

Stranmillis Primary School



School Policy: Response to Health & Private Educational Psychology Reports

Version: September 2025

Ratified by Stranmillis PS Board of Governors: November 2025

Purpose

This policy outlines the school's approach to handling requests for information and reports from health professionals and private educational psychologists. It aims to ensure clarity, fairness, and professionalism in all communications, while safeguarding the integrity of school-based observations and assessments. It is aligned with the **SEN Code of Practice (1998)** and its **2005 Supplement**, as well as the **Data Protection Act 2018**.

General Guidelines for Report Requests

In circumstances where teachers are requested to complete forms or provide information for health or educational assessments:

- **Minimum Notice Period:** A minimum of three weeks' notice is required for staff to complete any forms. This allows time for appropriate observation, internal discussion, and collaboration.
- **September & June Exclusion Period:** Requests received during the months of September & June will be processed in October and the beginning of the new academic year respectively. This is due to beginning and end-of-year priorities, assessments, and reporting demands.
- **Submission Protocol:** Completed forms will be sent directly to the requesting professional body via email or post. If posting is preferred, a stamped addressed envelope must be provided. A copy will also be sent to the parents/guardians, subject to parental consent.

Guidance for Health Professionals & Private Psychologists

We welcome collaboration with external professionals, but ask that the following principles be respected:

- **Accurate Representation:** Reports must not misrepresent school observations or the school's position. Tick-box responses and comments should be interpreted with caution and context.
- **Professional Courtesy:** Individual staff members must not be named, evaluated, or referenced.
- **Contextual Limitations:** External professionals do not have access to the full context of a pupil's educational experience. Observations made outside of school should be presented objectively and factually.
- **Understanding of SEND Transformation:** Support in schools is now provided through a Graduated Response. Pupils do not need to be on the SEN

Register to receive tailored support. Needs can be met through whole-school provision and reasonable adjustments.

Information for Parents

- **Medical Register:** Pupils with a ratified health diagnosis (e.g., ASD, ADHD) will be placed on the Medical Register.
- **SEN Register:** Pupils who have a significantly greater difficulty in learning will be placed on the SEN Register, only schools can determine who should be placed on their SEN register. Pupils with a medical condition will only be placed on the SEN register if their medical condition impacts learning and requires specific special educational provision.
- **School-Based Decisions:** Placement on the SEN Register is determined by the school based on classroom performance and educational needs, and the school's capacity to meet the pupil's needs through the graduated response detailed in the 'Whole School Provision Map.'

Parental Rights and Appeals

Parents have the right to:

- Request a statutory assessment of their child's needs from the Education Authority (EA).
- Appeal decisions made by the EA regarding SEN provision through the Special Educational Needs and Disability Tribunal (SENDIST).
- Access their child's educational record under the Education (Pupil Records) Regulations (Northern Ireland) 1998.

Data Protection and Consent

All personal data shared by the school will be handled in accordance with the Data Protection Act 2018:

- **Parental consent** is required before sharing pupil information with external professionals unless safeguarding concerns override this requirement
- The school is registered with the Information Commissioner's Office (ICO) as a data controller.

School's Position on External Recommendations

While the school will read and consider recommendations from external reports, this is contingent on adherence to the above guidelines. In line with EA guidance, schools are not obligated to follow recommendations that conflict with the school's professional judgment or the pupil's presentation in school. The school's own assessment of the pupil's needs will remain paramount.

Commitment to Collaboration

Constructive collaboration between families, schools, and health professionals is essential for achieving the best outcomes for pupils. The school is committed to maintaining positive, respectful working relationships at all times and to keeping the child at the centre of all decisions made.