</a>
Dr Sarah Finlay	Assistant Advisory Officer Post Primary	Silverwood Centre	028 3831 4462 <a href="mailto:sarah.finlay@selb.org">sarah.finlay@selb.org</a>
Ms Alison Curran	Assistant Advisory Officer Post Primary	Silverwood Centre	028 3831 4461 <a href="mailto:alison.curran@selb.org">alison.curran@selb.org</a>
Mrs Deirdre Kilner	Assistant Advisory Officer Post Primary (part-time)	Silverwood Centre	028 3831 4464 <a href="mailto:deirdre.kilner@selb.org">deirdre.kilner@selb.org</a>
Ms Barbara Curran	Behaviour Support Assistant Primary	Silverwood Centre	028 3831 4461 <a href="mailto:barbara.curran@selb.org">barbara.curran@selb.org</a>
Ms Christina Murtagh	Behaviour Support Assistant Post Primary	Silverwood Centre	028 3831 4464 <a href="mailto:christina.murtagh@selb.org">christina.murtagh@selb.org</a>
Ms Karen Loughran	Behaviour Support Assistant Post Primary	Silverwood Centre	028 3831 4460 <a href="mailto:karen.loughran@selb.org">karen.loughran@selb.org</a>

## EDUCATIONAL PSYCHOLOGY

NAME	POST	BASE	TELE NUMBER e-MAIL ADDRESS
Mr E Cunningham	Senior Educational Psychologist	Dungannon Primary School	028 8772 6430 <a href="mailto:enda.cunningham@selb.org">enda.cunningham@selb.org</a>
Mrs K McElduff	Senior Educational Psychologist (Early Years)	Dungannon Primary School	028 8772 6430 <a href="mailto:karen.mcelduff@selb.org">karen.mcelduff@selb.org</a>
Dr John Finlay	Senior Educational Psychologist	Bann House	028 3835 1480 <a href="mailto:john.finlay@selb.org">john.finlay@selb.org</a>
Mrs L Shields	Senior Educational Psychologist	Newry High School	028 3026 6443 <a href="mailto:lynda.shields@selb.org">lynda.shields@selb.org</a>

## EDUCATION WELFARE SERVICE

NAME	POST	BASE	TELE NUMBER e-MAIL ADDRESS
Ms Alex Barr	Chief Education Welfare Officer	Board Headquarters	028 3751 2384 <a href="mailto:alex.barr@selb.org">alex.barr@selb.org</a>
Mr Adrian Nugent	Deputy Chief Education Welfare Officer	Tullygally Primary School	028 3834 1975 <a href="mailto:adrian.nugent@selb.org">adrian.nugent@selb.org</a>
Mrs Kathryn Anderson	Designated Officer for Child Protection	Tullygally Primary School	028 3834 1975 <a href="mailto:kathryn.anderson@selb.org">kathryn.anderson@selb.org</a>
Mrs Cathy McCann	Designated Officer for Child Protection	Tullygally Primary School	028 3834 1975 <a href="mailto:cathy.mccann@selb.org">cathy.mccann@selb.org</a>
Mrs Jennifer McCann	Designated Officer for Child Protection	Tullygally Primary School	028 3834 1975 <a href="mailto:jennifer.mccann@selb.org">jennifer.mccann@selb.org</a>
Mrs Clare Casey	Senior Education Welfare Officer Craigavon/Portadown Team	Tullygally Primary School	028 3832 6801 <a href="mailto:julie.mccool@selb.org">julie.mccool@selb.org</a>
Mrs Andrea Wills	Senior Education Welfare Officer Dungannon/Cookstown Team	SELB Unit, Dungannon	028 8772 3311 <a href="mailto:andrea.wills@selb.org">andrea.wills@selb.org</a>
Ms Cathy Fegan	Senior Education Welfare Officer Newry & Mourne Team	Newry Teachers' Centre	028 3025 3154 <a href="mailto:cathy.fegan@selb.org">cathy.fegan@selb.org</a>

## PUPIL PERSONAL DEVELOPMENT SERVICES

NAME	POST	BASE	TELE NUMBER e-MAIL ADDRESS
Mrs Ruth Bell	Acting Adviser – Pupil Personal Development Services	SELB Headquarters	028 3751 2397 <a href="mailto:ruth.bell@selb.org">ruth.bell@selb.org</a>
Mrs Elsie Gillanders	Assistant Advisory Officer	SELB Headquarters	028 3751 2446 <a href="mailto:elsie.gillanders@selb.org">elsie.gillanders@selb.org</a>
Mr Michael Kelly	Assistant Advisory Officer	SELB Headquarters	028 3751 2452 <a href="mailto:michael.kelly@selb.org">michael.kelly@selb.org</a>
Mrs Yvonne Murtagh	Assistant Advisory Officer	SELB Headquarters	028 3751 2224 <a href="mailto:yvonne.murtagh@selb.org">yvonne.murtagh@selb.org</a>

## SENSORY SUPPORT SERVICE

NAME	POST	BASE	TELE NUMBER e-MAIL ADDRESS
Mrs Rosemary Gardner	Senior Teacher	Drumgor Primary School	028 3834 4679 <a href="mailto:rosemary.gardner@selb.org">rosemary.gardner@selb.org</a>
Mrs Catherine Hanna	Peripatetic Teacher for Pupils with Visual Impairment	St Colman’s Abbey Primary School, Newry	028 3025 7323 <a href="mailto:catherine.hanna@selb.org">catherine.hanna@selb.org</a>
Ms Louise Harvey	Peripatetic Teacher for Pupils with Visual Impairment	Drumgor Primary School	028 3834 4679 <a href="mailto:louise.harvey@se;b.org">louise.harvey@se;b.org</a>
Mrs Joanna McAloran	Peripatetic Teacher for Pupils with Hearing Impairment	Drumgor Primary School	028 3834 4679 <a href="mailto:joanna.mcaloran@selb.org">joanna.mcaloran@selb.org</a>
Mrs Carol Keyes	Peripatetic Teacher for Pupils with Hearing/Visual Impairment	SELB Headquarters	07920 186432 <a href="mailto:carol.keyes@selb.org">carol.keyes@selb.org</a>
Mrs Janice McKillop	Peripatetic Teacher for Pupils with Hearing Impairment	Drumgor Primary School	028 3834 4679 <a href="mailto:janice.mckillop@selb.org">janice.mckillop@selb.org</a>
Mrs Rebecca Millar	Peripatetic Teacher for Pupils with Hearing Impairment	St Colman’s Abbey Primary School, Newry	028 3025 7323 <a href="mailto:rebecca.millar@selb.org">rebecca.millar@selb.org</a>
Mrs Liz Newton	Peripatetic Teacher for Pupils with Hearing Impairment	Drumgor Primary School	028 3834 4679 <a href="mailto:liz.newton@selb.org">liz.newton@selb.org</a>

### SPECIAL EDUCATIONAL NEEDS SCHOOL SUPPORT

NAME	POST	BASE	TELE NUMBER e-MAIL ADDRESS
Mrs Mary Loughran	Assistant Advisory Officer (Nursery/Primary/ Post Primary)	Armagh Teachers' Centre	028 3752 0719 <a href="mailto:mary.loughran@selb.org">mary.loughran@selb.org</a>  Mildred Morrison (Secretary) 3751 2404 <a href="mailto:mildred.morrison@selb.org">mildred.morrison@selb.org</a>

### Support Service for Pupils with Special Learning Difficulties in Literacy (SpLD)

NAME	POST	BASE	TELE NUMBER e-MAIL ADDRESS
Mrs Felicity Watson	Senior Teacher	Armagh Teachers' Centre	028 3752 0721 <a href="mailto:felicity.watson@selb.org">felicity.watson@selb.org</a>
Mr Declan Evans	Senior Teacher	Banbridge Reading Centre c/o Edenderry PS	028 4062 3724 <a href="mailto:declan.evans@selb.org">declan.evans@selb.org</a>
Mrs Sue Giffin	Senior Teacher	Banbridge Reading Centre c/o Edenderry PS	028 4066 9976 <a href="mailto:sue.giffin@selb.org">sue.giffin@selb.org</a>
Ms Deborah Martinet	Senior Teacher	Craigavon Reading Centre c/o Drumgor PS	028 3834 8690 <a href="mailto:deborah.martinet@selb.org">deborah.martinet@selb.org</a>
Mrs Aine McCreesh	Senior Teacher	Newry Reading Centre c/o St Patrick's PS, Newry	028 3026 8590 <a href="mailto:aine.mccreesh@selb.org">aine.mccreesh@selb.org</a>

### PRE-SCHOOL SERVICE

NAME	POST
Ms Nikki Cordner	Assistant Advisory Officer

LANGUAGE AND COMMUNICATION SERVICE

NAME	POST	BASE	TELE NUMBER e-MAIL ADDRESS
Mrs Clare Evans	Assistant Advisory Officer	St Colman's Abbey Primary School, Newry	028 3025 7323 <a href="mailto:clare.evans@selb.org">clare.evans@selb.org</a>

DOWN SYNDROME SUPPORT SERVICE

NAME	POST	BASE	TELE NUMBER e-MAIL ADDRESS
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