



Parkhall Integrated College

Special Needs and Inclusion Policy

Agreed by Board of Governors: June 2022

To be reviewed: June 2023

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.

The legislation that currently governs practice regarding children and young people with special educational needs (SEN) is the Education Order (1996). The current Code of Practice on the Identification and Assessment of SEN provides guidance on how the legislation is to be delivered in schools and was published in 1998.

SENDO (2005) increased the rights of children and young people with SEN and/or disabilities to be educated in mainstream schools and aimed to ensure that children with disabilities were not disadvantaged compared to their peers in school. This included the school being proactive in areas such as ensuring that the school is prepared with an adapted environment and differentiated curriculum for all children who may wish to attend, including those with SEN/Disabilities.

The Supplement to the Code of Practice was published in 2005 with updated parts of the 1998 Code of Practice to reflect the changes following SENDO (2005).

The most recent legislation, the Special Educational Needs and Disability Act (NI) 2016, strengthens and builds upon the duties contained within the Education Order (NI) 1996 and SENDO (NI) 2005. It places new duties on the schools' Board of Governors, the Education Authority and Health and Social Care Trusts. It provides new rights for parents and children over compulsory school age. It is one element of the new SEN and Inclusion Framework which include new SEN Regulations and a new statutory Code of Practice as of 2021, awaiting ministerial approval.

NB: In the interim, schools have been advised that they must continue to adhere to all aspects of the Code of Practice (1998) and the Supplement to the Code of Practice (2005), except for recording children under the new three stages of the Code of Practice.

Definitions

For all involved in a child's education it is important that there is a clear understanding of the terms 'special educational needs,' 'learning difficulty' and 'special educational provision, as defined in Article 3 of the 1996 Order.

Special Educational Needs

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made.

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)

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A child has a learning difficulty if:

- (a) they have a significantly greater difficulty in learning than the majority of children of the same age;
- (b) they have a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools; or
- (c) they have not attained the lower limit of compulsory school age, and is or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory school age.

Special Educational Provision

Special educational provision (SpEP) is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in ordinary schools.

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) (Paragraph 2.3)

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

The Disability Discrimination Code of Practice for Schools (ECNI, 2006), states: "*...all pupils have a right to the same opportunities in the whole of their educational life.*"

All schools should have an inclusive ethos and actively seek to promote the inclusion of all children. Schools should approach inclusion as an integral part of all school policies including the school's SEN policy, school development plan, the school's accessibility plan and policies relating to e.g., discipline, bullying and pastoral care.

'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 and Medical Categories:

The following is the list of the five overarching SEN categories and sub-categories taken from: [Department of Education Northern Ireland \(2019\) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI](#)).

- 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)

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- 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)

Children with a medical condition

Children who have an identified medical condition will be recorded on the school's medical register. Those who do not require special educational provision will be recorded on the Medical register only and will not be placed on the SEN register.

A pupil with a medical diagnosis or disability may or may not have a SEN but what is key is "does the pupil have a requirement for special educational provision to access the curriculum."

A pupil can be recorded on both the SEN register and medical register if they have both a medical need and require special educational provision to be made for them.

The Medical Register is the responsibility of ??

The following is the list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population taken from [Department of Education Northern Ireland \(2019\) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI](#).

- Epilepsy
- Asthma
- Diabetes
- Anaphylaxis
- Autism Spectrum Disorder (ASD)
- Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- Dyspraxia/ Developmental Co-ordination Disorder (DCD)
- Developmental Language Disorder (Medical) (DLD)
- Global Developmental Delay
- Down Syndrome
- Complex Healthcare Needs
- Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
- Depression
- Eating Disorder
- Psychosis
- Other Medical Disorder
- Cerebral Palsy
- Spina Bifida – with Hydrocephalus
- Spina Bifida – without Hydrocephalus
- Muscular Dystrophy
- Acquired Brain Injury
- Visual Impairment
- Hearing Impairment
- Physical Disability
- Other Medical Condition/ Syndrome

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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 of means including 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, including those with SEN/disability, strive to reach their full potential.
- 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.
- To ensure that all pupils with special educational needs feel valued and develop a positive self-image.
- To encourage parental involvement in all aspects of SEN provision. The support of parents and pupils is crucial if an Education Plan (EP) is to be effectively implemented.
- 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.
- To adapt teaching and learning strategies 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.

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Arrangements for Co-ordinating SEN Provision

Although meeting the needs of pupils with SEN is a whole school issue, the overall responsibility for managing SEN provision resides with the Board of Governors and the principal of the school. However, to facilitate the day-to-day running of the provision, the board of governors has delegated responsibility to co-ordinate the provision for pupils with special educational needs to Mr I. Cunningham (SENCo).

Structure of Special Educational Needs/Disability Provision

- Stage 1 - School delivered special educational provision
- Stage 2 - School delivered special educational provision plus external provision, for example, the Education Authority or the Health and Social Care Trust.
- Stage 3 - School and Education Authority delivered special educational provision plus any relevant treatment or service identified by the Health and Social Care Trust. Statement of Special Education Needs issued.

The Structure of SEN in Parkhall Integrated College

The 3 Stage Approach

In Parkhall Integrated College, we adhere to the three stages of the Code of Practice. These stages focus on the level of intensity of the special educational provision required for a child to make adequate progress commensurate with their abilities and improve their outcomes. Responsibility for pupils with SEN at each stage lies with the school, given the day-to-day role of the school in a pupil's teaching and learning, with increasing EA involvement when required. This approach recognizes that there is a continuum of SEN and that the requirements of the majority of pupils with SEN lie at Stages 1 or 2. This means that their needs are met by the school with the help of outside agencies and/or specialists as required. A summary of the three stages of special education provision is set out below:

Responsibility for pupils within Stage 1 lies at school level (with close involvement by the board as necessary). At Stages 2 and 3, 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; after which 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; to give school delivered special educational provision.

(Internal Register) (Two IEP's/PLPs and Reviews) (EPS R1 Referral to EPS)

Stage 2: School delivered special educational provision plus external provision, for example, the EA or the HSC Trust. The responsibility lies with the school plus external provision from EA; teachers and the SEN co-ordinators are supported by specialists from outside the schools and the Board is informed. The Board considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment;

(ST3 Stage 3 Notification) (Educ. Advice1) (Medical Advice) (Psychological Advice) (SA1 Statutory Ass)

Stage 3: School delivered special educational provision plus external provision, for example, the EA or the HSC Trust; 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/PLP Stage 3)

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/Learning Support Co-ordinator (LSC) and the Principal and consult the child's parents.

In addition, the class teacher should:

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- 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.
- Monitor and review progress and report back to SENCo/LSC.

The SENCo/LSC:

- 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/LSC should ensure that an Education Plan/PLP 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 1 Review

Normally a review should be conducted in consultation with the class teacher and, where possible, the 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 1 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 1 and may decide to move the child to Stage 0 – Provision no longer required.

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 Stage 1 do not result in adequate progress, the SENCo/PLP should move the child forward to Stage 2 and a referral may be made to specialist support services/agencies outside the school.

Stage 2

Stage 2 begins with a decision, either at Stage 1 review or following discussions between the SENCo/LSC, Principal, teachers and parents, that early intervention with external support is necessary.

At this Stage, the SENCo/LSC takes a lead role, working closely with the child's teacher and drawing on the expertise of relevant external support services. The SENCo/LSC, working with the class teacher, and with the help of the external support services, should ensure that a Stage 2 Education Plan/PLP is drawn up. Together they should consider a range of teaching approaches and appropriate support materials, including the use of ICT. The Education Plan/PLP 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/PLP 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.

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust;
- A PLP is required (currently IEP). A smaller number of children will need this provision;
- The responsibility lies with the school plus external provision from EA;
- Operates in mainstream schools and classes (and by exception in special school or Learning Support Centre (LS Centre) for the purpose of assessment; and
- Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN.

At Stages 1 and 2 of the Code of Practice the SENCo/LSC 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

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- 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
- Resources associated with the “new” SEND Act (2016)

Review of the Stage 2 Education Plan

The review of the Stage 2 Education Plan should normally be conducted by the SENCo/LSC, 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 2 for a further period of time.

If the progress has been satisfactory and intervention is no longer required, the SENCo/LSC, following consultation, may agree that the child no longer needs external support at Stage 2 and may decide to move the child back to Stage 1 and action appropriate to that stage will be taken.

If the relevant and purposeful measures at Stage 2 have not resulted in adequate progress, following consultation with the SENCo, teacher, external support services and parents, the Principal may request a Statutory Assessment. Parents may also request Statutory Assessment directly via the Education Authority Website.

‘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 the school’s principal or the parent, the Board will consider the need for transition to Statutory Assessment. 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
- Use the Criteria for Statutory Assessment.

The pupil will remain at Stage 2 when a request for a statutory assessment is being considered, is being made and, if appropriate, until a Statement is made.

Following Statutory Assessment

The Education Authority 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 3

Once the statement has been made final:

- Provision and /or support will be arranged to meet the child’s needs.
- The SENCo/LSC ensures that a Stage 3 Education Plan is drawn up, implemented, monitored and reviewed.
- The Annual Review and Transition Review processes will take place.

Stage 3 includes;

- Pupils with a statement of SEN;
- School and EA delivered special educational provision plus any relevant treatment or service identified by the HSC Trust;
- A PLP is required (currently IEP);
- A smaller number of children will need this provision;
- The responsibility lies with the school and the EA –with input from the HSC Trust where relevant;

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- Operates in mainstream schools, LS Centres attached to mainstream schools or special schools (as determined within the child's statement);
- Reasonable adjustments, the school delivered special educational provision are implemented plus EA provision as set out in the Statement.

At Stage 3, the child has a statement and is receiving special educational provision (as set out in the Statement). The pupil's PLP (IEP) should be revised, to reflect the content of the statement (as it relates to the PLP (IEP) including the SEN category (or categories); setting intended outcomes based on the objectives of the special educational provision and the nature and extent of the EA's provision including any relevant service and treatment the HSC Trust are to provide; and any additional school provision or modifications to the curriculum, as itemised in the statement; the pupil's PLP (IEP) will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the annual review of the statement.

Exceptional Cases

In most cases, transition through the three-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.

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 procedure is designed to:

- gauge the child's/young person's progress towards meeting the objectives specified in the Statement;
- review the special provision made for the child, including placement; and
- consider the appropriateness of maintaining the statement of special educational needs.

The annual review is carried out by the school on behalf of the EA. The review will take place in school and is chaired by the principal (or another person as delegated by the principal).

Relevant forms and the EA's guidance for this process are available by contacting the Statutory Assessment and Review Service (SARS) of the school's local EA office or they can be downloaded from the [EA website](#).

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)

In Parkhall Integrated College, 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 (CAT4/PTE/PTM) and school exams.
- Collecting descriptive information/evidence from transferring school.
- Recording test results and other numerical information.
- Discussing with the pupil/parents/other teachers.
- Referral from pupil's doctor.
- Involving other agencies e.g. EWO, Educational Psychologist (COP Stage 2/3 Reports).
- Developing 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

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- 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 Mr 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:

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.

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:

According to the Code of Practice (1998) 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 that 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; and
- provide a secure facility for the storage of records relating to Special Educational Needs.

The SENCO (soon to be Learning Support Co-ordinator):

In all mainstream schools, a designated teacher who usually assumes the title of the special educational needs co-ordinator (SENCo) should be responsible for:

- the day to day operation of the school's special educational needs policy;

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- responding to requests for advice from other teachers;
- co-ordinating provision for pupils with special educational needs;
- maintain the school's SEN register and oversee all the records on pupils with special educational needs;
- working in partnership with parents of children with special educational needs;
- establishing the SEN in-service training requirements of the staff, and contributing as appropriate to their training;
- liaising with external agencies;
- assisting with Individual Education Plans (IEP);
- contributing to the IN-Service training of staff;
- utilising 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:

- be aware of current legislation;
- keep up to date with the SEN Register;
- 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 regarding targets set on IEP;
- SENCO provides feedback to HOYs regarding interviews with parents as they may arise throughout the course of the year.

Head of Department should:

- be aware of current legislation;
- keep up to date with the SEN Register;
- 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;
- develop an inclusive classroom;
- work closely with other members of their department/staff 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 the Head of Department/Head of Year.

Learning Support Teacher should:

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- 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; and
- 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; and
- work with SENCO/ Year Head / Head of Department in monitoring progress.

SEN Support Staff/ Additional Adult 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 views

In school, as far as reasonably practicable, we seek and have regard to the child's/ young person's views about their strengths, learning difficulties and education, taking into account their age and maturity. We seek and listen to their views about how they learn effectively and then focus on the strategies that work for them.

'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; and
- involving and supporting the pupils to participate in making decisions about matters affecting them.

Seeking their views and supporting them to participate in making decisions about their learning is good practice. The child's/young person's progress will be more effective when both they and, where appropriate, their parents are involved, and account is taken of their wishes, feelings, and perspectives.

Parent/person with parental responsibility

At Parkhall Integrated College, we acknowledge that successful partnerships between parents, pupils and school play a key role in promoting a culture of co-operation, openness and transparency and have a crucial impact on the

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effectiveness of special educational provision. Seeking the views of the child or young person also plays a key role in helping us understand individual needs.

Teachers, pastoral staff, SENCOs (LSCs), and other school staff all have a significant role in developing positive and constructive relationships with parents and pupils. We encourage this participation and value its contribution. 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 between stages. 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, essential information may need to be made available by a parent upon a child's entry to the school.

'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)

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.

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Learning and Teaching

All children have the right to a broad and balanced curriculum, taking into account the entitlement framework. 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:

- the classroom environment should be inclusive, stimulating and attractive, featuring as much pupil work as possible on display;
- lessons should be structured in a series of simple clearly defined steps;
- work tasks and activities should be stimulating and differentiated so that pupils experience success, yet challenging enough to promote progression in learning;
- pupils should be set work to allow them to progress at their own rate;
- encouragement should be given to pupils to take responsibility for their own learning;
- sensitivity should be shown by staff to pupils' literacy and numeracy difficulties and how this impacts on communication. This needs to be taken into consideration when giving instructions; and
- positive feedback should be provided by staff and the achievements of pupils with SEN celebrated.

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.

Special Arrangements for Examinations

At KS3, the SENCO co-ordinates requests for additional time for examinations both internal and public, in 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 specific 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
- Access 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.

Access Arrangements for Examinations

“Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working.” ([Joint Council for Qualifications](#))

There are two types of Access Arrangements:

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- arrangements put in place by schools (delegated to centres); and
- arrangements that require prior JCQ awarding body approval.

Pupils with special educational needs, disabilities or temporary injuries may need Access Arrangements to allow them to access the assessment. These arrangements are put in place without changing the demands of the assessment. For example, readers, scribes and Braille question papers.

- Mr I. Cunningham/Miss L. Beck is the in-house designated assessor and will assess candidates, process applications online and hold the evidence for inspection purposes for GCSE and/or GCE qualifications.
- The SENCo, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements/reasonable adjustments process within his/her school (centre).
- The SENCo must work with teaching staff, support staff (such as Adult Assistants) and exams office personnel to ensure that approved access arrangements/ reasonable adjustments are put in place for internal school tests, mock examinations and examinations.

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.

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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 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
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.

Monitoring the Progress of Pupils with Special Educational Needs

It is the responsibility of the SENCo (LSC) to ensure that the progress of pupils on the SEN register is monitored. This may be achieved by considering that:

- individual education plans are monitored and reviewed for quality, progression, and appropriateness through meeting with teachers on a regular basis;
- evidence is collated to demonstrate whether the pupil is making progress; and
- information gathered is used in future planning for intervention and to inform movement either up or down through the stages of the Code of Practice.

Professional Development

The Principal, in consultation with the SENCo (soon to be Learning Support Co-ordinator), oversees the professional development of all staff in his/her school. It is essential that all staff are keep-up-to date with SEN developments to provide effective teaching and support for pupils.

Following attendance at relevant internal or external education and training programmes, staff members should be encouraged to disseminate the information provided to build the capacity of their colleagues.

The SENCo (LSC) should keep a record of all training attended by or delivered to staff in relation to SEN.

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.

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- The SENCo will advise the 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 the development of record keeping systems (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 (soon to be Learning Support Co-coordinator) 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
- Support, Advice and Training Records of staff

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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.

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).

Children with Statements of SEN are placed in the school at the request of the Education Authority (EA). When seeking to place a pupil with a Statement, the EA 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

Every grant-aided school and independent school is required to have a written accessibility plan which should be publicly available and accessible via the school's website. The focus in the school's accessibility plan is to:

- increase the extent to which disabled pupils can participate in the school's curriculum. By way of example, this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure, and cultural activities;
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services provided or offered by the school; and
- improve the delivery to disabled pupils of the information which is provided in writing to pupils who are not disabled. This should be completed within a reasonable time and take into account their disability and any preferences expressed by them or their parents.

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;
- There is a well-equipped SEN teaching/resource base and facilities for personal care, including a toilet adapted for use by persons with disabilities.
- Access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude and attainment.

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 Psychologists etc.

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Partnership working

In school, we work with a range of EA Pupil Support Services, where appropriate, to receive training and guidance to support the school and parents in meeting the needs of children with special educational and medical needs. Examples of EA [Pupil Support Services](#) may include:

- Autism Advisory and Intervention Service (AAIS)
- Sensory Service
- Special Educational Needs Inclusion Service (SENIS)
- Literacy Service
- Transition service

Other services may include:

- [Behaviour Support and Provisions](#)
- [Education Psychology Service](#)

Other Educational Settings

Under the entitlement framework where links are established with other schools, Further Education 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.

External Support and Services Available

The following external agencies are available for consultation:-

- | | |
|--------------------------------------------|-------------------------------------|
| • Educational welfare Officer | Mr Allan Douglas/Mrs Naomi Coupland |
| • Educational Psychologist | Ms L McAleenan |
| • Behavioural Guidance | Mrs P Brady/Mrs G. McCann |
| • Literacy Service | Mrs R Connolly |
| • Autism Advisory and Intervention Service | Mrs P. Glass |
| • EA – Special Education | Ms Dympna Cunningham |
| • SCMO (Senior Clinical/Medical Officer) | |

Other Support Services include (but not exhaustive of):

- Child & Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Barnardos
- Independent Counselling Service for Schools (ICSS)

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 Board of Governors report annually on all aspects of SEN provision in school. The SEN section in the Annual Report contains information on: the number of statemented pupils; pupils that received provision from EA Pupil Support Services or Health and Social Care Trust; and those that accessed school-delivered special educational provision.

This report is made available ??

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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 the 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 the 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 which is provided by [Global Mediation](#).

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.

Monitoring and evaluating the SEN Policy

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The SEN policy will be reviewed annually. It will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. This policy will be brought to the Board of Governors for final approval.

Policy Date: __/__/____

Signature of Principal:.....

Signature of Chairperson of Board of Governors:

Review Date: __/__/____