



# Parkhall Integrated College

## Special Needs and Inclusion Policy

Agreed by Board of Governors: 18<sup>th</sup> September 2018

To be reviewed: September 2020

### Rationale

Parkhall Integrated College School staff are committed to providing equal access for all our pupils to a broad and balanced curriculum including the Northern Ireland Curriculum. Parkhall Integrated College, through this policy document, seeks to ensure that the needs of all the pupils with special educational needs and/or disability will be addressed and provision made available to them throughout or at any time during their school career. In the interests of these children we will endeavour to make every reasonable arrangement to provide for their individual needs.

Through our emphasis on personalised learning we aim to make sure that each child's needs are addressed and that they are supported in their learning. We aim to help every pupil make as much progress as possible. We are committed to ensuring that all our pupils make progress irrespective of their level of need and the barriers to learning they might encounter. Supportive working relationships with parents are also a vital component of Parkhall's pastoral philosophy.

### Definitions

#### **Learning Difficulty**

"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)

#### **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 SENDO

'The new law will strengthen the right to an ordinary school place for children with a Statement, 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 is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school'.  
Removing Barriers to Achievement (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 a Second Language. *For example*

- A pupil may be Gifted or Talented in one area yet have communication difficulties/ASD
- A pupil may have English as an Additional Language but also have a Specific Literacy Difficulty.
- A pupil may have a medical need which has an impact on their learning.

### The following areas encompass all aspects of SEN/Disability:

1. **Cognitive and Learning**
  - a) Dyslexia/Specific Learning Difficulty (DYL)
  - b) Dyscalculia (DYC)
  - c) Dyspraxia/Developmental Coordination Difficulties (DCD)
  - d) Mild Learning Difficulties (MILD)
  - e) Moderate Learning Difficulties (MLD)

- f) Severe Learning Difficulties (SLD)
  - g) Profound and Multiple Learning Difficulties (PMLD)
  - h) Unspecified learning difficulties (U)
- 2. Social, Emotional and Behavioural**
- a) Social, Emotional and Behavioural Difficulties (SEBD)
  - b) Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder (ADD)
- 3. Communication and Interaction**
- a) Speech and Language Difficulties (SL)
  - b) Autism (AUT)
  - c) Asperger's Syndrome (ASP)
- 4. Sensory Difficulties**
- a) Severe/profound hearing loss (SPHL)
  - b) Mild/moderate hearing loss (MMHL)
  - c) Blind (BL)
  - d) Partially sighted (PS)
  - e) Multi-sensory impairment (MSI)
- 5. Physical**
- a) Cerebral Palsy (CP)
  - b) Spina Bifida and/or Hydrocephalus (SBH)
  - c) Muscular Dystrophy (MD)
  - d) Significant Accidental Injury (SAI)
  - e) Other (OPN)
- 6. Medical Conditions/Syndromes**
- a) Epilepsy (EPIL)
  - b) Asthma (ASTH)
  - c) Diabetes (DIAB)
  - d) Anaphylaxis (ANXS)
  - e) Down's Syndrome (DOWN)
  - f) Other medical conditions/syndromes (OMCS)
  - g) Interaction of Complex Medical Needs (ICMN)
  - h) Mental Health Issues (MHI)
- 7. Other**
- a) Other (OTH)

*Guidance for Schools: Recording Children with Special Educational Needs – SEN Categories (Department of Education)*

### Purposes

Our school's Special Needs Policy clearly reflects our school's identified aims, in particular the following:-

- To enable each student to achieve his/her academic potential.
- To enhance the personal and social development of the child.
- To provide a range of learning experiences both inside and outside the classroom.
- To develop such personal qualities as self-discipline, self-reliance, self-esteem and respect for others.
- To develop the personal and social skills necessary to cope with everyday life, both now and in the future.
- To encourage the involvement of parents in the life of the school.

This special educational needs policy will be compatible with the relevant legislation and guidelines listed in Appendix 1

### Guidelines

#### Aims of Special Educational Needs/Disability Provision

- To identify pupils with special educational needs as early as possible through a variety means testing, information from primary schools, outside agencies, teachers and parents.

- To ensure full entitlement and access for pupils with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum.
- To ensure that all pupils with SEN/Disability feel valued. To offer curricular, pastoral and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.
- The aim of Parkhall Integrated College is to provide access to a broad and balanced curriculum which is differentiated to ensure that all pupils, including those with SEN/disability, strive to reach their full potential.
- To ensure that all pupils with special educational needs feel valued, and develop a positive self-image.
- The support of parents and pupils is crucial if an Education Plan (EP) is to be effectively implemented. To encourage parental involvement in all aspects of SEN provision. To consider the wishes of the child when planning and implementing SEN provision. When considering the wishes of the child, his/her age and powers of understanding must be taken into account.
- To encourage parental involvement and co-operation between various professionals and agencies in the diagnosis and treatment of pupils with special needs.
- To 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.
- To develop a system for recording continued assessment so that each pupil's performance can be monitored and reviewed appropriately.
- To stimulate and/or maintain pupil interest and enjoyment in their own education.
- Teaching and learning strategies will be adapted to meet the needs of the pupils and their learning styles.
- The school aims to provide a caring environment where pupils feel included and valued and their self-esteem is raised in order to prepare them for the world of work.
- To develop and utilise all resources in support of pupils with SEN/Disability.
- To meet the needs of all pupils who have SEN/Disability by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- Classroom assistants are provided by the Education Authority for those pupils who require additional assistance due to their SEN/disability.
- To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
- To promote collaboration amongst teachers in the implementation of the SEN policy.
- To work closely with all EA departments and other outside agencies in order to improve the quality of support available for each pupil with SENs.

**Structure of Special Educational Needs/Disability Provision**

- Stage 1 - Monitor Progress
- Stage 2 - Additional in-school support
- Stage 3 - External agencies involved
- Stage 4 - Referral to Special Education
- Stage 5 - Statement of Special Education Needs issued

**The Structure of SEN in Parkhall Integrated College**

**The 5 Stage Approach**

In Parkhall Integrated College, we follow The Code of Practice (1998) which sets out a 5-stage approach to the identification of children having learning difficulties, the assessment of their needs and the making of the necessary special educational provision. This approach recognises that there is a continuum of SEN and that the requirements of the majority of pupils with SEN lie at Stages 1, 2 or 3. This means that their needs are met by the school with the help of outside agencies and/or specialists as required.

Responsibility for pupils within Stages 1- 3 lies at school level (with close involvement by the board at Stage 3). 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 SEN co-ordinator, take initial action;

*(Internal Register)*

**Stage 2:** the school’s SEN co-ordinator takes major responsibility for gathering information and for co-ordinating the child’s special educational provision, working with the child’s teachers;

*(Two IEP’s and Reviews) (EPS R1 Referral to EPS)*

**Stage 3:** teachers and the SEN co-ordinators are supported by specialists from outside the schools and Board is informed;

*(ST3 Stage 3 Notification)*

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

*(Educ. Advice 1) (Medical Advice) (Psychological Advice) (SA1 Statutory Ass)*

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

*(IEP Stage 5)*

**The Management of SENs**

**Stage 1**

Stage 1 begins with a concern that a child may have special educational needs. Normally such a view is expressed either to or by the class teacher. The class teacher maintains day-to-day responsibility for meeting the pupil’s SENs and should inform the SEN co-ordinator and the Principal and consult the child’s parents. In addition, the class teacher should:

- Collect and record information about the child and make an initial assessment of SEN.
- Provide or arrange special help within the normal curriculum framework, such as increased differentiation of class work, alternative teaching and learning strategies to help meet the child’s needs. The nature and aims of such provision should be recorded, together with the targets, monitoring arrangements and review date and
- Monitor and review progress and report back to SENCo.

The SENCo should:

- Ensure that parents are consulted and together agree that the child’s name is included in the school’s SEN register.
- Help the class teacher gather information and assess the child’s needs.
- Advise and support the class teacher.

**Stage 1 Review**

Parents should always be informed of proposed action and any review date. Having considered review outcomes the SENCo will decide whether to remove pupil's name from the register, keep the pupil at Stage 1 or move the child to Stage 2.

**Stage 2**

Stage 2 begins with a decision either at the Stage 1 Review, or following discussions between teachers and parents, to proceed with early and more intensive action.

The SENCo:

- Takes the lead in assessing and identifying the child's learning difficulty. This includes planning, monitoring and reviewing the special educational provision working with the child's teacher. The class teacher remains responsible for working with the child in the classroom.
- Again, working with the class teacher, the SENCo should ensure that an Education Plan is drawn up for the pupil.
- All these operations should take into account, as far as possible, the child's own views and the parents' views.

**Stage 2 Review**

Normally the Stage 2 review should be conducted by the SENCo, in consultation with the class teacher and, where possible, child and parents. It should focus on the child's progress.

- If progress has been satisfactory the SENCo may decide that the child should continue at Stage 2 in order to consolidate gains. If the progress continues to be satisfactory, the SENCo may decide that the child no longer needs special educational provision at Stage 2 and may decide to move the child to Stage 1.
- The child's name should be kept on the SEN register until there is no longer any significant concern about progress.
- If the relevant and purposeful measures at Stages 1 and 2 do not result in adequate progress the SENCo should move the child forward to Stage 3 and referral may be made to specialist support services/agencies outside the school.

**Stage 3**

Stage 3 begins with a decision either at Stage 2 review or following discussions between the SENCo, Principal, teachers and parents, that early intervention with external support is necessary.

At this Stage the SENCo takes a lead role, working closely with the child's teacher and drawing on the expertise of relevant external support services.

The SENCo, working with the class teacher, and with the help of the external support services, should ensure that a Stage 3 Education Plan is drawn up. Together they should consider a range of teaching approaches and appropriate support materials, including the use of ICT. The Education Plan should set out revised strategies for supporting the child's progress and arrangements for monitoring and review. It should be implemented, as far as possible, within the everyday classroom setting. The SENCo should ensure close liaison with the child's teacher. Parents should always be kept informed and the child should be involved as far as possible.

At Stages 2 and 3 of the Code of Practice the SENCo and class teacher should consider potential benefits of:

- The Good Practice Guidelines.
- SEN Resource File
- Encouraging inclusive activities to ensure integration of the pupil.
- Differentiated teaching.
- Withdrawal for more intensive support.
- SEN resources available within school; support programmes, ICT, etc.
- Available staff skills which support pupils with SEN.
- Implementation of any provision/strategies as a result of external advice, support and training provided by relevant EA/other services.

**Review of the Stage 3 Education Plan**

The review of the Stage 3 Education Plan should normally be conducted by the SENCo, in consultation with the class teacher and where possible, parents and child. Relevant external support services may also be present, particularly if the child's progress has not been satisfactory. The review should focus on the child's progress and whether this has been adequate.

- If intervention remains appropriate the child will remain at Stage 3 for a further period of time.
- If the progress has been satisfactory and intervention is no longer required, the SENCo, following consultation, may agree that the child no longer needs external support at Stage 3 and may decide to move the child back to Stage 2 and action appropriate to that stage will be taken.
- If the relevant and purposeful measures at Stage 3 have not resulted in adequate progress, following consultation with the SENCo, teacher, external support services and parents, the Principal may request a Statutory Assessment.

**Stage 4**

'In some cases schools will conclude that the pupil's needs remain so substantial that they cannot be effectively met within the resources normally available to the school.' (Supplement to the Code of Practice – 4.64)

Following an application to the ELB from school's principal or the parent, the Board will consider the need for transition to Stage 4. It should be noted that a request of this kind will not always result in Statutory Assessment nor will Statutory Assessment always lead to a Statement of SENs.

In reaching a suitable decision, the Board will consider:

- The degree of the child's difficulty
- The nature of the provision required
- Whether the child's needs can reasonably be met by the resources normally available to the school and
- Use the 5 Board Provisional Criteria for Statutory Assessment.

**Following Statutory Assessment*****The ELB will either:***

Make and maintain a Statement of Special Educational Needs and arrange, monitor and review provision.

**or**

Provide a Note in Lieu of a Statement.

- A Statement of Special Educational Needs sets out the child's educational and non-educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review.
- A Note in Lieu of a Statement sets out the reasons for the Board's decision not to make a Statement of Special Educational Needs and includes supporting evidence from the Statutory Assessment.

**Stage 5**

Once the statement has been made final:

- Provision and /or support will be arranged to meet the child's needs.
- The SENCo ensures that a Stage 5 Education Plan is drawn up, implemented, monitored and reviewed
- The Annual Review and Transition processes will take place.

**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'

(Supplementary Guide of the Code of Practice paragraph 5.12 - page 44 )

We will attempt to identify and assess the special educational needs of each pupil by:-

- Emphasising the role of the Class/Subject/Form Teacher.
- Identifying the pupil as performing at a significantly lower level than his/her peer within whole school diagnostic assessments (MIDYS/YELLIS/PTE/PTM) and school exams.
- Collecting descriptive information/evidence from transferring school.
- Recording test results and other numerical information.

- Discussing with pupil/parents/other teachers.
- Referral from pupil's doctor.
- Involving other agencies e.g. EWO, Educational Psychologist (COP Stage 3 Reports).
- Developing of Care plans through conjunction with Year Head, Head of Pastoral Care and outside agencies.
- Information from transferring school
- Parental information
- Class tests/school examinations
- Standardised tests
- Key Stage Assessments
- Professional Reports
- Statements of Special Educational Need
- Personal Education Plans for looked after children
- Annual Reviews

*This list is not exhaustive*

**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 school. However in order to facilitate the day-to-day running of the provision the Board of Governors have delegated responsibility for pupils with special educational needs to Iain Cunningham (SENCO)

The roles and responsibilities associated with the SEN Policy impinge on the work of many key people - Class Teachers, Subject Teachers, Heads of Department, Year Heads, Heads of Pastoral Care, and SENCO. For this reason no one person can adequately fulfil the demands of the day-to-day operation of the SEN Policy. Instead the operation of the policy is shared by all.

**The Board of Governors:**

In 'Every School a Good School' (DE) – The Governor Role (2010) Chapter 12 of the document relates specifically to the Governor role for pupils with special educational needs.

The following section provides an overview of Governor's responsibilities from this document as highlighted in the **SEN Resource File (2011):**

The role of the Board of Governors of a mainstream school is to exercise its functions in relation to the school with a view to ensuring that provision is made for registered pupils with special educational needs. The Board of Governors has a statutory duty to:

- Take account of the provisions in the DE Code of Practice on identifying and assessing special educational needs;
- Use their best endeavours to provide for pupils identified with SEN and that parents are notified of their child's special needs;
- Maintain and operate a policy on SEN;
- Ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching;
- Allocate funding for special educational needs and disability; and prepare and take forward a written accessibility plan.
- establish and keep under review, the school's policy for Special Educational Needs;
- take account of the school SEN Policy in carrying out all of its functions;
- publish prescribed information with respect to the SEN Policy;
- report annually to parents on the steps taken to implement the school's SEN Policy;
- ensure that appropriate funds and resources are delegated to SEN.

**The Principal should:**

- keep the Board of Governors informed about SEN issues;
- work in close partnership with the SENCO;
- where necessary liaise with parents and external agencies;
- delegate and monitor the SEN budget;
- ensure the SMT are actively involved in the management of SEN within the school. SMT members should ensure consistency of practice and contribute to the realisation of the SDP
- Provide a secure facility for the storage of records relating to Special Educational Needs

**The SENCO should:**

- Maintain a register of SEN pupils and oversee all the records on pupils with Special Educational Needs.
- liaise with colleagues, parents and external agencies;
- respond to requests for advice from other teachers
- be responsible for the day-to day implementation of the school's Special Needs Policy;
- co-ordinate provision for SEN pupils;
- assist with Individual Education Plans (IEP);
- contribute to the IN-Service training of staff;
- utilise Classroom Assistant expertise in staff development.



**The Specialist Teachers should:**

- be aware of current legislation;
- be familiar with the administrative process within the school;
- be involved in testing and recording data in order to support the SEN Register;
- work closely with all members of staff to identify pupils' needs throughout the school;
- implement the delivery of suitable programmes for all identified pupils with SEN/Disability which promote progression within an inclusive setting ;
- contribute to IEPs which inform learning and teaching;
- monitor and review progress;
- be involved in the Annual Review process;
- attend professional development training.

**Head of Year should:**

- liaise with SENCO to keep informed of pupils who are on the SEN/disability register and have copies of IEPs;
- HOYs disseminates this information to form teacher as recommended by SENCO;
- SENCO requests input re targets set on IEP;
- SENCO provides feedback to HOYs re interviews with parents as they may arise throughout the course of the year.

**Head of Department should:**

- be aware of current legislation. The SENCO disseminates information re SEN/disability register and IEPs early in the school year;
- Ensure new members of department are familiar with the SEN Policy
- ensure that practice and procedures within the department promote learning and teaching which is relevant and accessible to all pupils;
- support subject teachers in providing an appropriate and differentiated curriculum;
- ensure appropriate resources are available;
- discuss issues with subject teachers through departmental meetings and forward appropriate minutes to the SENCO.

**Subject Teachers should:**

- be aware of current legislation;
- differentiate their classroom teaching to maximise each pupil's potential;
- keep up to date with information on the SEN Register;
- gather information through observation and assessment;
- work closely with other members of department to plan for learning and teaching;
- contribute to, manage and review IEPs in consultation with the SENCO;
- work closely with and involve classroom assistants as part of the learning team;
- liaise with Head of Department/Head of Year;

**Learning Support Teacher should:**

The Learning Support Teacher should work under the direction of the SENCo.

- Be aware of current legislation
- Be familiar with the administrative process within the school
- Be involved in testing and recording data for the SEN Register
- Work closely with all members of staff to identify pupils' needs
- Implement the delivery of suitable programmes for all identified pupils with SEN/Disability which promote progression within an inclusive setting
- Contribute to EPs which inform learning and teaching
- Monitor and review progress
- Be involved in the Annual Review process
- Attend professional development training

**Class Teacher should:**

- help identify pupils with SEN;
- work with SENCO/Year Head / Head of Department in supporting pupils with SEN;
- work with SENCO/Year Head / Head of Department in monitoring progress.

**Learning Support Assistants should:**

- work under the direction of the SENCO
- work in partnership the class teacher;
- be involved in planning for the pupils;
- 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;
- assist with examinations;
- share good practice ;
- prior to the Annual Review classroom assistants are required to complete in writing, the contribution they have made to assist pupils to meet their targets.

**Pupil should**

'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)

Key decisions for a particular pupil might include:

- contribute to the assessment of their needs;
- contribute to education plans by the setting of learning targets;
- work towards achieving agreed targets;
- contribute to the review of IEPs, annual reviews and the transition process;

**Parent/Carer should**

'The relationship between the parents of a child with SEN 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 essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, important information may need to be made available by a parent upon a child's entry to the school.

It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN register or moving the child to a higher or lesser stage of need. Parents should be invited as necessary to:

- realise the contribution they can make towards their child's progress;
- be in constant contact with their child's school, meeting regularly with the child's Class Teacher, Subject Teacher and SENCO;
- furnish the school with information relevant to the child's academic/physical emotional welfare;
- be involved in reviewing the child's progress at every level.
- Meet with staff to discuss their child's needs
- Attend review meetings
- Inform staff of changes in circumstances
- Support targets on EPs

**Teaching Methodology – Strategies**

- Teaching and learning strategies should allow access to the whole curriculum for each child. This should involve teachers in utilising a range of teaching strategies and classroom management styles designed to take account of the differing abilities, interests and experiences of pupils.
- Work should be stimulating, allowing pupils to progress at their own level and rate and designed in such a way as to ensure that all pupils experience some measure of success.
- All reasonable efforts should be made to involve the child in decisions affecting their own learning so that they have greater personal responsibility for their own progress.
- Pupils should be provided with positive feedback and the achievements of low achievers celebrated.
- Teachers should be sensitive to the language and numeracy difficulties of SEN children in terms of how they communicate both verbally and in writing and in how they give specific instructions.
- Teachers should seek to ensure that learning takes place in the classroom environment which is stimulating and attractive, involving as appropriate the display of pupils' work.
- Where education plans become necessary they should build on the curriculum the child is following alongside other pupils and should make use of other, readily available materials.
- They should set clear, realistic targets which are time bound and indicate the special educational provision required to address pupil needs.
- 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**

At KS3 the SENCO co-ordinates requests for additional time for examinations both internal and public liaison with Internal Exams Co-ordinator and Examinations Officer.

- SENCO organises alternative arrangements for internal exams as required.

At KS4 the SENCO liaises with the Examinations Officer in line with guidelines from appropriate examining authority which may include:

- Arrangements for additional time;
- Scribe if necessary;
- Large print papers;

SENCO advises relevant departments of special arrangements e.g. Languages

- 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 the Joint Council for Qualifications (JCQ) [www.jcq.org.uk](http://www.jcq.org.uk)
- Such arrangements should be the normal way of working.
- The final decision regarding this 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.

**Recording and Reviewing Pupil Progress**

Parkhall Integrated College will keep a register of all children with SEN recording steps taken to meet those needs and the resulting progress. The SENCO will ensure that these records are updated and made available to the Principal and Education Authority if necessary.

It is the responsibility of the SENCO to ensure that the progress of pupils on the SEN register is monitored. The following are suggestions for your consideration;

- EPs monitored for quality, progression and appropriateness through meeting with teachers on a regular basis.
- Evidence that the pupil is making progress.
- Quality reviews of EPs and other relevant and purposeful measures that focus on educational outcomes to inform future planning and inform movement either up or down through the Code of Practice Stages.

**Individual Education Plans**

The **Individual Education Plan (IEP)** includes

- The short term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place

- When the plan is to be reviewed
- Success criteria
- Outcomes

**The Annual Review**

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a Statement of Special Educational Needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual Reviews should be seen as part of the process of continuous monitoring of the child's progress.

***The Annual Review will***

- Gauge the child's progress towards meeting the objectives specified in the statement.
- Review the special provision made for the child, including placement.
- Consider the appropriateness of maintaining the Statement of SENs.

Relevant school staff will undertake the Review on behalf of the Board.

The Review will take place in school, chaired by the Principal (or other person as delegated). Relevant forms and EA guidance for this process is available from Special Education.

**Exceptional Cases**

In most cases transition through the five staged assessment process occurs in sequence. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a higher stage of need is necessary immediately.

**Review Procedures**

This will be conducted by the Subject Teacher/Class/Form Teacher and SENCO and parents. It will focus on the child's progress, taking account of his or her views, and in particular the effectiveness of the educational plan and the need for further advice and future action.

The Review should focus on:-

- Ascertaining pupils present academic level and needs
- Progress made by the child
- Effectiveness of special help
- Parental contribution
- Updated information and advice
- Future action
- External agencies etc at Stage 3

**Outcomes of Review**

- Continuing at present stage or
- Moving to next stage/or previous stage or
- No longer needing special help

The following documents will be looked at:-

- Class Reports
- Bi Annual Reports
- Individual Homework Records
- Reports from: Subject Teachers  
Class Teachers  
Form Teachers  
And  
External Agencies

The annual review:

- will assess the child's progress towards meeting the objectives specified in the statement
- will review the special provision made for the child, including placement
- will consider the appropriateness of maintaining the statement

The school will undertake the Review on behalf of the Board. The review meeting will take place in school and will be chaired by the Principal (or other person as delegated) \*. Complete as appropriate Annual Review form (AR) and Transition Plans will be forwarded to the Education Authority following this meeting.

**Staff Development**

- Special Educational Needs will be a focus of whole staff INSET.
- SENCO will continue to attend relevant training organised by the Education Authority etc.
- The SENCO will advise Principal on available INSET for teaching and non teaching staff.
- Subject staff will be advised on availability of INSET.
- Classroom assistants are offered relevant in-house training with all staff.

**Resources****Financial**

Historically, each department has catered for our Special Needs pupils from its annual budget. In addition, the Special Needs department receives an allocation to fund the Withdrawal Programme. The Department of Education has made available additional resources to meet pressures in schools arising from special education needs legislation, in particular the Code of Practice.

This will be used to:-

- provide additional teaching resources as identified by HOD's.
- resource the Reading Enhancement Programme.
- resource development of record keeping system (educational plans reviews etc)

**Staff**

In Parkhall Integrated College\*, we recognise that every teacher is a Special Needs Teacher catering for the needs of each pupil in the class, regardless of ability. Where possible, departments are represented at Education Authority organised IN-Service courses for Special Needs Education and information is fed back into the department.

The SENCO has received Education Authority SENCO training, and continues to keep up to date with Special Needs Education by attending In-Service courses.

**Teaching Resources**

This is an area for continual review and development. Each department should ensure that it has appropriate teaching resources for pupils with Special Needs pupils. The SENCO has additional materials, with particular appeal in terms of difficulty and interest level.

**Record Keeping**

The following are some of the records which the SENCO may keep:

- SEN Register
- Records of Concern
- Education plans/Reviews
- Statements/Annual Reviews/Transition Plans
- Assessment results/data
- Individual Pupil Files
- Record of liaison/meetings with Board/Health Services
- Minutes of meetings with parents
- Staffs' Support, Advice and Training Records

**Integration**

SEN pupils will be integrated into the life of Parkhall Integrated College:-

- Mixed ability/streamed as appropriate.
- Involvement in extra-curricular activities.
- Involvement in Residential, Trips, Educational Visits etc.
- All pupils will be considered for positions of responsibility e.g. Class Monitor, Prefect.
- Special Educational Needs of pupils will be met through withdrawal groups.

**Admissions**

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

Children with Statements of SEN are placed in schools at the request of the relevant region within the Education Authority.

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 arrangement is in line with SENDO legislation.

**Accessibility**

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

- At present pupils with SEN/Disabilities have equal access to all areas of the school building.
- The school is fully accessible to wheelchair users; and/or
- There is a well-equipped SEN teaching/resource base and facilities for personal care, including a toilet adapted for use by persons with the disabilities.
- Access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude and attainments.

**Procedures for Involvement of Parents**

- Contact with parents will be made by the HOD or Form Teacher initially by letter or telephone call.
- Parents may be asked to come for an informal discussion with HOD, Form Teacher and SENCO.
- Parents will be encouraged to take a more active role in their child's learning/behavioural difficulty.
- External Agencies will be asked for guidance and support if the parent so wishes.

**Procedures for Dealing With Complaints**

All complaints will be dealt with sympathetically. Pupils/parents will be asked to outline their grievance and this will hopefully be resolved in a partnership with Class/Subject Teacher, Form Teacher and SMT. Where the issue is still unresolved the help of other internal or external agencies will be sought. e.g. Counsellors, Educational Psychologist etc.

**External Support and Services Available**

The following external agencies are available for consultation:-

- |  |                            |
|--|----------------------------|
| • Educational welfare Officer              | Mr Adam McKeown            |
| • Educational Psychologist                 | Ms C Gillespie             |
| • Behavioural Guidance                     | Mrs A McKee                |
| • LTSS/Literacy Support                    | Mrs R Connolly             |
| • Autism Advisory and Intervention Service | Mrs M McBride/Mrs H Martin |
| • EA – Special Education                   | Ms Dianne McCaughern       |
| • SCMO (Senior Clinical/Medical Officer)   | Dr. Kennedy                |

**Other Support Services include (but not exhaustive of):**

Child & Adolescent Mental Health Services (CAMHS)

Child Development Clinic (CDC)

Barnardos

Youthways/OASIS

BYTES

Under the entitlement framework where links are established with other schools, FE Colleges and/or work placements, it is essential that all relevant information pertaining to pupils with SEN is communicated effectively, in order to ensure the best outcomes for each pupil.

Liaison with any or all of these agencies can be made through the SENCO or SMT.

Parents may also request help from any of the above.

Class Teachers will always be consulted with reference to the outcome of such liaisons by written reports.

### **Internal Support Available**

- Specialist Learning Support rooms for support and assistance for pupils
- Sensory room (mainly for pupils with a diagnosis of Autism/Aspergers)
- Subject Specialist Staff (Education)
- Trained First Aider (Medical)
- Trained Counsellors (Behavioural)

### **External Support and Services Available**

A list of external agencies which offer support will be updated periodically.

### **Annual Report**

The BOG will report each year on SEN provision in school.

### **Evaluation of Policy and Practice**

The Special Education Needs Policy and practice will be reviewed annually and amended appropriately to ensure it fulfils statutory requirements and the needs of pupils in the College.

### **Complaints**

All complaints regarding SENs in your school will be dealt with in line with school's existing complaints procedures.

### **SEN Advice and Information Service**

ELB have set up an SEN Advice and Information Service to provide support in relation to children with Special Educational Needs.

Details of this service can be found on ELB website.

### **Dispute Avoidance and Resolution Service (DARS)**

DARS was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or EA 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 separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from Special Education Section.

Involvement with DARS will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). Parents/Guardians may contact this service directly.

### **Special Educational Needs and Disability Tribunal (SENDIST)**

Where agreement cannot be reached between a parent and the ELB with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). This body considers parents' appeals against decisions of the Education Authority and also deals with claims of disability discrimination in schools.

***These policy Guidelines are translated into action through other policies and procedures, for example:***

*The School Development Plan    Curriculum Policy                      Teaching and Learning Policy*

*Assessment Policy            Numeracy Policy            Literacy Policy                      ICT Policy*

*Monitoring and Evaluating Policy    Child Protection                      Anti-bullying Policy            Counselling Policy*

**Appendix 1**

**Legislation**

This special educational needs policy will be compatible with the relevant legislation and guidelines listed below:-

- The Children (Northern Ireland) Order 1995
- The Education (Northern Ireland) Order 1996
- The Code of Practice for the Identification and Assessment of Special Educational Needs (1998)
- The Special Educational Needs and Disability (Northern Ireland) Order 2005
- The Education (Special Educational Needs) Regulations (Northern Ireland) 2005
- The Special Educational Needs and Disability Tribunal Regulations (Northern Ireland) 2005
- Supplement to the Code of Practice (2005)
- Disability Discrimination Code of Practice for Schools
- Every School a Good School (2009)
- Special Educational Needs and Disability Act (2016)
- Other legislation and regulations that may be made during the life of this Policy.