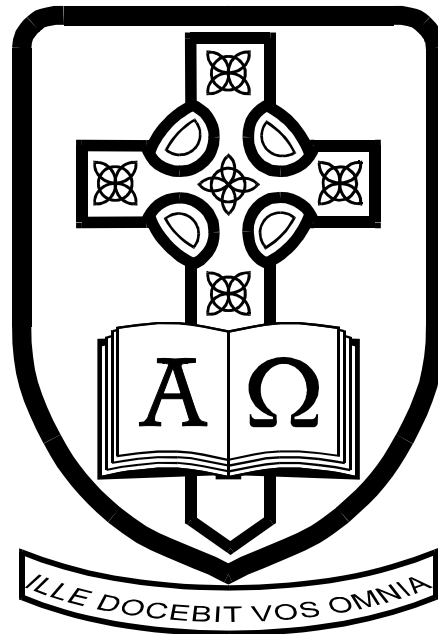


## St Patrick's Academy



# Special Educational Needs Policy

*"All teachers are teachers of pupils with SEN. It is therefore a whole school responsibility, requiring a whole school response"*

*DEN Code of Practice 1998*

## Education Plans: St Patrick's Academy

### Rationale

St Patrick's Academy promotes an inclusive ethos; all pupils are offered a broad and balanced curriculum. Every pupil is entitled to opportunities to allow them to develop their full potential while being educated alongside their peers. We strive to provide educational experiences which celebrate all achievements and recognise individuality.

### Introduction

*Special Educational Needs*' is defined as 'a learning difficulty which calls for special educational provision to be made'

*Special educational provision* means educational provision which is different from, or additional to, the provision made generally for children of comparable age.

*Learning difficulty*' means that the child has significantly greater difficulty in learning than the majority of children of his or her age, and /or has a disability which hinders his or her use of everyday educational facilities.

*Disability* - a person is regarded as being disabled for the purposes of SENDO if he/she has 'a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities'

(Disability Discrimination Act 1995)

This definition may include pupils with a wide range of physical and learning disabilities, mental health or medical conditions (including cerebral palsy, asthma, diabetes, epilepsy, muscular dystrophy, autism, depression and ME, although this list is neither definitive nor exhaustive.

### Aims

- To develop a whole school approach to special needs provision
- To ensure all pupils with SEN have a positive self image
- To ensure early identification through a variety of means
- To equip pupils with opportunities to develop knowledge, skills and understanding which ensure progress, promote success and develop self confidence
- To enable pupils to be participative learners
- To take reasonable steps to ensure that the pupils inclusion is compatible with the efficient education of other children
- To establish links between home and school to ensure a coherent approach to the promotion of effective learning
- Liaise with outside agencies to provide support for pupils and staff to help best meet the needs of the individual child
- To provide staff training
- To ensure all staff are aware of their roles and responsibilities

Code of Practice (copy available from SENCo)

The Code of Practice sets out a 5 stage approach within which the responsibility for pupils within stage 1-3 lies with the school (with close involvement with external support at stage 3) and with external support and school at stages 4 & 5. Parents are involved at all stages. Children at Stage 5 have a Statement of Educational Needs which details their special educational needs and provision. This statement must be reviewed every 12 months.

The code requires:

1. Identification of students with special educational needs at the earliest possible stage.
2. An assessment of the case to identify specific needs.
3. Provision for special educational needs (each student will have their own education plan, EP, designed to help meet their needs)
4. Monitoring the effectiveness of the provision

The school has a statutory duty to implement the code and must have evidence that they are doing so. The planning, implementing, monitoring and review of EPs are the subject teacher's evidence that they are making provision for children on the code of practice.

Education Plans are essential to allow all children on a school's SEN Register (regardless of their stage) to maximise the benefit they achieve from their time in the school environment and access to the NI curriculum.

Writing an Education Plan - see appendix

Confidentiality

Student confidentiality is paramount. Relevant teachers will receive information, by email, relating to students with SEN in their class in the first week of September. Teachers covering for a colleague and short term substitute teachers are required to deal sensitively with all issues which arise in the classroom. All short term substitute teachers are given information strictly on a need to know basis and are provided with guidance on dealing with SEN from the teachers responsible for the daily rota.

## Education Plans: St Patrick's Academy

### Roles and Responsibilities

#### Board of Governors

- A named governor is responsible for the implementation and monitoring of the SEN policy as outlined in the Code of Practice (Para 2.3 - 2.6).

#### Principal

- Responsible for the day to day management of all of the school's work, including its SEN provision, keep governors informed and work closely with the SENCo and coordinators of Literacy, Numeracy and ICT.

#### SENCo

Teacher responsible for Special Educational Needs within the school - Mrs Anne Devlin

- Co-ordinate and implement the operation of the Special Educational Needs policy and ensure that the Code of Practice containing procedures for and guidance on the Identification, Assessment and Review of pupils' special educational needs is adhered to.
- Maintain the school's Special Educational Needs Register.
- Liaise with HoDs to design and evaluate an appropriate curriculum (education plan).
- Liaise with HOYs regarding suitability of targets.
- Liaise with examinations office to ensure appropriate examination arrangements are made.
- Liaise with parents of pupils with special educational needs.
- Liaise with external agencies as appropriate.
- Responsible for maintaining the school SEN register and all documentation pertaining to it.
- Respond to requests for advice from teachers.
- Establish the SEN inservice training requirements of the staff, and contribute as appropriate to their training.

#### Head of Year

- To ensure all pupils in the year group are treated fairly and equally.
- To ensure every effort is made to encourage pupils with SENs to adopt a positive self image.
- To discuss targets on education plans with the pupil.
- To discuss reviews with pupil.
- To keep tutor informed of any difficulties.

## Education Plans: St Patrick's Academy

### Form Tutor

- Ensure all pupils in their class are treated equally and fairly.
- Liaise with Head of Year regarding pupils progress towards targets, if need arises.

### Head of Department

- To advise SENCo on suitability of teaching and assessment strategies.
- Ensure all relevant information is passed to teachers covering long term absences , eg maternity cover, student teachers (need to know basis).

### Class teacher

- To follow the procedures in the school policy on special educational needs.
- To provide a classroom environment that is conducive to learning and is caring and supportive.
- Responsible for meeting the needs of all pupils in their class.
- Identify barriers to learning.
- Implement EP, writing suitable subject specific targets from the core areas of concern provided and discuss expectations with pupil.
- Present materials appropriate to the pupils age, maturity, learning need/disability.
- Monitor progress and feedback to HoY, if need arises.
- To put in place teaching strategies to assist pupil in development of skills which will allow them to strive towards their target.
- Keep evidence of pupil's progress towards achieving their target.
- Review pupil's progress and suitability of targets and feedback to SENCo.
- Keep EP in a secure place but readily available on request.
- Manage classroom assistants effectively.

### Classroom Assistants

- Work in partnership with teacher in the classroom.
- Work with the student to promote independent learning.

### Pupil

- Participate in decision making.
- Take responsibility for learning.

### Parent

*The involvement of the parent is paramount with regard to the school's provision for pupils with SEN*

- Liaise with SENCo/Principal to keep school informed.
- Monitoring of EP targets at home.
- Annual review and transition meetings.

## Education Plans: St Patrick's Academy

### Others

For example; Nurse, facilities manager, literacy and numeracy coordinators, ICT coordinators, catering, caretaker, supervisory staff

Relevant personnel will be made aware of an individual's needs if relevant - this will be strictly on a need to know basis and may be of particular relevance during the unstructured part of the school day.

### Admissions arrangements

The admissions arrangements with respect to the majority of pupils with SENs are consistent with the schools general arrangements for all other pupils. The school will put in place procedures to help ease the transition as soon as they become aware of the needs, eg. familiarisation tour, smaller form class, allocation of specific rooms, transition booklet.

### Special facilities/resources

Wheelchair access

Disabled toilet

Lift and evacuation chairs

### Identification, assessment and review

All staff are responsible for early identification of children with SEN through professional judgement, testing, information gleaned from parents, previous teachers, external agencies etc.

### Internal common testing

Literacy - All Year 8 students are tested using PIE allowing underachievers to be identified.

Numeracy - All Year 8 students sit a standard KS3 exam in September to assess levels and any underachiever is highlighted

### Procedure

- If a member of staff has a concern regarding a child's progress which they feel may be related to a specific learning difficulty they are asked to contact the SENCo giving full details of the perceived difficulty (with evidence) and strategies they have already put in place to help the student.
- The SENCo will contact all subject teachers, tutor and Year head for feedback
- If the difficulties require action the student will be placed on the code of practice at the appropriate stage and parents will be notified. Outside support and advice will be sought if necessary.
- An Education plan will be drawn up and implemented for the student

Education plans are drawn up in September, reviewed in February and a second education plan is issued which is reviewed in June.

Reviews focus on educational outcomes and inform future planning.

After review the student may progress through the stages of the code of practice.

Record Keeping: class teachers are responsible for keeping records of progression through the EP and evidence of pupils' progress towards their targets.

## Education Plans: St Patrick's Academy

### Monitoring SEN provision

- Pupil interviews
- Parental contact(records are kept of all meetings and telephone calls)
- Class teacher and HoY feedback
- Annual reviews
- Transition meetings

### Evaluation of SEN provision

- Number of pupils moving up/down/off register
- Lesson observation
- External examination results
- Number of behavioural issues recorded (conduct logs)

### Procedures for addressing concerns

- School complaints procedures
- SELB advice and Information Service (all parents are given this information when their child is placed on the code of practice)
- DARS