

Special Educational Needs Policy

Rationale

The Board of Governors of Lumen Christi College accept the principle that all children with special educational needs and/or disabilities have a right to a broad and balanced curriculum, matched to their needs, abilities and aptitudes and seek to promote the integration of children with disabilities into the mainstream curriculum provision offered by the college. While the Board of Governors supports fully the principle of inclusion for pupils with special educational needs, as a grammar school it must be satisfied that the academic ability of those pupils with educational needs must be of the standard equivalent to that of the pupils with whom they will be taught at the school.

We recognise the dignity of each individual in our school community and, in partnership with parents, we aim to promote a sense of self-esteem and achievement through academic and non-academic experience. This experience should be broad, balanced, relevant and stimulating. It will be underpinned by an inclusive ethos built upon the development of good relationships among all students and on continuous self-evaluation of the provision for meeting the needs of each student as an individual.

The Board of Governors will ensure that this policy adheres to the requirements stipulated in the Special Educational Needs and Disability (NI) Order 2005 and the Code of Practice for Schools.

Definition of Special Educational Needs

In the context of Lumen Christi College, these may be defined as: pupils having physical disabilities; pupils experiencing specific learning difficulties; pupils suffering sensory impairment; pupils with emotional or behavioural difficulties which may be short or long term; pupils who are particularly gifted and who need additional stimulus; pupils with disabilities as defined by the Special Educational Needs and Disability Order; and pupils who fall behind the general level of progress of the class for other reasons - e.g. through illness. The above may or may not have a statement of educational needs.

“Learning difficulty” means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. ‘Special Education Provision’ means educational provision which is different from, or additional to, the provision made generally for children of comparable age.” Code of Practice 1998 (paragraph:1.4)

The Aims of this Policy are:

- To promote inclusion of, and provide support to, students identified with Special Educational Needs/Disability by offering appropriate forms of educational provision and the most efficient use of available resources.
- To identify pupils with SEN/Disability as early and thoroughly as possible using a variety of means and in consultation with appropriate personnel.
- To ensure full entitlement and access for pupils with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum.

- To ensure that all pupils with SEN/Disability feel valued.
- To offer curricular, pastoral and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.
- To enable members of staff to meet identified pupil needs and to keep up with developments in the area of Special Educational Needs Engaging in a range of teaching strategies that accommodate different learning styles and promote effective learning
- 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 strive for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach to meeting SEN.
- To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.

Roles and Responsibilities

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 relevant parties;
- 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.

The Principal will:

- Keep the Board of Governors informed about SEN issues;
- Work in close partnership with the SENCo;
- Liaise with parents and external agencies as required.

The SENCo and Assistant SENCo are responsible for:

- The day to day operation of the school's Special Educational Needs Policy;
- Responding to requests for advice from other teachers;
- Co-ordinating provision for pupils with Special Educational Needs;
- Maintaining the school's SEN register and overseeing all the records on pupils with Special Educational Needs;
- Liaising 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.
- Testing and recording data for the SEN Register;
- Working closely with all members of staff to identify pupils' needs;
- Implementing the delivery of suitable programmes for all identified pupils with
- SEN/Disability which promote progression within an inclusive setting;

- Contributing to EPs which inform learning and teaching;
- Monitoring and review progress;
- Being involved in the Annual Review process;
- Attending professional development training.
- Arranging examination access arrangements for pupils who meet JCQ criteria

The subject teacher should:

- Be aware of current legislation;
- Keep up to date with information on the SEN Register;
- Gather information through observation and assessment;
- Develop an inclusive classroom;
- Work closely with other staff to plan for learning and teaching;
- Contribute to, manage and review EPs in consultation with the SENCo;
- Involve classroom assistants as part of the Learning Team.

SEN Support Staff should:

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

Pupils should, where possible, according to age maturity and capability, participate in all the decision-making processes which occur in his/her education in terms of contributing to the assessment, to education plans through setting targets and to the review of EPs, Annual Reviews and Key Stage 3/5 Transition Process.

The College's Vision of a 'listening' school inspires its intention to make all parents feel welcome and to make them aware of the school's commitment to meeting the special educational needs of its students.

The school recognises the importance of a partnership with parents which includes:

- Arrangements for recording and acting on parental concerns.
- Procedures for involving parents when a concern is expressed in school.
- Arrangements for involving parents in diagnostic assessment and subsequent reviews
- Arrangements for involving parents in drawing up and implementation of strategies to meet the pupil needs
- Communication of the Special Education Needs Policy to parents.

Provision

In keeping with the College's Vision and Aims, all staff ensure that a listening climate exists in the school in which teachers may be informed by pupils and/or parents about their educational needs and seek to ensure that the quality of education offered to all is of the highest standard. The College adopts an open door policy to parents in this respect and actively promotes openness and good

relationships in the pastoral programme. We believe that such communication is central to dealing effectively with the demands of special educational provision for those pupils in our care. Identification of educational need will come through close relationships with parents and pupils. Parents will be informed when the school considers that the child has special educational needs and is making provision for this at all school-based stages.

The named person responsible for SEN is Miss Sylvia Lester, who works in partnership with Classroom Assistants, teachers, parents and outside agencies to co-ordinate provision. Assistant SENCO, Mrs Nora Dobbins has primary responsibility for provision for students (SEN Code of Practice Stages 1-2) at Key Stage 3. They will be responsible for informing and involving parents in the SEN provision for their child.

Close links between the SENCO, Vice-Principal and the Pastoral Team also complement this provision. The SENCO provides training to all staff as required by the Principal and ensures that they are updated on the policy each year.

Learning Difficulties

Accepting that there is a continuum of need, the Code of Practice seeks to identify particular areas of learning need. Within the mainstream of learning problems, the subject department caters for the additional support needed by pupils who are underachieving. The school provides extra tuition in small groups in literacy and numeracy, as well as one-to-one help for pupils in the Homework Club. Such measures are regarded as short-term strategy for problems but may last from one week to a year. The progress of the pupil in a subject is reviewed by the class teacher and SENCO in accordance with the wishes of the teacher. Parents are informed of any proposed action by the school and their co-operation is sought.

All Departmental Schemes of work provide for appropriate action to take account of the underachievement of pupils outside of special educational needs. The use of differentiated resources is appropriate in all subjects and, in keeping with the College's Vision Statement, the use of group work is encouraged to allow the more able to assist in the teaching and learning process for those less able.

Where a learning difficulty is severe or is the result of sensory impairment, the College works in liaison with the appropriate external agencies to provide INSET to all teaching staff on the identification and strategies to support learning difficulties and to advise the SENCO on individual cases.

All staff are provided with updates containing practical advice on support strategies for pupils with special needs, current Education Plans, and an outline of the roles and responsibilities of teachers and SENCO towards any pupil with special needs. The SENCO reviews all EPs on a bi-annual basis in order to update information to teachers.

Where, in the opinion of the SENCO, the child's needs remain so substantial that they cannot be effectively met within the resources normally available to the school, the college will action its right, in consultation with the parents, formally to request the EA to carry out a statutory assessment of the child's needs.

Disabled Students

It is the aim of the college that pupils with disabilities are fully integrated in the daily curriculum of the College and all reasonable steps will be taken to accommodate this.

A disabled student only has special educational needs if he/she needs additional support to access facilities available to other students in the school. Where any disability is identified, the SENCO will meet with parents and pupil to discuss requirements at an early stage. The SENCO will also seek expert advice both internal and external to the school. The parent or pupil has the right to request confidentiality regarding the disclosure of any such disability or special needs; in such instances, the principal and SENCO will respect that right in so far as they are able to maximise best provision for the pupil. Where this is endangered, the principal will inform parents before any disclosure is made to others.

The school provides wheelchair access (via ramp or lift) to all areas except the Music Department and Library; these may be accessed via a wheelchair lift supplied through EA. A number of staff are trained in First Aid procedures while some have also been trained in dealing with the specific needs of individual pupils in the college. Two Evacu Chairs have been installed to facilitate emergency evacuation for students with mobility issues from upper floors.

Identification and Assessment

The pattern for identification of Special Needs Provision is as outlined in the Code of Practice.

In identifying pupils experiencing learning difficulties the school relies on information from parents, primary school, performance in Year 8 tests and/or initial reference by the subject teacher or the form tutor to the SENCO. Subsequent assessment such as CATS tests, school examinations, standardised tests, Diagnostic Assessments, Professional Reports, Care Plans and EP Reviews will also be used to identify pupils in later years.

After an overall assessment of the pupil's needs have been made, the SENCO decides on the appropriate action and informs parents and subject teachers of the recommended strategies. If thought necessary, the pupil may be recorded on the SEN Register.

- Stage 1: Subject teachers take responsibility for supporting and monitoring pupils in accordance with the guidelines provided by the SENCO.
- Stage 2: The SENCO takes lead responsibility for collecting and recording information and for co-ordinating the child's special educational provision, working with the child's teachers. Parents are again informed about, and involved in, the process.
- Stage 3: Teachers and SENCO are supported by outside specialists such as the Educational Psychologist, Sensory Support Service, Outreach Services, EWO, Social Services or voluntary organisations.
- Stages 4 and 5: These stages are the formal assessment of special educational needs and may lead to the issuing of a statement.

Additional Provision

- Support in Maths, English, Science and Languages is offered to pupils outside of class time at Key Stage 3. Subjects offer additional clinics at Key Stage 4.
- Pupils are encouraged to attend After School Clubs, all of which assist in furthering skills and developing talents in a wide range of curriculum based areas.
- Under the supervision of the Assistant SENCO, a selection of Year 13 & 14 volunteers assist KS3 pupils with a range of academic concerns, including organisation, homework and preparation for examinations.
- Within the school's enrichment programme, Year 13 students act as Peer Mentors, supporting pupils' learning in class and / or withdrawing small groups for additional help.
- Classroom assistants work in conjunction with teachers to provide a learning environment suited to specific pupils with special educational needs.
- Special Access Arrangements and Special Consideration for pupils with educational needs are provided for those wishing to take the college's Entrance Assessment test. A separate policy document details the arrangements.

Classroom Practice

Whole class teaching is the general practice within the school with group work as an integral part of the pupils learning, in recognition of mixed ability classes.

Differentiated teaching and flexible learning is an integral part of Key Stage 3 delivery within the school.

Teachers are advised of their role with regard to SEN provision, and provided with detailed information which outlines strategies and techniques to assist special needs pupils in the classroom. This information complements the Education Plans which are provided to all teachers who then consider and revise the EP for the individual pupils in their care to meet subject specific needs. Teachers are encouraged to seek advice from the SENCO regarding any aspect of SEN. Departments review EP strategies annually. Subject teachers monitor EPs monthly and review bi-annually.

Where the Subject Teacher or Form Tutor recognises a persistent area of difficulty for a pupil (e.g. organisation, spelling, behaviour, etc) they should highlight their concerns directly to the SENCO via email.

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

Examination Arrangements

In keeping with Examination Boards (JCQ) policy of provision of extra examination time for pupils with Special Educational Needs, the College provides an additional 25% in time for all examinations to those pupils on the SEN register where it is appropriate to their needs. Otherwise, all pupils are expected to work at the same rate and complete the same home and class study.

Other special provisions which may be provided include:

- Word processor
- Reader
- Modified papers
- Alternative venue
- Prompter
- Scribe

Access to a word processor for examinations will only be made available to pupils who have a diagnosis of a condition affecting their ability to write effectively by hand e.g. DCD or dyslexia.

A centre must have a policy on the use of word processors. A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor must reflect the candidate's normal way of working within the centre. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates.

The centre may wish to set out the particular types of candidates which it considers would benefit from the use of a word processor. For example, a candidate with:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- a medical condition;
- a physical disability;
- a sensory impairment;
- planning and organisational problems when writing by hand;
- poor handwriting.

This list is not exhaustive.

A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.

Success Criteria

The school's success in meeting the special educational needs of its pupils will be measured by the SENCO using the following performance indicators:

- pupil progress in terms of gains in reading and spelling
- success rate in meeting targets identified in EPs and annual reviews
- parental satisfaction
- movement of pupils from Stages 3-2, 2-1; or removal from SEN register
- participation rates of pupils with SEN in extra-curricular activities
- KS3, GCSE, A-Level and other external examination results
- post 16 destinations.

Pupils and parents are asked to complete a School Audit in which any problems relating to the provision for SEN pupils may be highlighted. In addition, the continuous communication between parents and Leadership Team will identify any difficulties as they emerge.

The provision for all pupils on the school's SEN register is reviewed at the end of each term and parents are informed of any change in their child's position.

This policy takes account of the following documentation: Code of Practice 1998 (DENI) ; Supplement to the Code of Practice 2005 (DENI); Disability Discrimination Code of Practice (2005); Every School A Good School 2009 (DENI); and Good Practice Guidelines 2009 (Inter-Board).

The policy is supported by related school policies on Child Protection, Pastoral Care, Curriculum, Health and Safety, Medicines and Accessibility and should not be considered in isolation from them.

This policy will be reviewed annually by the principal and SENCO.

LIST OF OVERARCHING AND SPECIFIC SEN CATEGORIES
OVERARCHING SEN CATEGORIES

1. COGNITION AND LEARNING (CL) – Language, Literacy, Mathematics, Numeracy
2. SOCIAL, BEHAVIOURAL, EMOTIONAL AND WELL-BEING (SBEW)
3. SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN)
4. SENSORY (SE)
5. PHYSICAL NEEDS (PN)

SPECIFIC SEN CATEGORIES

1. COGNITION AND LEARNING (CL) – Language, Literacy, Mathematics and Numeracy

- 1a. Dyslexia (DYL) or Specific Learning Difficulty (SpLD) – Language / Literacy
- 1b. Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) – Mathematics / Numeracy
- 1c. Moderate Learning Difficulties (MLD)
- 1d. Severe Learning Difficulties (SLD)
- 1e. Profound & Multiple Learning Difficulties (PMLD)

2. SOCIAL, BEHAVIOURAL, EMOTIONAL AND WELL-BEING (SBEW)

- 2a. Social and Behavioural Difficulties (SBD)
- 2b. Emotional and Well-being Difficulties (EWD)
- 2c. Severe Challenging Behaviour (SCB) associated with SLD or PMLD

3. SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN)

- 3a. Developmental Language Disorder (SEN) (DLD)
- 3b. Language Disorder (LD) associated with a differentiating biomedical condition
- 3c. Communication and Social Interaction Difficulties (CSID)

4. SENSORY (SE)

- 4a. Blind (BD)
- 4b. Partially Sighted (PS)
- 4c. Severe/Profound Hearing Impairment (SPHI)
- 4d. Mild/Moderate Hearing Impairment (MMHI)
- 4e. Multi-sensory Impairment (MSI)

5. PHYSICAL NEEDS (PN)

- 5a. Physical (P)

https://www.educationni.gov.uk/sites/default/files/publications/education/SEN%20and%20Medical%20Categories%20Guidance%20-%20January%202019_4.pdf