

A decorative graphic on the left side of the slide consists of a grid of overlapping squares in various shades of blue and purple, creating a stepped, staircase-like effect.

Autism Advisory & Intervention Service (AAIS)

ASD/ADHD workshop
6th November 2019
Lorna Fitzpatrick



Support for SEN at School



SEN – A whole school responsibility

What is an SEN

The term “**special educational needs**” is defined in the legislation as “a learning difficulty which calls for special educational provision to be made”.

“**Learning difficulty**” means that the child has significantly greater difficulty in learning than the majority of children of his or her age, and/or has a disability which hinders his or her use of everyday educational facilities (or, where the child is below school age, would hinder such use if the child were of school age).

“**Special educational provision**” means educational provision which is different from, or additional to, the provision made generally for children of comparable age.



Code of Practice

This Code of Practice addresses the identification, assessment and provision made for all children who may have special educational needs at some time in their school careers, or even earlier.

The Status of the Code:

The Code is issued by the Department of Education under Article 4 of the Education (NI) Order 1996 and is operative from 1 September 1998.

School Journey - Stage 1 of COP

Stage 1

- Led by class teacher.
- Action plan - identify difficulties & actions to address difficulties.
- Progress will be monitored and a termly review will take place. Following review, the following decisions may be made:
 1. Remove the pupil from the SEN register
 2. Continue at Stage 1
 3. Move to Stage 2

School Journey - Stage 2 of COP

Stage 2

- Led by the school's Special Educational Needs Coordinator (SENCO).
- An Individual Education Plan (IEP) will be drawn up by the school.
- More individualised support from school e.g. class withdrawal or literacy support, social skills groups individualised timetable.
- Provided over a period of time (possibly two terms)
- IEP reviewed with parents on a termly basis or more frequent if required.

Following the review the school can decide to:

1. Remove the pupil from the SEN register
2. Move back to Stage 1
3. Continue at Stage 2

School Journey - Stage 3 of COP

Stage 3

- School will continue to be responsible for the pupil's SEN's. School will seek outside help which will be dependent on the pupil's Special Educational Needs e.g. learning or medical.
- Referral to:
 - A. Stage 3 support services
 - B. Educational Psychology Service
 - C. Health & Social Care Trust/Allied Health Professionals

Progress will be monitored and the following can be considered:

1. Remove the pupil from the SEN register
2. Move back to Stage 1 or Stage 2
3. Continue at Stage 3
4. Move to Stage 4

School Journey - Stage 4 of COP

Stage 4

Statutory Assessment?

- Statutory Assessment is a formal and detailed process to find out what pupil's special needs are, and what additional help they may need in school.
- The Education Authority will consider all of the available information and decide whether or not an assessment is required.

School Journey - Stage 5 of COP

Stage 5

- Stage 5 of the Code of Practice refers to the time when the Education Authority makes and maintains a Statement of Special Educational Needs on a child.

Autism Advisory and Intervention Service (AAIS)



AIM

To build capacity in schools to enable a whole school approach to supporting pupils with SEN arising from their diagnosis of autism.

Autism Advisory and Intervention Service (AAIS)



Stage in COP	AAIS Programme	Access
1 & 2	Training, Teacher Advice and Parent advice	Access via Principal or SENco to school link officer by application
Stage 3	All of stage 1& 2 and Individual Intervention as deemed appropriate by Link Officer	Referral from EA Educational Psychology plus diagnosis of autism from HSCT
Stage 4 & 5	All of stage 1& 2 and Individual Intervention as deemed appropriate by Link Officer	Referral from EA Educational Psychology or Special education plus diagnosis of autism from HSCT

Autism Advisory and Intervention Service (AAIS)



~ 11,000 pupils in schools in NI with a diagnosis of autism.

AAIS staffing – 25 teachers
 11 AIO
 11 AAO
 9 CA's

Autism Advisory and Intervention Service (AAIS)



Alignment - Interim Structure: 2019

- Developmental phases -
- Phase leads:

Early Years (up to P2) – Leanne Kearney

Primary – Moira McBride

Post Primary – Gillian Whiteside