

SAINTFIELD HIGH SCHOOL



***SPECIAL EDUCATIONAL
NEEDS AND INCLUSION
POLICY***

REVISED JUNE 2011

SAINTFIELD HIGH SCHOOL

SPECIAL NEEDS POLICY

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SAINTFIELD HIGH SCHOOL

1. Mission Statement of School

“All that can be expected from the most perfect of institutions is that they should make it possible for individual excellence to develop itself, not that they should produce the perfect individual.”

Henri-Frederic Amiel

2. PRIMARY AIM OF SCHOOL

To develop a well ordered school community, in which staff and pupils work together with mutual respect in the pursuit of educational excellence for all pupils.

To achieve this primary aim, we have five subsidiary aims

Aim 1

To promote the spiritual, moral, cultural and physical development of each pupils.

Aim 2

To provide a broad, balanced and relevant curriculum for each pupil.

Aim 3

To foster a positive, caring environment and develop attitudes through which individuals may learn respect from others and become responsible members of society.

Aim 4

To establish a creative and secure educational partnership between the home and the community.

Aim 5

To promote self-esteem, confidence and self-discipline among all pupils.

SAINTFIELD HIGH SCHOOL POLICY **FOR SPECIAL EDUCATIONAL NEEDS / INCLUSION**

3. THE AIMS OF THE SCHOOL

Saintfield High School is committed to providing an appropriate and high quality education to all children living in our local area. We believe that all children, including those identified as having “special educational needs” have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Saintfield High School is committed to inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

4. RATIONALE

The SEN/Inclusion policy of Saintfield High School reflects the overall Mission Statement and Primary Aims of the school. It also embraces the changes enacted by the Special Educational Needs and Disability (NI) Order (2005) and takes cognisance of the “NI SEN Review (proposals) Every School A Good School - The Way Forward For SEN & Inclusion” (2009).

5. AIMS OF THE SEN/INCLUSION POLICY

The aim of this policy is to secure inclusion at the heart of Saintfield High School; permeating all policies, so that they increase the learning and participation of all pupils. Pastoral policies are linked to the curriculum development and SEN/Inclusion policy of the school.

The SEN/Inclusion policy also takes into account the following legislation and documents:

- The Education (N.I) Order (1996)
- Code of Practice (1998)
- Special Educational Needs and Disability Order NI (2005)
- Supplement to the Code of Practice on the Identification and Assessment of Special Needs (DENI, 2005)
- Disability Discrimination Code of Practice for Schools (Equality Commission, 2006)

- Recording Children with Special Educational Needs – SEN Categories (DENI, 2005)

6. DEFINITION OF THE TERM ‘SPECIAL EDUCATIONAL NEEDS’

The term “special educational needs” is defined in the relevant legislation as “a learning difficulty which calls for special educational provision to be made”.

“Learning difficulty” means that a child has significantly greater difficulty in learning than the majority of children of comparable age and/or has a disability which either prevents or hinders him from making use of educational facilities generally provided for children of his age in ordinary schools.

Ref: Code of Practice on the Identification and Assessment of Special Needs (DENI, 1998) / Education Order (NI) 1996

7. MAIN AREAS OF SPECIAL EDUCATIONAL NEEDS

Appropriate SEN Categories.

The SEN categories and their descriptions which are set out below are intended to help schools and Educational and Library Boards (ELBs) prepare for data collection.

1. Cognitive and Learning

- a) Dyslexia/SpLD (DYL)
- b) Dyscalculia (DYC)
- c) Dyspraxia/DCD (DCD)
- d) Mild Learning Difficulties (MILD)
- e) Moderate Learning Difficulties (MLD)
- f) Severe Learning Difficulties (SLD)
- g) Profound and Multiple Learning Difficulties(PMLD)
- h) Unspecified (U)

2. Social, Emotional and Behavioural

- a) SEBD
- b) ADD/ADHD (ADD)

3. Communication and Interaction

- a) Speech and Language difficulties (SL)
- b) Autism (AUT)
- c) Aspergers (ASP)

4. Sensory

- a) Severe/profound hearing loss (SPHL)
- b) Mild/moderate hearing loss (MMHL)
- c) Blind (BL)
- d) Partially sighted (PS)
- e) Multi-sensory impairment (MSI)

5. Physical

- a) Cerebral Palsy (CP)
- b) Spina bifida and/or hydrocephalus (SBH)
- c) Muscular dystrophy (MD)
- d) Significant accidental injury (SAI)
- e) Other (OPN)

6. Medical Conditions/Syndromes

- a) Epilepsy (EPIL)
- b) Asthma (ASTH)
- c) Diabetes (DIAB)
- d) Anaphylaxis (ANXS)
- e) Down (DOWN)
- f) Other medical conditions/syndromes (OMCS)
- g) Interaction of complex medical needs (ICMN)
- h) Mental Health Issues (MHI)

7. Other

- a) Other (OTH)

Ref: Recording Children with Special Educational Needs – SEN Categories (DENI, 2005)

8. SPECIAL EDUCATIONAL NEEDS & DISABILITY ORDER (NI) (2005) (SENDO) IN CONTEXT

The Purpose of SENDO (NI) (2005)

1. To strengthen the rights of children with SEN to be educated in mainstream schools.
2. To prevent disability discrimination.
3. Post-SENDO, schools have a duty of care in planning to take reasonable steps to ensure that:
 - All pupils have access to the curriculum
 - That the physical environment of the school caters to the needs of all pupils and prospective pupils
 - That communication between the school and the pupil, and between the school and the home, is via a suitable medium (i.e. if a parent is unable to accurately read English, the school must communicate with the home in a more suitable fashion).
4. Under Article 4 of SENDO (2005), ELB's are required to provide information to parents of children with SEN. Therefore SEELB has an Advice of Information Service (AIS).

Under Article 5 of SENDO, SEELB has an additional means of avoiding and resolving disagreements with parents of pupils who are on the SEN register (DARS), i.e. Dispute Avoidance Resolution Service.

Under Article 9 of SENDO, Governors of grant aided schools must inform the parents if they are making SEN provision for their child. Also the Governors must inform parents about AIS.

9. DEFINITION OF THE TERM 'DISABILITY' (DIS)

The term "disability" refers to someone who 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.

(NB – "long term" = a period of more than 12 months)

Ref: Disability Discrimination Act (1995), SENDO (NI)(2005)

10. ADDITIONAL EDUCATIONAL NEEDS (AEN)

As part of its philosophy of inclusion, Saintfield High School is also committed to catering for those pupils who have 'additional educational needs'. The school is also taking cognisance of the Northern Ireland SEN review "The Way Forward for Special Educational Needs and Inclusion (2009)" (proposals).

What is meant by the term 'additional educational needs'?

"The concept of additional educational need reflects the four overlapping themes: learning environment; family circumstances; SEN; and social and emotional factors."

Ref "Every School a Good School - The Way Forward for Special Educational Needs and Inclusion" (DENI 2009) (Proposals)

"The definition of 'special educational needs' traditionally only applies to children and young people with particular types of learning needs. The new concept of 'additional support needs' refers to any child or young person who, for whatever reason, requires additional support for learning. Additional support needs can arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances. For instance, additional support may be required for a child or young person who is being bullied; has behavioural difficulties; has learning difficulties; is a parent; has a sensory or mobility impairment; is at risk; or is bereaved. There will be many other examples besides these. Some additional support needs will be long term while others will be short term. The effect they have will vary from child to child. In all cases though, it is how these factors impact on the individual child's learning that is important and this will determine the level of support required."

Ref <http://www.scotland.gov.uk/Publications/2004/06/19516/39190>

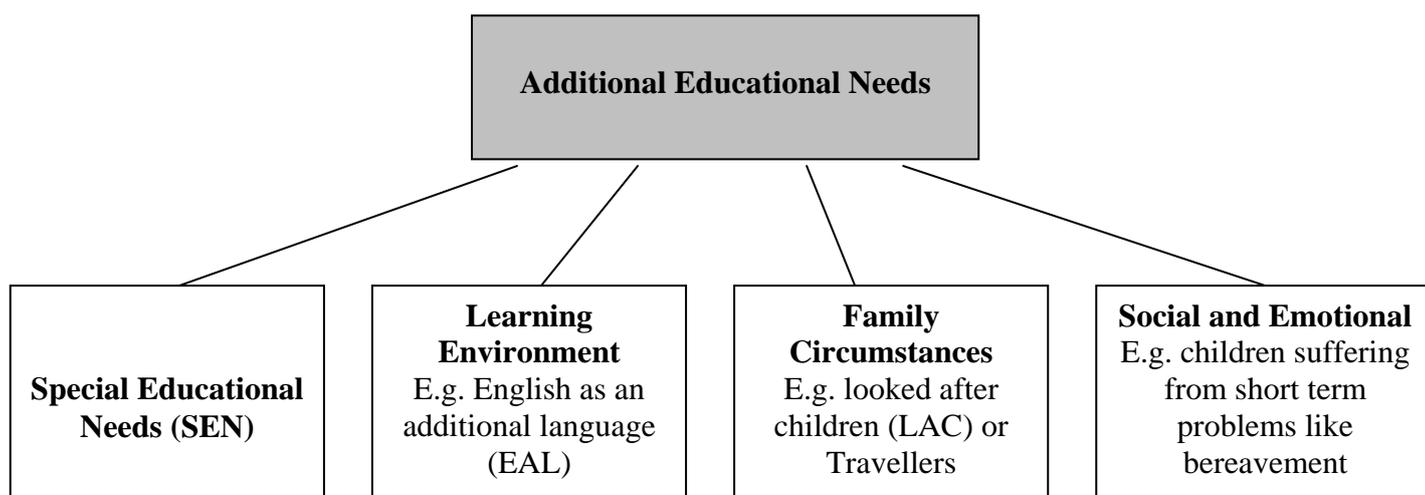
Children and young people may require additional support for a variety of reasons and may include those who:

- have motor or sensory impairments
- are being bullied
- are particularly gifted or talented
- have experienced a bereavement
- are looked after
- have a learning difficulty
- are on the child protection register
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are young carers
- are living with parents who are abusing substances
- are pregnant or are parents.

This list is not exhaustive, but is merely meant to give an overview of the kinds of pupils who may be classed as having an AEN.

NI SEN REVIEW (PROPOSALS – 2009) ADDITIONAL EDUCATIONAL NEEDS

Additional Education Needs Themes



11. ACCESSIBILITY

It is the responsibility of the Board of Governors to prepare an accessibility strategy and plan.

This will be in accordance with DE guidelines to cover

- curriculum
- physical premises
- delivery of written information.

Reasonable adjustments

The Board of Governors have a responsibility to avoid putting disabled pupils and prospective disabled pupils at a substantial disadvantage compared to other pupils, without justification.

Special Assessment Needs and Special Examination Arrangements

A pupil has Special Assessment Needs if alternative arrangements have to be made for external tests and examinations. The external examination boards determine which

arrangements are appropriate for which pupils. This is determined through liaison with SEELB's Educational Psychologist.

12. ADMISSIONS / TRANSITION ARRANGEMENTS

Admission Arrangements for pupils with Special Educational Needs

The admissions arrangements, with respect to pupils with special educational needs/disability/alternative educational need (SEN/DIS/AEN), are consistent with the school's general arrangements for all other pupils. See Admissions policy/Induction booklet.

Children with statements of SEN are placed in schools at the request of the South Eastern Education and Library Board. When seeking to place a pupil with a statement, the Board will take into account the ability of the school to meet the child's special educational needs, the provision of efficient education for other children in the class or school and the efficient use of resources. Inclusion plays an integral part in all admission arrangements.

At Saintfield High School, all children with SEN/DIS/AEN will be educated as long as this is compatible with:

- The child receiving the special educational provision which his/her learning difficulty calls for
- The efficient education of children with whom he/she will be educated
- The efficient use of resources.

Under Article 14 of SENDO(NI) (2005) it is unlawful to discriminate:

- In the arrangements for determining admission
- In the terms on which a school offers to admit a pupil
- By refusing or deliberately not accepting an application.

13. INCLUSION AND ACCESS TO THE CURRICULUM

As far as possible access for pupils with SEN/DIS/AEN provision is made in the normal classroom setting where children will experience learning across the breadth of the curriculum in whole class groups, mixed ability groups and through individual teaching.

Some provision may take the form of additional teacher support in the mainstream classroom or through withdrawal of pupils from mainstream classes for special tuition as and when appropriate. When this happens, support staff work with subject teachers and liaise with the SENCO.

Classroom assistants are also invaluable to SEN/DIS/AEN provision, both in the mainstream classroom and in small literacy/numeracy tuition groups.

14. IDENTIFICATION

We gather knowledge about the children's aptitude and progress from a wide variety of sources, including:

- admissions information
- information from primary schools collected by the P7 liaison teacher, Miss V Harrison, in June of each year
- undergoing statutory assessment on arrival in school
- having a Statement of SEN
- form tutors' pastoral care records
- screening tests issued in September
 - NFER – Maths Test 12
 - London Reading Tests A&B
 - Blackwell Spelling – Diagnostic Test Pack
- class teacher concern
- parental notification/concern
- end of year subject reports
- end of Key Stage Assessments
- consultation meetings with parents/carers
- GCSE Access Assessment.

15. ASSESSMENT

If information suggests that a child may have special educational needs, then we may make use of diagnostic tests or seek advice from other agencies (such as the Board's SEN support services) to help gain a more detailed understanding of particular difficulties. This enables us to target extra help more effectively.

Testing for all new pupils to Saintfield High School, takes place during the 3rd week in September. Recommended screening tests in the areas of literacy and numeracy are as follows:

London reading Test A
Blackwell Spelling test
NFER Maths 12.

It is the responsibility of all staff in Saintfield High School to raise concerns about pupils with potential SEN/DIS/AEN. All staff should follow the procedures within the structures of SEN/DIS/AEN provision.

Data Protection.

Parents may have copies of test materials on request.

16. STRUCTURE OF SEN/DIS/AEN PROVISION

School Based → stages 1 – 3

Board Based → stages 4 & 5

Stage 1 – procedures

Stage 1 is led by the pupil's subject teacher who will express concern, to the SENCO, that a child may have SEN/DIS/AEN.

Action:

The class teacher in consultation with the Head of Department/Form Tutor will inform the SENCO of his/her concerns for two terms. Information will be gathered and parents will be informed in writing of the support to be offered. The pupil will also be consulted regarding support. Then, the pupil will be placed on the school Special Needs Register and extra help within the normal curriculum will be provided. The class teacher will monitor and review progress. SENCO will support, as appropriate, all those involved with the child. An Action Plan will be drawn up in consultation with the SENCO, literacy coordinator, numeracy coordinator, form tutor, classroom assistant, parents and pupils, as appropriate. A range of strategies are available to support staff.

Ref: "Good Practice Guidelines" (2009); "Resource File" (2011)

Stage 2 – procedures

Stage 2 is led by the SENCO, following a Stage 1 review, or initial concern. It is characterised by the production of an Individual Education Plan drawn up in consultation with the SENCO, literacy coordinator, numeracy coordinator, form tutor, classroom assistant, parents and pupils, as appropriate.

Action:

The class teacher will retain responsibility for working with the pupil in the classroom and assist in the gathering of information. The SENCO will gather and review all information about the pupil, including health and welfare advice. The SENCO will ensure that an Individual Education Plan is drawn up; ensure liaison between all relevant teachers; consult pupil and parents. All relevant teachers, as well as the SENCO, will monitor and review progress.

Stage 3 – procedures

Stage 3 begins with a decision either at Stage 2 review or following discussions about an initial concern between SENCO, principal, teachers and parents, that early intensive action with external support is immediately necessary.

Action:

The SENCO continues to take a leading role working closely with teachers and external agencies. A new Education Plan will be drawn up, ensuring a co-ordinated approach which takes account of all previous difficulties.

External specialists may be involved e.g. in the areas of Specific Learning Difficulties or in the area of Social Emotional and Behavioural Difficulties.

The SENCO will arrange a Stage 3 review meeting, at an appropriate time, focusing on the child's progress to date and the effectiveness of the Education Plan.

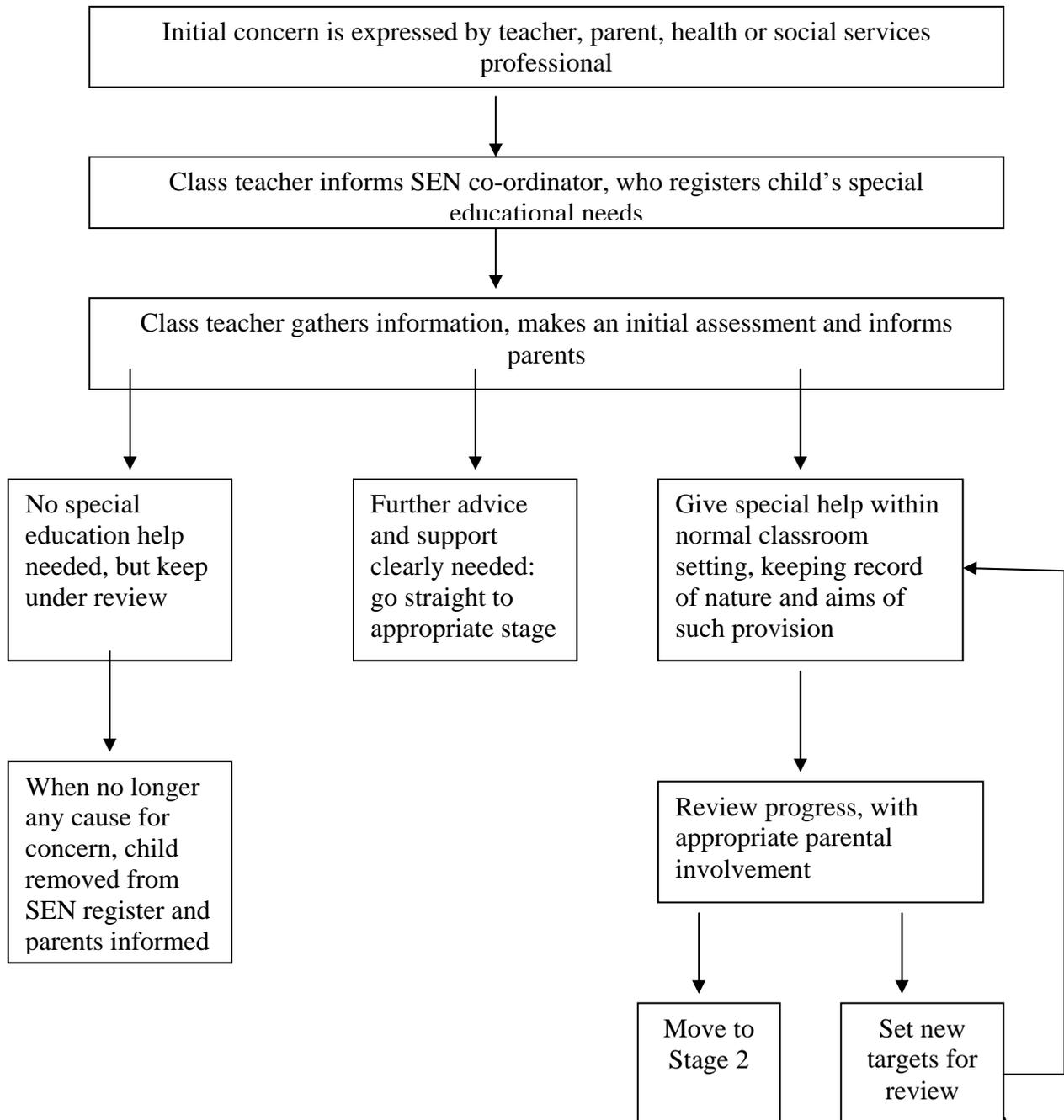
The outcome of the review may be that:

- the child continues at Stage 3
- the child reverts to Stage 1 or 2
- the child is referred to the Board for statutory assessment.

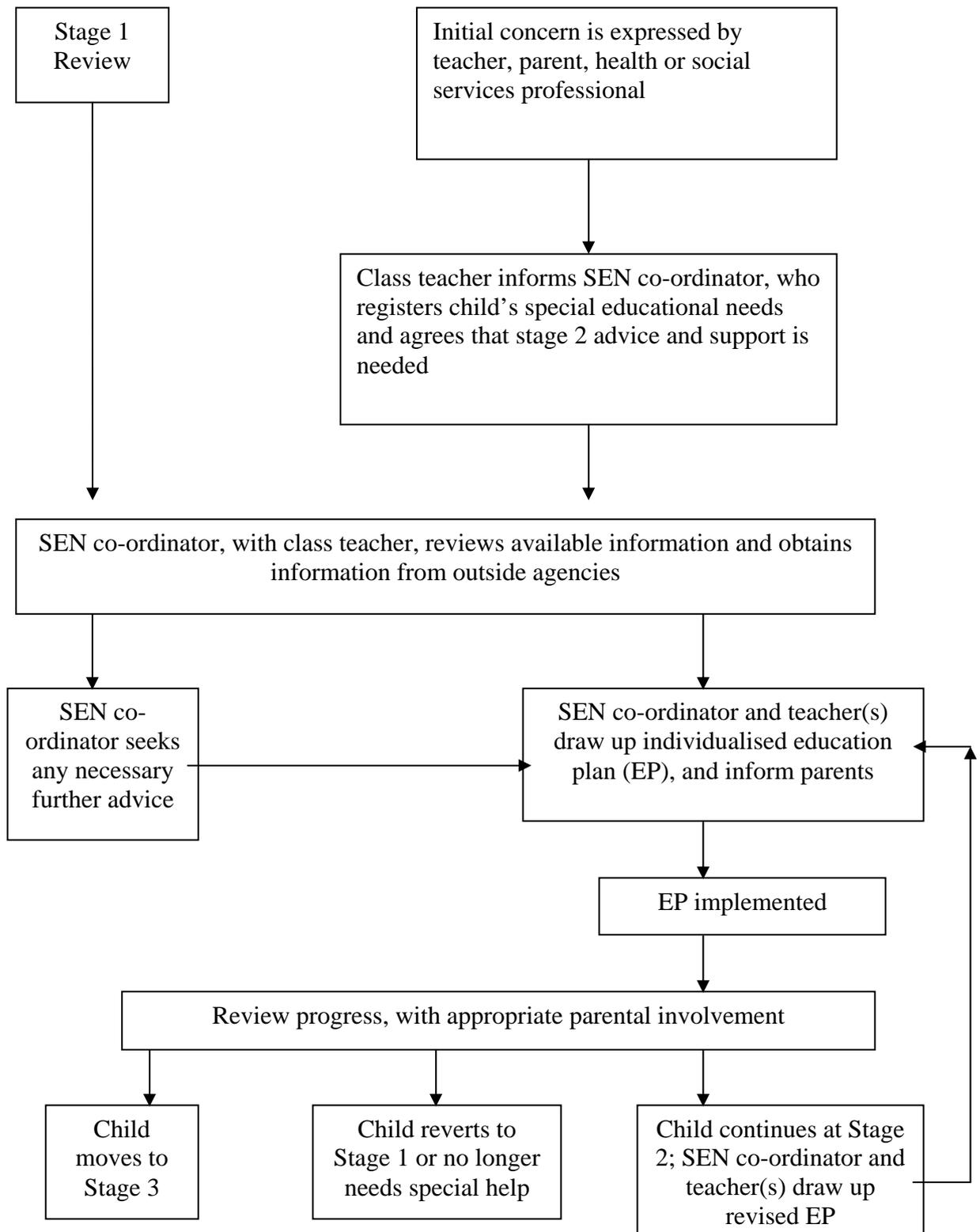
Parents will be informed of a Stage 3 review meeting, concerning their child.

Ref: Code of Practice on the Identification and Assessment of Special Educational Needs. D.E.N.I. (1 September 1998)

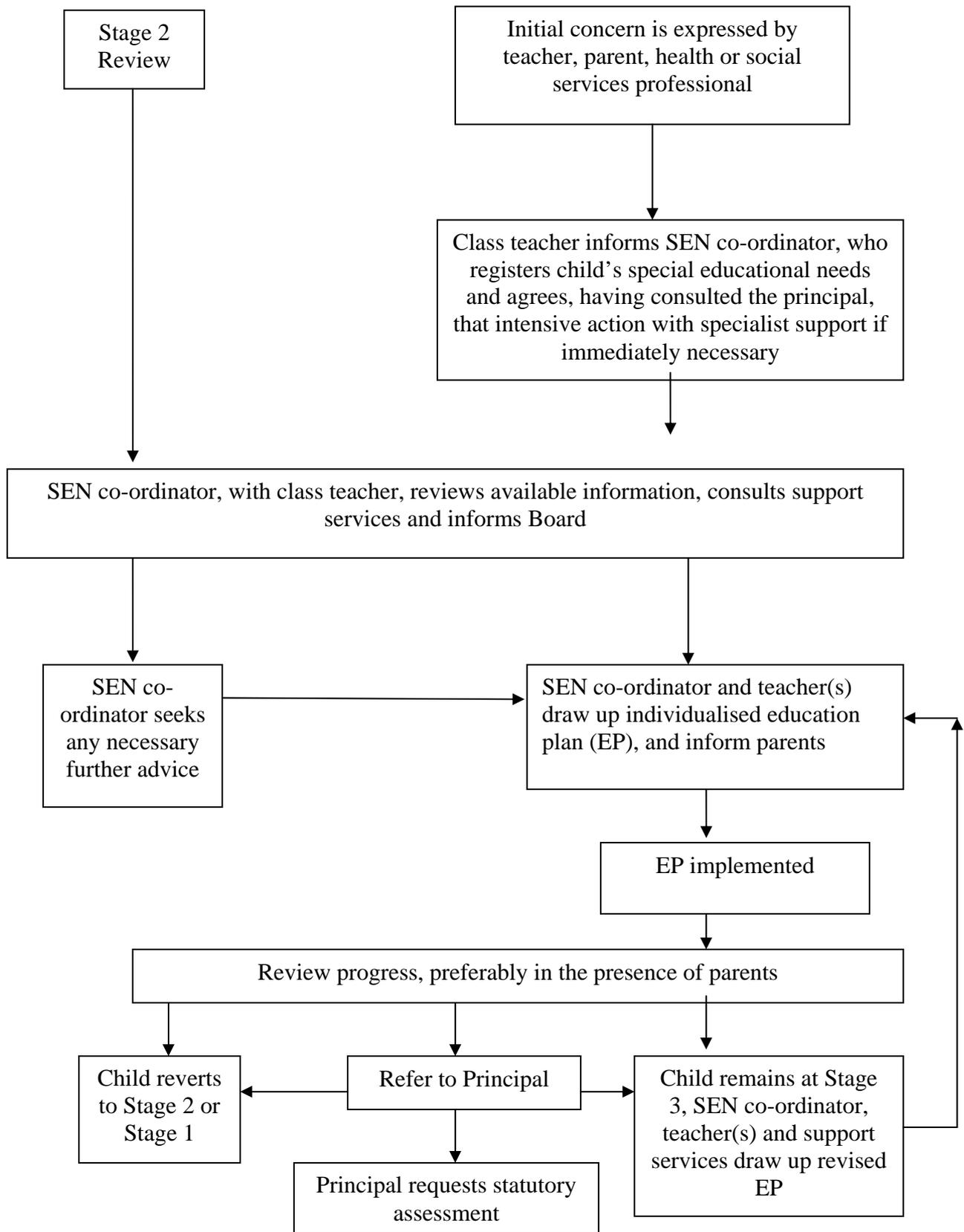
School – Based Stages: Stage 1



School – Based Stages: Stage 2



School – Based Stages: Stage 3



Board Based Stages

Stage 4 – procedures

Stage 4 is usually initiated by decisions taken at Stage 3 review. The school will then refer the pupil to the Board with reasons and supporting evidence.

The Board will consider the need for statutory assessment and proceed as necessary.

Stage 5 – procedures

Stage 5 is initiated by decisions taken at Stage 4 as a result of statutory assessment.

Action:

The Board will draw up a proposed Statement and send this to parents. They will then consult parents and school with respect to a placement.

After this has been agreed a final Statement will be issued and special educational provision arranged. All Statemented children must have an annual review. ELBs are required to review all Statements at least annually and these reviews should be seen as part of the process of continuous assessment.

The Annual Review

The annual review has the following objectives:

- to assess progress towards meeting the objectives specified in the Statement
- to assess progress towards meeting targets set
- to review the special provision made for the child
- to consider, in light of the child's performance any additional needs which may have become apparent, whether it might be appropriate to
 - cease to maintain the Statement
 - amend the Statement
 - have no change made to the Statement.

The ELB initiates the review by formally requesting the Principal, in writing, to convene a review (on behalf of the ELB). The school must be given at least two months notice. (Issues 1 October 2010 in SEELB). The following people are invited to attend the review:

- ELB representative (Principal or Statementing Officer)
- Statemented child's parents or social worker (if a looked after child (LAC))
- Relevant teacher (SENCO, form teacher, literacy/numeracy support teacher, as appropriate)
- Classroom assistant, as appropriate
- The Statemented child, as appropriate
- Any other representative from an external agency involved, as appropriate.

In preparation for the Annual Review meeting :

- The school requests written advice from parents and any others considered to have a contribution to make
- Where possible, the school encourages the Statemented child to provide their own account of their progress.

These annual reviews take place between January and March of the school year and relevant documentation is posted to Special Education Section by 28th April, of that academic year.

Ref: Part 6 of “Code of Practice” (1998); “5 Board Annual Review notes of Guidance”

The Transition Plan

Transition begins after the Statemented child is 14 years of age until they leave school or their Statement ceases. The transition plan meeting takes place within the annual review. The objectives of the transition plan are:

- To plan coherently for the Statemented child’s transition to adult life
- To draw together information from a range of individuals
- To aim to identify the Statemented child’s post school options, best preparing them to achieve or attempt these.

The transition plan is created/amended using information from the meeting i.e. the school, by parents, pupils, and invited voluntary/statutory organisations. The transition plan should be as detailed as possible as this document will be used and circulated often without any other information or annual review documentation. The transition plan is returned to the ELB with the annual review documentation.

Mrs Elliott, School’s SENCO, will encourage a close partnership between parents, pupils and professionals in all aspects of decision making, communication, consultation and agreement through stages 1-5.

17. ARRANGEMENTS FOR CO-ORDINATING PROVISION

The Role of the Governors

A school’s Board of Governors has a responsibility to:

- determine and keep under review the school policy for SEN/DIS/AEN
- have regard to its policy in ensuring that the pupils’ special educational needs are met
- inform parents if making SEN provision (Article 9)
- report annually to parents on provision for pupils with SEN/DIS/AEN
- ensure that all statutory requirements regarding SEN/DIS/AEN are met.

The Role of the Principal

The Principal has a responsibility to:

- manage provision for pupils with SEN/DIS/AEN
- keep governors fully informed about special education provision
- work closely with the special educational needs co-ordinator (SENCO)
- co-ordinate staff development and INSET for SEN
- be aware of all statutory developments regarding SEN
- fulfil statutory responsibilities, delegating as appropriate
- ensure links between SMT & SENCO.

The Role of the SENCO

The Special Educational Needs Co-ordinator has a responsibility to:

- oversee and co-ordinate the operation of the school policy for SEN/DIS/AEN
- provide support and advice for colleagues, i.e. all staff
- maintain a register of pupils with SEN/DIS/AEN
- liaise with other professionals who have responsibilities towards pupils with SEN/DIS/AEN
- advise on appropriate resources
- keep up to date with current statutory developments regarding SEN/DIS/AEN
- report to the principal and SMT regarding provision for pupils with SEN/DIS/AEN
- help to identify and contribute to staff development/INSET.

The Role of the SEN Support Teacher

The Learning Support Team (or SEN Support Teacher) has a responsibility to:

- work in conjunction with the SENCO to identify pupils' SEN/DIS/AEN requirements
- work in conjunction with the SENCO to draw up education plans and identify targets for pupils who have SEN/DIS/AEN
- provide support in the classroom for pupils with SEN/DIS/AEN as appropriate
- provide withdrawal support for pupils special educational needs as appropriate
- participate and contribute to reviews regarding a pupil's progress.

The Role of the Head of Department and Subject Teacher

Supported by the H.O.D., the Subject Teacher has a responsibility to:

- address the needs of pupils in his/her class who have SEN/DIS/AEN
- work in conjunction with the SENCO to identify pupils' special educational needs
- address the targets in pupils' education plans through the medium of his/her own subject
- ensure that work is appropriately differentiated
- participate and contribute to reviews regarding a pupil's progress
- work with the classroom assistants and Learning Support Team to address the targets in pupils' education plans.

The Role of the Form Teacher

The Form Teacher has a responsibility to:

- work in conjunction with the SENCO and other staff as appropriate, to gather information on specific pupils, in order to identify targets and draw up education plans
- link with parents as and when appropriate.

The Role of the Classroom Assistants

Where a classroom assistant is employed to support an individual pupil who has a statement of special educational needs, he/she has a responsibility to:

- know the implications of the pupil's disability (physical/educational/emotional)
- provide in-class pupil support under the direction of a class or subject teacher
- foster peer group acceptance
- oversee the safety and well-being of the pupil at all times
- promote independence
- assist with classroom preparation and classroom organisation to support the inclusion of pupils with SEN/DIS/AEN
- assist in target setting and in the gathering of information for review meetings
- share information with SENCO and parent at annual review meetings
- support the concept of inclusion with the "mixed ability" structuring of junior school.

18. PARTNERSHIPS WITH PARENTS

We value the knowledge, experience and views of parents and seek to establish a partnership with them in sharing information and in making appropriate provision for all pupils.

1. Arrangements for responding to enquiries and questions from parents

At the beginning of term 2, parents of children with Special Educational Needs are asked to attend a formal meeting with the SENCO in order to discuss their child's provision.

Information is exchanged and procedures agreed. Parents are encouraged to take the initiative in organising a follow-up meeting, later in the year.

2. Arrangements for passing information to parents

Information is exchanged at:

- parent-teacher meetings
- consultations with SENCO
- informal meetings with Form Teachers and subject teachers
- telephone calls
- school website.

3. Arrangements for involving parents in provision for their children

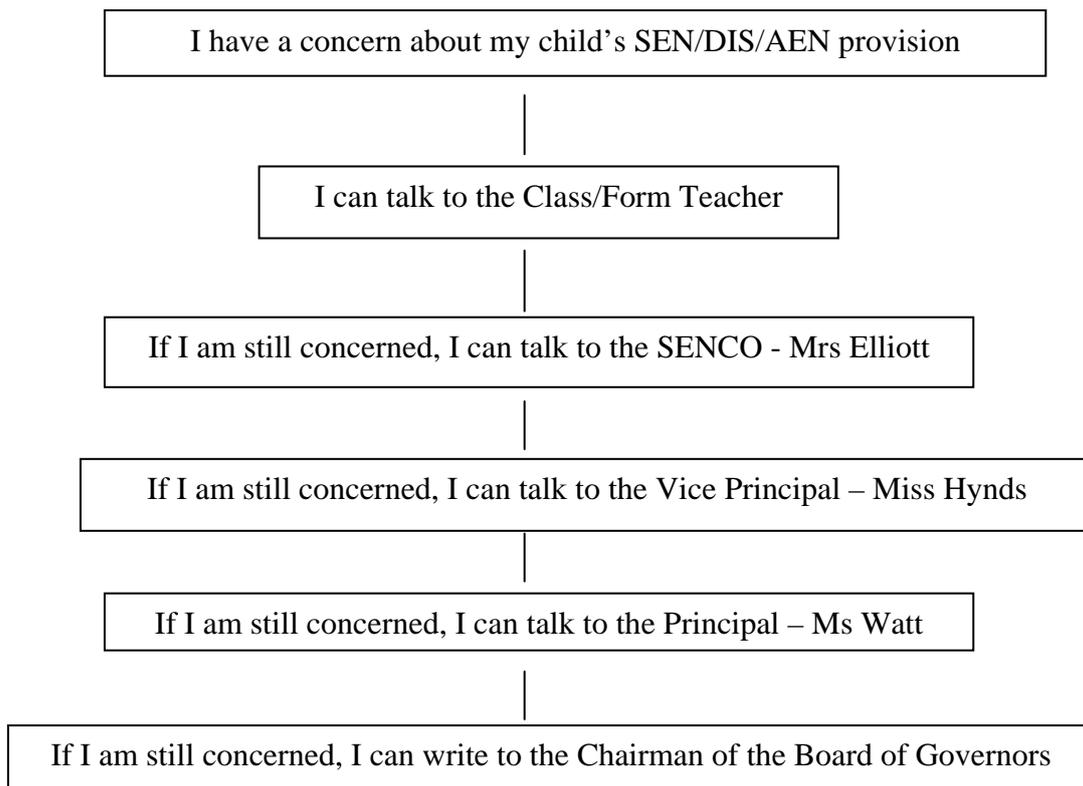
Parents are encouraged to:

- regularly monitor their child's homework diary
- support SEN spelling, reading and maths programmes
- encourage their child to bring to school all necessary text books and equipment
- develop their child's personal organisation skills regarding school work and homeworks
- attend review meetings
- contribute to IEPs and sign IEPs.

4. Parental concerns

Parents of children with SEN/DIS/AEN have the right to raise concerns about a child.

How a parent can make their SEN/DIS/AEN concerns known to the school:



19. LINKS WITH OTHER SCHOOLS AND AGENCIES

- Contact with feeder schools takes place in term 3 of the academic year when Primary School Liaison Teacher, Miss V Harrison, and SENCO, Mrs Elliott, visit our contributory primary schools.
- Contact with schools in the Ballynahinch Learning Community Partnership.
- Contact with follow-on schools is established via the Principal, the Careers Department or the Head of Senior School depending on individual circumstances.
- The sharing of expertise with other schools is achieved by means of cluster group meetings. Also regular meetings take place between the SEN Adviser, Dr B Montgomery and SEN team of Mrs Elliott, Mrs Johnston, Mrs Stranney, Mrs Laffin, Miss Hynds and the classroom assistants.
- Contact with outside agencies is welcomed – the most regular at Saintfield High School being with outreach support agencies, Health and Social Services and the Training and Employment Agency.
- In keeping with SENDO legislation, links with external agencies will be developed as and when appropriate.

20. STAFF TRAINING NEEDS

Saintfield High School is committed to the training needs of teaching and non – teaching staff. This is addressed through IN-Service training and Staff Development.

This policy is one of many policies in Saintfield High School and was formulated in accordance with the Pastoral, Curriculum, Child Protection, Behaviour, Transition and Admissions policies for Saintfield High School.

This policy was formulated by Mrs Elliott and Mr McCracken in consultation with all staff. Advice and support was provided by the SEELB SEN Adviser, Dr B Montgomery. It has been adopted by the Board of Governors and will be monitored and evaluated annually to take account of future developments.

This policy was adopted by the Board of Governors of Saintfield High School on 27th June 2011.