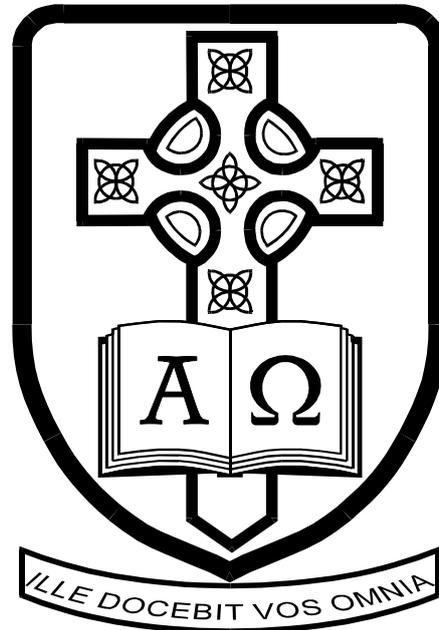


St Patrick's Academy



Special Educational Needs Policy

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

DENI Code of Practice 1998

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St Patrick's Academy SEN policy was reviewed in **June 2016**.

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 including use of data generated from baseline testing (CAT, PIE, PIM)
- 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 pupil's 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 stages 1-3 lies with the school (with involvement of 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) or action plan, designed to help meet their needs)
4. Monitoring the effectiveness of the provision (and amending as necessary)

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 and action plans are the subject teacher's evidence that they are making provision for children at all stages 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. Students play a pivotal role in developing their EP.

Confidentiality

Student confidentiality is paramount. All teachers receive a copy of the school's SEN register which gives a brief description of the pupil's specific need, and a copy of the document 'Background Information for Staff', which includes a more detailed description of each child's needs. Students on the SEN register are also identified in capital letters on SIMS. 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 teacher responsible for the daily rota. Long term substitute teachers will be referred by the teacher responsible for the daily rota to the SENCo. The SENCo will meet with them and provide them with relevant documentation (SEN register, Background Information for Staff, relevant EPs and action plans, and the SEN resource cards).

Information on SEN is shared on a need to know basis.

Correspondence relevant to SEN

All significant correspondence relating to SEN students (parents, students and external agencies) to be recorded and sent to the SENCO via email within a week of the correspondence, especially if an action has been agreed.

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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 it's SEN provision, keep governors informed and work closely with the SENCo/Assistant SENCo, VPs, ASTs and coordinators of Literacy, Numeracy and ICT.
- Principal and VPs include monitoring of SEN provision during class pursuit and bookscoops

SEnCo/Assistant SENCo

Teacher(s) responsible for co coordinating Special Educational Needs within the school

- 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.
- Liaise with students to devise individual targets for Education Plans
- 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.
- Regular auditing of SEN provision within school
- 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 when issued in September and February - HoY and student will sign EP after discussion and return to SENCo
- To discuss reviews with pupil.
- To keep tutor informed of any difficulties.
- To discuss pastoral concerns of SEN students at monthly pastoral meeting and facilitate the sharing of good practice - recorded in minutes and forwarded to SENCo (retained as evidence for monitoring and evaluating provision)

Form Tutor

- Ensure all pupils in their class are treated equally and fairly.
- Ensure student keeps copy of target in their planner
- Liaise with Head of Year/SENCo regarding pupil's progress towards targets, if need arises.
- Form tutor interview with SEN students in their tutor group to take place in term 1 and copy of interview forwarded to SENCo (retained as evidence for monitoring and evaluating provision).

Head of Department

- To liaise with SENCo on suitability of teaching and assessment strategies specific to their subject
- Ensure all relevant information is passed to teachers covering long term absences, eg maternity cover, student teachers (need to know basis) and to teachers on their return to school after a period of absence.
- To discuss progress/concerns relating to specific support of students with learning barriers at monthly departmental meetings
- To provide opportunity to facilitate the sharing of good practice at departmental meetings (each half term) - recorded in minutes and forwarded to SENCo (retained as evidence for monitoring and evaluating provision)
- Students on SEN register to be included in 'booklook' samples - to provide evidence that provision is being made- recorded in minutes and forwarded to SENCo (retained as evidence for monitoring and evaluating provision)
- To ensure all teachers are referring to the support material provided by SENCo, eg Good Practice Guidelines and DENI material and the SEN resource cards

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 (see Identification, Assessment and Review).
- Implement EP and review progress - monthly completion of monitoring section of IEP
- Suggest a new relevant target, as part of the review process, for the next EP
- Discuss target(s) with pupil, and sign EP (both teacher and pupil should sign the EP)
- Present materials appropriate to the pupils age, maturity, learning need/disability.
- Monitor progress and feedback to HoY/HOD, 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 - including evidence to support access arrangements for formal exams
- Provide accurate information for SENCo as requested - for purposes such as annual review meetings, stage 3 referrals, access arrangements etc

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- Review pupil's progress and suitability of targets and feedback to SENCo (and parents at annual PTM)
- Manage classroom assistants effectively - note on IEP

Classroom/Domestic Assistants

- Work in partnership with SENCo - attend/provide information for annual review meetings if requested
- 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

Parents receive a copy of their child's EP

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

Others

For example; nurse, facilities manager, 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 school's 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 (where possible), allocation of specific rooms, transition booklet, meetings with parents, assistants, teachers, other relevant personnel. Pupils transferring with a Statement of Educational Needs are invited with their parents to meet their teachers/relevant staff before beginning the new school term

Special facilities/resources

Wheelchair access

Disabled toilet and shower

Lift

Lockers

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.

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Internal common testing

Attainment and ability testing will be completed in year 8 - students achieving a standardised score of 85 or less will be identified as possibly having additional needs and may be placed on SEN register (supported by teacher evidence and parental input)

Literacy - PIE tests are carried out in term one with Years 8, 9 and 10.

Underachievers receive support through Reading Partnerships with Yr 14 and are then re-tested 8-10 weeks later. Students scoring below 85 on retest are referred to SENCo

Every Year 8 student is issued with a literacy target sheet identifying the specific areas of weakness. These are available to all staff on RMStaff – Literacy and Communication

Numeracy - PIM tests are carried out with Year 8

Diagnostic testing: Mrs Conway has access to the diagnostic testing materials. Access to these materials can be obtained on completion of CCET training.

Where there is ***emerging underachievement***: (no formal scores available)

- Teacher decides on appropriate support
- Sets targets (resource file & good practice guidelines)
- Identifies strategies/actions (showing evidence of differentiation)
- Time bound
- Review effectiveness of strategies
- Inform teacher in charge of Leading Learning, SENCo, relevant VP, HOD, HOY and tutor.

Where there is ***continuing underachievement***:

- Seek in-school support - SENCo, colleagues in department, coordinators, paired reading, mentoring.....
- The class teacher who initially raised the concern should complete a teacher referral form
- For external help (through SENCo - educational psychologist, literacy support, behaviour support) all reasonable steps must have been taken, records kept and evidence that targets have not been met

Procedure

The flowchart below outlines the procedure to follow on receipt of a teacher referral.



ST PATRICKS ACADEMY

PROCEDURE TO FOLLOW ON RECEIPT OF A REFERRAL-

All steps to be carried out by either SENCo or Assistant SENCo

Review the success of the intervention already carried out from employing strategies from the Good Practice Guidelines (This should be indicated in the referral form received)

If the concern is a literacy concern, has the student been referred to the literacy co-ordinator? Explore the possibility of participating in a relevant literacy programme such as the Reading Partnership Programme

Collect evidence:

CAT, PIE, PIM scores. SIMS report. Assessment Phase Results. Gather feedback from subject teachers, Form Tutor, Head of Year, Vice Principal via a Record of Concern form. Administer screening tests (if applicable). Seek advice from Educational Psychologist regarding suitable tests.

Contact (either phone or meet with) parent to discuss the evidence gathered. Request permission to carry out testing. Send out relevant form to get written permission

If the concern is related to a medical condition, or to behaviour, suggest to parents that they should make an appointment with their GP to discuss these issues, as there may need to be involvement from other agencies, for example an assessment by CAMHS / an O.T

Analyse the evidence gathered, consult with the Educational Psychologist

If there is enough evidence to support the need to go onto Stage One of the Code of practice, complete the application for the SEN register. Send this to the parents to request permission for their son / daughter to go onto Stage One of the SEN register.

Complete a Stage One Action Plan. Distribute this to subject teachers, Form Tutor, Head of Year and Vice Principal.

Update SIMS (Name should be changed to capital letters, update status)

Update the document 'Background information on SEN students for Staff', update the SEN register. Email this information to teaching staff.

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Education Plans are drawn up in September (in collaboration with the pupil), 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 (up, down or off) of the code of practice.

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

Monitoring SEN provision

- Pupil interviews
- Parental contact(records are kept of meetings and telephone calls)
- Class teacher (EP and action plan reviews / emails / meetings)
- Form teacher interview records
- HOY interview records
- Minutes from departmental and pastoral meeting
- Department booklooks
- Annual reviews
- Transition meetings
- Class pursuit and bookscoop
- Meetings with assistants
- Number of behavioural issues recorded on SIMS

Evaluation of SEN provision

- Number of pupils moving up/down/off register
- Lesson observation/book scoops/booklooks/class pursuit
- EP reviews
- Feedback from INSET training
- Monthly SEN meetings between SENCo and assistant SENCo (minutes of meetings recorded)

CEIAG

- Head of Careers has background information on all students on the school SEN Register
- A CEIAG target is included in EPs where appropriate
- Students are interviewed early in Year 12 re. career pathway
- Nuala Madden (NI Careers) attends Annual Review/Transition meetings of all pupils from Yr 10 - Yr14
- AM McKinless (Transition Team) attends all Transition meetings

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

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APPENDIX

Education Plans

The EP has been reviewed in consultation with the Assistant Advisory officer from the Education Authority, the new EP will be introduced in September 2016

Staff training on the implementation and monitoring of EPs was delivered in May 2016.

EPs are essential to allow all children on a school 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

An education plan is a planning document which addresses a pupil's short term learning needs and will outline the special teaching arrangements made in the classroom to meet those needs.

To be effective it needs to be reviewed regularly and adjusted as necessary.

The EP also provides a means by which class teachers can be accountable for the provision they are making for the child with SEN in their class.

The EP can be requested by other professionals who are working with the child. A copy of the EP outlining the core areas of concern is posted to parents and they are invited to discuss their child's progress towards meeting their targets with class teachers at the annual PTM.

The EP should

- Identify the pupil's needs (core areas of concern)
- Contain a specific target drawn up after consultation with the pupil
- Provide strategies for teacher to allow pupil to develop skills
- Set out a time scale

The role of the class teacher is vital as they are supplying the information and evidence on which EPs and the decisions to move students within the code of practice are based.

Teachers should keep evidence of observations, results, samples of work etc as these may be required at any stage throughout the current school year. A monthly record keeping sheet is provided to allow teachers to keep a record of ongoing monitoring - this should be kept by the class teacher as evidence.

Monitoring the EP - this must relate to the target on the EP (it is not simply a progress report). Teachers of all subjects must implement and complete the EP. Good planning and organisational skills are essential in every subject and lack of development of these skills is often central to a student's learning needs.

Risk Assessment

If an SEN student is at a greater danger of harming or damaging themselves, other students, staff or school property, a risk assessment plan will be put in place. This

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process may involve consultation with external agencies, such as AAIS, or Behaviour Support. The parents of the student will be consulted about this process.

Access Arrangements

If a student on the register has a visual impairment, they may need to have resources enlarged to A3. When this is required, it is the responsibility of the subject teacher to provide this access arrangement. This can be done by directly printing the material to A3 size, or printing to A4 and enlarging it to A3 via the photocopier, or sending it to the General Office with instructions for enlarging it to A3. Where a student has been provided with an iPad, where possible, E-copies of booklets should be emailed to the SENCo by the subject teacher.

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