

St Pius X College

Magherafelt



Supporting – **P**articipating – **eX**celling

Special Educational Needs and Inclusion Policy

Revised Sept 2021

Policy on Special Educational Needs and Inclusion

(Revised Sept 2021)

The SEN Policy is a working document and will be reviewed in line with DE changes to SEN Legislation and recommended practices.

It is anticipated this policy will be reviewed during the academic year (2021-2022) once the NI Executive has ratified the new SEND 2016 Act.

This Policy acknowledges the current changes (since June 2021) in the Code of Practice from a 5 stage to a 3 stage model and St Pius X College has now moved to the 3 stage Code of Practice as part of their working practice.



Consultation:

The College has consulted with:

- Staff
- Parents/guardians
- Pupils
- Partner schools, EA, Psychologies

in the formulation of this plan.

Dissemination

The following channels are used to ensure that this policy is known by the college community:

- Prospectus
 - Website
 - CARE Team meetings
 - Learning Support Team
 - Board of Governors Report
-
-

Introduction

St Pius X College is committed to the provision of a broad and balanced curriculum, which offers equal access for all children. As a college we recognise that some pupils during their school career may have special educational needs and/or a disability and we will make every possible arrangement to provide for their individual needs. There is a holistic approach to the education of each child which offers opportunities to achieve full potential in a caring, secure environment.

This policy can never be seen as complete. It will evolve as we the staff develop ourselves and classroom practice is modified. The contents are subject to frequent, regular review and are amended as necessary, particularly in the light of new legislation, the adoption of new initiatives or upon suggestions from inspection reports.

This policy will be reviewed and updated as the draft Code comes into practice.

Current Legislation

Definitions of Special Educational Needs

“Learning difficulty’ means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. ‘Special education provision’ means educational provision which is different from, or additional to, the provision made generally for children of comparable age.”

(Code of Practice 1998 paragraph: 1:4)

Definition of a Disability

“Someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities.”

Disability Discrimination Act (1995)

SEN Provisions of Special Educational Needs and Disability Order (2005)

The Special Educational Needs and Disability Order (SENDO) (2005) legislation strengthened the right for children with a Statement to an ordinary school place unless it is against the wishes of parents or it is incompatible with the efficient education of others. Children who have special educational needs but do not have a statement, must, except in specific circumstances, be educated in an ordinary school (Article 3(1) SENDO, 2005).

Key Principles of Inclusion

Inclusion, according to the report 'Removing Barriers to Achievement', is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school (DfES, 2004).

In order to make sure that we meet our pupils' needs and include them in all aspects of school life, this SEN policy links closely with all our other policies in supporting pupils such as: Positive Behaviour, Child Protection, Health and Safety and Medical Needs. It also links with our policies for pupils with additional needs such as Gifted and Talented or English as an Additional Language, for example a pupil may:

- be gifted or talented in one area yet have communication difficulties/ASD;
- have English as an additional language but also have a specific literacy difficulty;
- have a medical need which has an impact on their learning.

The following areas encompass all aspects of SEN/disability:

1. Cognition and Learning (CL) – language, literacy, mathematics, numeracy

- a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy
- b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy
- c) Moderate Learning Difficulties (MLD)
- d) Severe Learning Difficulties (SLD)
- e) Profound and Multiple Learning Difficulties (PMLD)

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

- a) Social and Behavioural Difficulties (SBD)
- b) Emotional and Well-being Difficulties (EWD)
- b) Severe Challenging Behaviour associated with SLD or PMLD (SCB)

3. Speech, Language and Communication Needs (SLCN)

- a) Developmental Language Disorder (DLD)
- b) Language Disorder associated with a differentiating/ biomedical condition (LD)
- c) Communication and Social Interaction Difficulties (CSID)

4. Sensory (SE)

- a) Blind (BD)
- b) Partially Sighted (PS)
- c) Severe/Profound Hearing Impairment (SPHI)
- d) Mild or Moderate Hearing Impairment (MMHI)
- e) Multi-sensory Impairment (MSI)

5. Physical Need (PN)

- a) Physical (P)

Pupils should be under this category if they have a medical diagnosis that requires provision in addition to reasonable adjustments.

Gifted and Talented

'The term Gifted and Talented is used to describe those students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group inside their particular school. Gifted and Talented pupils may also present with a learning difficulty.'

(Guidelines for Teachers NCCA/CEA 2007)

'The term dual or multiple exceptionality (DME) is used to describe a group of educationally vulnerable pupils who belong characteristically to both the SEN and Gifted and Talented groups. In many instances it is the features of SEN that are dominant and the other gifts, talents and exceptional abilities may be hidden or partially hidden.

(Guidance on preventing underachievement

DCFS Ref: 00061-2007BKT-EN)

Policy Aims

In St Pius X College we aim to;

1. Identify children with SEN/Disability as early and thoroughly as possible through a variety of means and in consultation with the appropriate personnel.
 2. Ensure full entitlement and access for pupils with SEN or Disability to high quality education within a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential and enhance their self-esteem.
 3. Ensure that all children with SEN or Disability feel valued and have a positive self-image. To offer curricular, pastoral and extra-curricular experiences and opportunities which allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.
 4. Encourage parental and pupil involvement in the identification, assessment and support for SEN pupils and to strive for close co-operation between all agencies concerned for multi-disciplinary approach. When considering the wishes of the child, his/her age and powers of understanding must be considered. The support of parents and pupils is crucial if an Individual Education Plan (IEP/PLP) is to be effectively implemented.
 5. Educate pupils with SEN/Disability, wherever possible, alongside their peers within the curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
 6. Develop a system for recording continued assessment so that each pupil's performance can be monitored and reviewed appropriately.
 7. Stimulate and/or maintain pupil's interest and/or enjoyment in his/her own education.
 8. Encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning.
 9. Create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
 10. Develop and utilise all resources to support pupils with SEN or Disability.
 11. Enable pupils with SEN or Disability to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development in order that pupils can develop as valuable members of society both now and in the future. For example, pupils should develop a range of desirable qualities such as safety awareness, politeness, perseverance, initiative and independence.
 12. Meet the needs of all pupils who have SEN or Disability by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
-
-

Identification and Assessment of Special Educational Needs

“It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.”

(Code of Practice 1998 paragraph 2.14)

‘Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness’

(Paragraph 5.12 – page 44 – Supplementary Guide of the Code of Practice)

In St Pius X College the following will be used to identify pupils’ needs:

- Whole school assessment (e. g: CATS)
- Screening tests for incoming Year 8 pupils
- Primary school records (e.g. PTM/PTE)
- Information from transferring school
- Parental information/concerns
- Teacher observation/concerns
- School assessment/ tracking and monitoring procedures (e.g. Class Tests/School Exams)
- IEP/PLP reviews
- Annual reviews
- Standardised tests – Access Reading Tests.
- Diagnostic assessment
- Psychological Reports
- COP Stage 3 Reports
- Statements of Special Educational Need
- Medical Advice
- Care plans
- Key Stage 3 Assessments
- Social Services / Personal Education Plans for LAC

It may also be appropriate to include information from social workers, health visitors, and/or therapists.

For incoming Year 8 students, the process of identification starts through liaison with our contributory Primary schools. Once the application process has been formalised the Learning Support Coordinator oversees the collation of information from all the agencies involved with students with SEN and/or disabilities. This includes liaison with staff from feeder schools and personnel from outside agencies as appropriate. The Learning Support Coordinator subsequently proceeds to arrange meetings with parents and prospective students to discuss individual special educational needs.

Arrangements for Co-ordinating SEN Provision

Roles and Responsibilities

SEN provision will be the overall responsibility of the Board of Governors and Principal of the College. However in order to facilitate the practical day to day running of the provision the Board of Governors have delegated responsibility for pupils with special educational need to Mrs J Corr **Head of Learning Support (SENCO)**, assisted by Mr J. Heaney (**Assistant SENCO**). Their role is to support all staff with the implementation of the aims of this policy. However, Inclusion is recognised as a whole school shared responsibility and the following personnel translate this into action. It is vital that all staff work together for the benefit of pupils. Pastoral and Curriculum Co-ordinators have key support roles.

Board of Governors

The BOG should:

- Ensure that all pupils' special educational needs are addressed.
- Be aware of the **Code of Practice**.
- Be aware of the College's Special Educational Needs Inclusion Policy.
- Ensure the policy is kept under review.
- Report annually to parent/carers of all pupils of SEN.
- Ensure that appropriate funds and resources are delegated to the provision for SEN.
- Duties on Board of Governors in the draft Code of Practice

Principal

The principal should:

- Keep the Board of Governors informed about SEN issues and provision.
- Work in close partnership with the Learning Support Coordinator.
- Where necessary liaise with parents and external agencies.
- Delegate and monitor the Special Educational Needs budget.
- Ensure the Senior Management Team is actively involved in the management of Special Educational Needs.
- Within the school The Senior Management Team members should ensure consistency of practice and contribute to the realisation of the College Development Plan.

Learning Support Coordinator/SENCO/ Assistant SENCO

The SENCO should:

- Co-ordinate the day to day provision of the College's Special Educational Needs Inclusion Policy.
 - Liaise with and advise colleagues.
 - Co-ordinate provision for children with special educational needs.
 - Maintain the college's Special Educational Needs and oversee the records of all pupils with special educational needs.
 - Organise necessary reviews and referrals.
 - Liaise with parents.
 - Liaise with external agencies.
 - Contribute to the in-service training of staff.
 - Utilise Classroom Assistant expertise in staff development.
-

- Organise and chair CARE team meetings.

Key Stage Co-ordinator

The Key Stage Co-ordinator should:

- Be aware of current legislation.
- Keep up to date with the SEN Register.
- Liaise with the Class Teacher, Form Teacher and Heads of Year regarding pupils with Special Educational Needs.
- Work closely with the SENCO/Learning Support Coordinator.
- Attend CARE team meetings.
- Contribute to IEP/PLP which inform learning and teaching.
- Monitor and review progress.

Head of Year

The Heads of Year are expected to:

- Be aware of current legislation.
- Keep up to date with the SEN Register.
- Liaise with Class Teacher and Form Teacher regarding pupils on the Special Educational Needs register who are experiencing difficulty.
- Work closely with the SENCO/Learning Support Coordinator.
- Update records as appropriate.

Head of Department

The Heads of Department are expected to:

- Be aware of current legislation, keep up to date with the Special Educational Needs Register and ensure new members of department are familiar with the Special Educational Needs.
- Ensure that practice and procedures within the department promote learning and teaching which is relevant and accessible to all pupils.
- Support subject teachers to enable them to provide an appropriate and differentiated curriculum which is accessible to all pupils.
- Ensure appropriate resources are available.
- Discuss issues with subject teachers through departmental meetings. Pass appropriate minutes on to the SENCO/Learning Support Coordinator.

Subject/Class Teacher

All teachers are teachers of special educational needs, therefore it is the responsibility of the subject/class teachers to:

- Be aware of current legislation.
 - Keep up to date with information on the Special Educational Needs.
 - Gather information through observation and assessment.
-

- Develop an inclusive classroom.
- Work closely with other staff and Learning Support Assistants as part of the learning team.
- Liaise with Head of Department/Head of Year/Key Stage Coordinator/Learning Support Coordinator.
- Adopt departmental practice and procedures to promote teaching and learning.

Learning Support Assistants

The Learning support assistants are expected to:

- Work under the direction of the class teacher.
- Be involved in planning.
- Look for positives by talking to the child about his/her strengths.
- Provide practical support.
- Listen to the child/speak to staff on the child's behalf.
- Explain boundaries and operate these consistently and fairly.
- Keep records and attend meetings when appropriate.
- Assist with examinations.
- Share good practice.

Literacy and Numeracy Co-ordinators

The Literacy and Numeracy Co-ordinators are expected to:

- Liaise closely with Learning Support Coordinator and Curriculum VP.
- Review student progress and liaise with Learning Support Coordinator.
- regarding movement within the Code of Practice.

Pupil

'The child should where possible according to age maturity and capability, participate in all the decision making processes which occur in education.'

(Supplement to the Code of Practice – pars 1.19)

This includes:

- Contributing to the assessment of their needs.
- Contributing to education plans by the setting of learning targets.
- Working towards achieving agreed targets.
- Contributing to the review of IEP/PLP annual reviews and the transition process.

Parent/Carer

'The relationship between the parents of a child with Special Educational Needs and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school based action..... Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important.'

(Code of Practice 2.21)

It is therefore essential that parents inform the College of any specific identified needs as early as possible on entry to the College.

It is the College's responsibility to inform parents when considering placing the child's name on the SEN register and invite them to:

- Work in partnership with the school staff and other professionals involved with the pupil.
- Give help at home.
- Meet with staff to discuss their child's needs.
- Attend review meetings.
- Inform staff of changes in circumstances.
- Support targets on the Child's IEP/PLP via the evaluation process.

Triggers for intervention

Interventions will be triggered by analysis of baseline data PtE/PtM, if possible barriers aren't identified earlier via parental/previous school reports.

or

A teacher's concern (underpinned by evidence) as a result of differentiated/personalised learning opportunities showing that the student:

(Examples of evidence)

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
 - Shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas;
 - Presents with persistent emotional and or behavioural difficulties which are not ameliorated by the behaviour management techniques, usually employed in the school according to the positive behaviour for learning policy;
 - Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
 - Has communication and/or interaction difficulties, and continues to make little or no progress, despite provision of a differentiated curriculum.
-

Admissions

The admission arrangements, with respect to the majority of students with SEN, are consistent with the school's general arrangements for all other students. Students with Statements of SEN are placed in schools at the request of the relevant Education Authority. When seeking to place a student with a Statement, the EA will take into account the wishes of the student's parents and the provision of efficient education for other students in the class or school and the efficient use of resources to determine the suitability of the placement. This arrangement is in line with SENDO legislation.

Accessibility

At present pupils with SEN/disabilities have equal access to all areas of the school building;

- the school is fully accessible to wheelchair users
- there is facilities for personal care, including a toilet adapted for use by persons with the disability;
- access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude and attainments.

The Structure of SEN in St Pius X College

In St Pius X College, we follow the three stage approach as set out in The Code of Practice. This approach recognises that there is a continuum of SEN and that the requirements of the majority of pupils with SEN are managed at either Stage One or Two which means that their needs are met by the school with the help of outside agencies and/or specialists as required.

The following information outlines the main features of each stage of the Code of Practice.

Stage One

School will draw on its plans for special educational provision to meet a child's SEN – the majority of children will have their needs met at Stage One.

Stage Two

Stage Two where the school ask the EA for support, to help the child make progress. Once this external help is in place the pupil will move to Stage Two. Smaller number of pupils will need stage two support.

Stage Three

Where a statutory assessment has been completed and EA have decided it is necessary to make and maintain a Statement of Special Educational Needs for a child. If a statement is made, then a pupil will move to Stage Three.

Stage 2 Support Services who liaise with St Pius X College

- ASD (Autistic Spectrum Disorder Support Services.)
 - Audiology
 - Behaviour Support
 - LTSS (Literacy Teaching & Support Service)
 - Speech and Language
 - Visual Impairment
 - CAMHS (Child & Adolescent Mental Health Services)
 - Physio/Occupational Therapy
-

- Educational Psychology
- Educational Welfare
- Social Services
- Sunlea Educational Guidance Centre
- Kineco Educational Guidance Centre
- Jordanstown (sight impairment)
- Dr. Y. Doherty (Associate Specialist in Paediatrics)

Record Keeping

• The following are some of the records that the Learning Support Coordinator holds:

- SEN Register
 - Records of Concern
 - Education Plans/Reviews
 - Statements/Annual Reviews
 - Assessment results/data
 - Individual Student Files
 - Record of liaison/meetings and advice received from outside agencies
 - Details of meetings with parents
 - Classroom Assistants' Reports
-
-

Learning & Teaching

All children have the right to a broad and balanced curriculum.

This involves all staff in utilising a range of teaching strategies and classroom management styles designed to take account of the differing abilities, interests and experiences of pupils. In order to facilitate this:

- Work should be stimulating.
- It should be differentiated so that the pupils can experience success yet challenging enough to promote progression in learning.
- Work should allow pupils to progress at their own rate, yet encourage them to take responsibility for their own learning.
- Staff should give positive feedback and the achievements of pupils with Special Educational Needs celebrated.
- Staff should be sensitive to pupils' literacy and numeracy difficulties and how this impacts on communication. This needs to be taken into consideration when giving instructions.
- Lessons should be structured in a series of simple clearly defined steps.
- The classroom environment should be inclusive, stimulating and attractive, featuring as much pupil work as possible.

Special Arrangements for Examinations

- Special Arrangements for Examinations are designed to provide access for pupils with specified learning difficulties.
- Pupils will be only considered in accordance with the national regulations agreed by Joint Qualifications Council (www.jcq.org.uk)
- Such arrangements should be the normal way of working.
- The final decision regarding these remains with the Principal.
- Once it has been agreed that a pupil qualifies for special arrangements it is the responsibility of the Examinations Officer to ensure these are implemented.

Continued Professional Development

It is essential that all staff keep up to date with current developments in order to best provide for pupils with Special Educational Needs.

All INSET will be organised in consultation with the Learning Support Coordinator.

Annual Report

The Board of Governors will report each year on Special Education Needs

Accessibility

At present in St. Pius X College pupils with Special Education Needs & / or Disabilities have equal access to all areas of the College building. This will be reviewed on an annual basis and contact made to EA as required.

Other Educational Settings

Under the entitlement framework we have established links with other schools, Further Education Colleges and/or work placements. All relevant information pertaining to pupils with SEN will be communicated effectively, in order to ensure the best outcomes for each pupil.

Complaints

All complaints with regard to Special Educational Needs will be dealt with in line with College's existing complaints procedures.

SENAC – Special Educational Needs Advice Centre

The Special Educational Needs Advice Centre (SENAC) is a regional charity set up in 2003. They provide confidential, independent advice and advocacy on behalf of children and young people with disabilities and special educational needs (SEN) attending schools in Northern Ireland up to the age of 19 years. They offer **free**, confidential, independent advice and information to parents and carers on all aspects of the statutory framework of SEN provision in Northern Ireland.

Website details: www.senac.co.uk

Phone: 028 9076 5779

Dispute Avoidance and Resolution Service (DARS)

This service was established and came into effect on 1 September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO).

DARS. aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors/Education & Library Boards for pupils who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS.

Members of the DARS. team will facilitate the possible resolution of disagreements (in a neutral venue) but do not have the authority to resolve a dispute.

Agreement can only be reached with the approval of interested parties. From referral to conclusion is approximately 40 working days.

DARS.is separate and independent from Special Education Branch.

Involvement with the DARS. will not affect the right of appeal to the Special Educational Needs Tribunal.

Parents / Guardians may contact this service directly.

DARS – Education Authority
NW Teachers Centre
24 Temple Road
Strathfoyle
Derry
BT47 6TJ
028 71863520
Fax: 028 71861105
Email: DARS.enquiry@eani.org.uk
DARS Contact Person: Julie Baldrick



Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the Education and Library Board with regard to a child's educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal or SENDIST.

SENDIST considers parents' appeal against decisions of Education and Library Board and deals with claims of disability discrimination in schools.

There is a two month time limit from the notified date of 'disputed decision' to appeal to the tribunal.

Various time limits apply for

- Board Compliance with Orders of the Tribunal
- Boards to Comply with in Unopposed Appeals
(www.education-support.org.uk)

Further information regarding the appeals procedure can be obtained from:

Special Educational Needs and Disability Tribunal
2nd Floor
Royal Courts of Justice
Chichester Street
Belfast
BT1 3JF
Tel: 028 90724847
Email: secretary@sentribunal.co.uk.

Monitoring and Evaluating the Policy

This policy will be reviewed in light of changes in legislation or practice. In addition feedback will be sought on an annual basis.

This will happen in consultation with all staff members, parents and external agencies. Information will be discussed and reviewed by the Senior Management Team. Any amendments considered necessary will be forwarded to the Board of Governors for approval.
