

Parkhall Integrated College

Special Needs and Inclusion Policy



Agreed by Board of Governors: June 2023

To be reviewed: June 2026

Rationale

Parkhall Integrated College staff are committed to providing equal access for all our students 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 students with special educational needs and/or disability will be addressed, and provision made available to them throughout or at any time during their college 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 student make as much progress as possible. We are committed to ensuring that all our students make progress irrespective of their level of need and the barriers to learning they might encounter. Supportive working relationships with parent/guardians 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 colleges 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 colleges and aimed to ensure that children with disabilities were not disadvantaged compared to their peers in college. This included the college being proactive in areas such as ensuring that the college 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 colleges' Board of Governors, the Education Authority and Health and Social Care Trusts. It provides new rights for parent/guardians and children over compulsory college 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, colleges 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)

Parkhall Integrated College Special Needs and Inclusion Policy

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 colleges; or
- (c) they have not attained the lower limit of compulsory college age, and is or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory college 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 colleges.

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 college place for children with a Statement, unless it is against the wishes of parent/guardians 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 college.' Article 3(1) SENDO 2005

Key Principles of Inclusion

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

All colleges should have an inclusive ethos and actively seek to promote the inclusion of all children. Colleges should approach inclusion as an integral part of all college policies including the college's SEN policy, college development plan, the college'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 college'.
Removing Barriers to Achievement (2004)

In order to make sure that we meet our students' needs and include them in all aspects of college life, this SEN policy links closely with all our other policies in supporting students such as; Positive Behaviour, Child Protection, Health and Safety and Medical Needs. It also links with our policies for students with Additional Needs such as Gifted and Talented or English as a Second Language. *For example*

- A student may be Gifted or Talented in one area yet have communication difficulties/ASD.
- A student may have English as an Additional Language but also have a Specific Literacy Difficulty.
- A student 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 Colleges, 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)
 - b) Severe Challenging Behaviour associated with SLD or PMLD (SCB)

Parkhall Integrated College Special Needs and Inclusion Policy

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

A student 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 college population taken from [Department of Education Northern Ireland \(2019\) Recording SEN and Medical Categories – Guidance for Colleges, 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, college 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

Parkhall Integrated College Special Needs and Inclusion Policy

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

Purposes

Our college's Special Needs Policy clearly reflects our college'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 parent/guardians in the life of the college.

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 students with special educational needs as early as possible through a variety of means including testing, information from primary colleges, outside agencies, teachers and parent/guardians.
- To ensure full entitlement and access for students with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum to ensure that all students, including those with SEN/Disability, strive to reach their full potential.
- To ensure that all students with SEN/Disability feel valued. To offer curricular, pastoral and extra-curricular opportunities that allow students to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.
- To ensure that all students with special educational needs feel valued and develop a positive self-image.
- To encourage parent/guardian involvement in all aspects of SEN provision. The support of parent/guardians and students 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 considered.
- To encourage parent/guardian involvement and co-operation between various professionals and agencies in the diagnosis and treatment of students with special needs.
- To educate students with SEN/Disability, wherever possible, alongside their peers within the curriculum of mainstream colleges after giving due consideration to the appropriate wishes of their parent/guardians and the necessity to meet individual needs.
- To develop a system for recording continued assessment so that each student's performance can be monitored and reviewed appropriately.
- To stimulate and/or maintain student interest and enjoyment in their own education.
- To adapt teaching and learning strategies to meet the needs of the students and their learning styles.
- The college aims to provide a caring environment where students 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 students with SEN/Disability.
- To meet the needs of all students 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 students who require additional assistance due to their SEN/disability.
- To create a caring and supportive environment in which students 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 student with Special Educational Needs.

Parkhall Integrated College Special Needs and Inclusion Policy

Arrangements for Co-ordinating SEN Provision

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

Structure of Special Educational Needs/Disability Provision

Stage 1 -	College delivered special educational provision
Stage 2 -	College delivered special educational provision plus external provision, for example, the Education Authority or the Health and Social Care Trust.
Stage 3 -	College 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 students with SEN at each stage lies with the college, given the day-to-day role of the college in a student'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 students with SEN lie at Stages 1 or 2. This means that their needs are met by the college 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 students within Stage 1 lies at college level (with close involvement by the board as necessary). At Stages 2 and 3, the Board shares responsibility with colleges.

Stage 1: Teachers identify and register a child's special educational needs and consulting the college SEN co-ordinator, take initial action; after which the college'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 college delivered special educational provision.

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

Stage 2: College delivered special educational provision plus external provision, for example, the EA or the HSC Trust. The responsibility lies with the college plus external provision from EA; teachers and the SEN co-ordinators are supported by specialists from outside the colleges 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: College 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 student's SENs and should inform the SEN co-ordinator/Learning Support Co-ordinator (LSC) and the Principal and consult the child's parent/guardians.

In addition, the class teacher should:

- Collect and record information about the child and make an initial assessment of SEN.

Parkhall Integrated College Special Needs and Inclusion Policy

- 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 student.
- All these operations should take into account, as far as possible, the child's own views and the parent/guardians' views.

Stage 1 Review

Normally a review should be conducted in consultation with the class teacher and, where possible, the child and parent/guardians. 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 college.

Stage 2

Stage 2 begins with a decision, either at Stage 1 review or following discussions between the SENCO/LSC, Principal, teachers and parent/guardians, 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 Individual 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. Parent/guardians should always be kept informed, and the child should be involved as far as possible.

- College-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 college plus external provision from EA;
- Operates in mainstream colleges and classes (and by exception in special college 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 student
- Differentiated teaching
- Withdrawal for more intensive support
- SEN resources available within college; support programmes, ICT, etc.
- Available staff skills which support students 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)

Parkhall Integrated College Special Needs and Inclusion Policy

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, parent/guardians 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 parent/guardians, the Principal may request a Statutory Assessment.

Parent/guardians may also request Statutory Assessment directly via the Education Authority Website.

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

Following an application to the Education Authority from the college's principal or the parent/guardian, the EA 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 EA 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 college
- Use the Criteria for Statutory Assessment.

The student 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 EA'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;

- Students with a statement of SEN;
- College 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 college and the EA –with input from the HSC Trust where relevant;
- Operates in mainstream colleges, LS Centres attached to mainstream colleges or special colleges (as determined within the child's statement);
- Reasonable adjustments, the college 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).

Parkhall Integrated College Special Needs and Inclusion Policy

The student'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 college provision or modifications to the curriculum, as itemised in the statement; the student'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, students may demonstrate such significant or unforeseen difficulties that with multi-professional and parent/guardian 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 college, 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 college on behalf of the EA. The review will take place in college 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 college'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 student by:-

- Emphasising the role of the Class/Subject/Form Teacher.
- Identifying the student as performing at a significantly lower level than his/her peer within whole college diagnostic assessments (CAT4/PTE/PTM/NGRT/NGST) and college exams.
- Collecting descriptive information/evidence from transferring college.
- Recording test results and other numerical information.
- Discussing with the student/parent/guardians/other teachers.
- Referral from student'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 college
- Parent/guardian information
- Class tests/college 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

Parkhall Integrated College Special Needs and Inclusion Policy

SEN provision will be the overall responsibility of the Board of Governors and Principal of the college. However in order to facilitate the day-to-day running of the provision the Board of Governors have delegated responsibility for students 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, Autism Support Teacher, Assistant SENCO 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 college is to exercise its functions in relation to the college with a view to ensuring that provision is made for registered students with special educational needs.

In 'Every College a Good College' (DE) – The Governor Role (2010) Chapter 12 of the document relates specifically to the Governor role for students 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 college is to exercise its functions in relation to the college with a view to ensuring that provision is made for registered students 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 students identified with SEN and that parent/guardians are notified of their child's special needs;
- maintain and operate a policy on SEN;
- ensure that where a registered student has special educational needs, those needs are made known to all who are likely to teach them;
- ensure that the teachers in the college know the importance of identifying those registered students 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 college's policy for Special Educational Needs;
- take account of the college SEN Policy in carrying out all of its functions;
- publish prescribed information with respect to the SEN Policy;
- report annually to parent/guardians on the steps taken to implement the college'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 parent/guardians and external agencies;
- delegate and monitor the SEN budget;
- ensure that SLT are actively involved in the management of SEN within the college. SLT 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 colleges, 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 college's special educational needs policy;
- responding to requests for advice from other teachers;
- co-ordinating provision for students with special educational needs;
- maintain the college's SEN register and oversee all the records on students with special educational needs;

Parkhall Integrated College Special Needs and Inclusion Policy

- working in partnership with parent/guardians 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 Learning Support Assistant/Classroom Assistant expertise in staff development.

The Specialist Teachers should:

- be aware of current legislation;
- be familiar with the administrative process within the college;
- be involved in testing and recording data in order to support the SEN Register;
- work closely with all members of staff to identify students' needs throughout the college;
- implement the delivery of suitable programmes for all identified students 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 students who are on the SEN/disability register and have copies of IEPs;
- HOYs disseminate 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 parent/guardians 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 students;
- 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 student'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:

- work under the direction of the SENCO;
- be aware of current legislation;

Parkhall Integrated College Special Needs and Inclusion Policy

- be familiar with the administrative process within the college;
- be involved in testing and recording data for the SEN Register;
- work closely with all members of staff to identify students' needs;
- implement the delivery of suitable programmes for all identified students 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 students with SEN;
- work with SENCO/ Year Head / Head of Department in supporting students 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 students;
- 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 students to meet their targets.

Student views

In college, 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 student 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 students 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 parent/guardians are involved, and account is taken of their wishes, feelings, and perspectives.

Parent/guardian/person with parent/guardian responsibility

At Parkhall Integrated College, we acknowledge that successful partnerships between parent/guardians, students and college play a key role in promoting a culture of co-operation, openness and transparency and have a crucial impact on the 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.

Parkhall Integrated College Special Needs and Inclusion Policy

Teachers, pastoral staff, SENCos (LSCs), and other college staff all have a significant role in developing positive and constructive relationships with parent/guardians and students. We encourage this participation and value its contribution.

It is the college's responsibility to inform parent/guardians when staff are considering placing the student's name on the SEN register or moving the child between stages. It is essential that parent/guardians inform the relevant college 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/guardian upon a child's entry to the college.

'The relationship between the parent/guardians of a child with SEN and their child's college has a crucial bearing on the child's educational progress and effectiveness of any college-based action. Professional help can seldom be wholly effective unless it builds upon parent/guardian involvement and provides reassurance that account is taken of what parent/guardians say and that their views and anxieties are treated as intrinsically important.'(Code of Practice 2.21)

Parent/guardians 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 college, meeting regularly with the child's Class Teacher, Subject Teacher and SENCO;
- furnish the college 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.

Parkhall Integrated College Special Needs and Inclusion Policy

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 students. In order to facilitate this:

- lessons should be structured in a series of simple clearly defined steps;
- work tasks and activities should be scaffolded so that students experience success, yet challenging enough to promote progression in learning;
- students should be set work to allow them to progress at their own rate;
- encouragement should be given to students to take responsibility for their own learning;
- sensitivity should be shown by staff to students' literacy and numeracy difficulties and how these 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 students with SEN celebrated.

Special Arrangements for Examinations

At Key Stage 3, the SENCO and Assistant SENCO co-ordinates requests for additional time for examinations both internal and public, in liaison with Internal Exams Co-ordinator and Examinations Officer.

- SENCO and Assistant SENCO organise alternative arrangements for internal exams as required.

At Key Stage 4 the SENCO and Assistant SENCO liaise 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 and Assistant SENCO advise relevant departments of special arrangements e.g. Languages

- Special Arrangements for Examinations are designed to provide access for students with specific learning difficulties.
- Students 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 student 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:

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

Students 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 are the in-house designated assessors and will assess candidates, process applications online and hold the evidence for inspection purposes for GCSE and/or GCE qualifications.
- The SENCO and Assistant 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 college (centre).
- The SENCO and Assistant 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 college tests, mock examinations and examinations.

Recording and Reviewing Student 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.

Parkhall Integrated College Special Needs and Inclusion Policy

It is the responsibility of the SENCO to ensure that the progress of students 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 student 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 student
- 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 college, 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 college staff will undertake the Review on behalf of the Board.

The Review will take place in college, 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, students may demonstrate such significant or unforeseen difficulties that with multi-professional and parent/guardian 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 parent/guardians. 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 students present academic level and needs;
- Progress made by the child;
- Effectiveness of special help;
- Parent/guardian 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.

Parkhall Integrated College Special Needs and Inclusion Policy

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 college will undertake the Review on behalf of the Board. The review meeting will take place in college and will be chaired by the Principal (or other person as delegated), e.g. SENCO, Assistant SENCO, Autism Support Teacher. The Annual Review form (AR) and Transition Plans will be completed as appropriate and be forwarded to the Education Authority following this meeting.

Monitoring the Progress of Students with Special Educational Needs

It is the responsibility of the SENCo (LSC) to ensure that the progress of students 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 student 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 college. It is essential that all staff are keep-up-to date with SEN developments to provide effective teaching and support for students.

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 In-service training.
- SENCO and Assistant SENCO will continue to attend relevant training organised by the Education Authority etc.
- The SENCo will advise the principal on available in-service training for teaching and non-teaching staff.
- Subject staff will be advised on availability of in-service training.
- Learning Support Assistants are offered relevant in-house training with all staff.

Resources

Financial

Historically, each department has catered for our Special Needs students from its annual budget. In addition, the Special Education Needs department receives funding as required to meet the ever changing demands. The Department of Education has made available additional resources to meet pressures in colleges 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

Parkhall Integrated College Special Needs and Inclusion Policy

In Parkhall Integrated College, we recognise that every teacher is a Special Educational Needs Teacher catering for the needs of each student 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 and Assistant SENCO have received Education Authority SENCo training, and continue 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 students with Special Educational Needs students.

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 Student Files
- Record of liaison/meetings with Board/Health Services
- Minutes of meetings with parent/guardians
- Support, Advice and Training Records of staff

Parkhall Integrated College Special Needs and Inclusion Policy

Integration

SEN students 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 students will be considered for positions of responsibility e.g. College Council, Prefect.
- Special Educational Needs of students will be met through withdrawal groups as appropriate

Admissions

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

Children with Statements of SEN are placed in colleges 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 college place unless it is against the wishes of parent/guardians, 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 college (Article 3(1) SENDO, 2005).

Children with Statements of SEN are placed in the college at the request of the Education Authority (EA). When seeking to place a student with a Statement, the EA will take into account the wishes of the child's parent/guardians and the provision of efficient education for other children in the class or college 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 college and independent college is required to have a written accessibility plan which should be publicly available and accessible via the college's website. The focus in the college's accessibility plan is to:

- increase the extent to which disabled students can participate in the college's curriculum. By way of example, this covers teaching and learning and the wider curriculum of the college such as participation in after-college clubs, leisure, and cultural activities;
- improve the physical environment of the college to increase the extent to which disabled students can take advantage of education and associated services provided or offered by the college; and
- improve the delivery to disabled students of the information which is provided in writing to students 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 parent/guardians.

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

- At present, students with SEN/Disabilities have equal access to all areas of the college building.
- The college is fully accessible to wheelchair users;
- There is a well-equipped SEN teaching/resource base and facilities for personal care, including a toilet(s) 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 Parent/guardians

- Contact with parent/guardians will be made by the HOD or Form Teacher initially by letter or telephone call.
- Parent/guardians may be asked to come for an informal discussion with HOD, Form Teacher and SENCo.
- Parent/guardians 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/guardian so wishes.

Procedures for Dealing With Complaints

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

Parkhall Integrated College Special Needs and Inclusion Policy

Partnership working

In college, we work with a range of EA Student Support Services, where appropriate, to receive training and guidance to support the college and parent/guardians in meeting the needs of children with special educational and medical needs. Examples of EA [Student 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 colleges, Further Education Colleges and/or work placements, it is essential that all relevant information pertaining to students with SEN is communicated effectively, in order to ensure the best outcomes for each student.

External Support and Services Available

The following external agencies are available for consultation:-

- | | |
|--|--------------------------------------|
| • Educational welfare Officer | Mr Alain 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 | Mr Mark McAlister/Ms Rebecca O'Neill |
| • 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 Colleges (ICSS)

Liaison with any or all of these agencies can be made through the college's pastoral team.

Parent/guardians 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 students
- Sensory room (mainly for students with a diagnosis of Autism/Aspergers)
- Subject Specialist Staff (Education)
- Trained First Aider (Medical)
- Internal Behaviour Hub (Education/behavioural)
- 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 college. The SEN section in the Annual Report contains information on: the number of statemented students; students that received provision from EA Student Support Services or Health and Social Care Trust; and those that accessed college-delivered special educational provision.

This report is made available upon request

Parkhall Integrated College Special Needs and Inclusion Policy

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 students in the College.

Complaints

All complaints regarding SENs in college will be dealt with in line with the college's existing complaints procedures.

SEN Advice and Information Service

EA 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 EA 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 parent/guardians and colleges/Boards of Governors or EA for students 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 college) 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). Parent/guardians/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/guardian and the Education Authority 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 parent/guardians' appeals against decisions of the Education Authority and also deals with claims of disability discrimination in colleges.

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

The College 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 Colleges
- Every College a Good College (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

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, parent/guardians, and external agencies. This policy will be brought to the Board of Governors for final approval.