



# **St Mary's Christian Brothers' Grammar School**

## **Special Educational Needs and Inclusion Policy**

**October 2020**

## **Aims**

In keeping with our school ethos, we are committed to meeting the Special Educational Needs (SEN) of our students.

- We promote inclusion throughout the school, celebrate diversity and challenge discrimination.
- We aim to provide a broad and balanced curriculum and provide a stimulating and nurturing environment in which all pupils, including those with additional educational needs, feel supported, feel confident and enjoy learning.
- We aim to ensure that pupils experiencing barriers to learning are identified as early as possible in their school careers and benefit from necessary interventions and supports.
- We aim to employ a range of strategies to facilitate high quality teaching and learning and ensure that differentiation allows pupils to work at a pace appropriate to their abilities.

## **Objectives**

- ❖ To enable the school to identify, assess and diagnose any ‘Special Educational Needs’ of new admissions.
- ❖ To facilitate the dissemination of the above information to all relevant staff.
- ❖ To ensure that these identified needs are met by appropriate means within the mainstream curriculum.
- ❖ To enable close consultation and partnership between parents of children and SEN and the school.
- ❖ To enable the provision of an advisory service to the school’s SLT on the needs of individual children.
- ❖ To raise awareness of Heads of Faculty/Department on specific needs within their curricular areas.
- ❖ To facilitate an effective liaison with all relevant external support agencies.
- ❖ To set achievable targets within the Personalised Learning Plans of pupils on the SEN Register, monitor progress and record outcomes
- ❖ To enable the school to fulfil any statutory obligations required by current legislation.

## **Identification**

- ❖ St. Mary’s recognises and values the knowledge and experiences of the feeder schools in the identification of SEN.
- ❖ St. Mary’s will attempt to foster close links with the teachers of pupils who are about to transfer to the secondary phase.
- ❖ St. Mary’s will respond to the request of parent(s) for an educational assessment of a son subject to the availability of a referral under our priority procedure
- ❖ St. Mary’s will act in the best interests of pupils as identified by available data.

## **What is SEN (Special Educational Needs)?**

The term ‘**special educational needs**’ is defined in the ‘Code of Practice for the Early Identification and Assessment of Special Educational Needs (1998)’ as ‘**a learning difficulty which calls for special educational provision to be made**’.

‘**Learning difficulty**’ means that:

- a) the child has significantly greater difficulty in learning than the majority of children of his/her age;
- b) the child has a disability which hinders his/her use of everyday educational facilities.

It must be remembered that very often children identified as having special educational needs exhibit a ‘**range of difficulties**’ some temporary and some more permanent. It is important therefore that we as teachers try to understand the possible causes and range of their ‘learning difficulties’ and how we can offer the quality of teaching which will enhance their learning environment.

It is also important to note that a child on the special needs register should be availing of **provision which is additional** to that required of their peers, in order to access the curriculum or the school environment. A child who is recording low scores, but making progress commensurate with their ability, should be supported by reasonable adjustments and a differentiated curriculum. They may require additional literacy and/or numeracy support, but will not necessarily be added to the official Special Needs Register.

A child placed at Stage 3 should be availing of additional provision which has been **engaged by the school**.

Evidence from relevant HSCT, medical professionals and/or Educational Psychology Service will be required to support a child’s inclusion on the Special Needs Register.

### **Definition of ‘Disability’**

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. ‘Long-term’ in this context is regarded as a period of more than 12 months.

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

**The school will make final decisions about pupils to be placed on their Special Needs Register.**

## **Co-ordinating Provision**

### **Role of the Board of Governors**

- To oversee the promotion of inclusive practice within the school
- To keep under review, the school policy for special educational needs and inclusion
- To have regard to its policy in ensuring that provision is made for all pupils with special educational needs and disabilities
- To report annually to parents on the steps taken to implement the school's special educational needs policy

### **Role of the Principal**

- To ensure that account is taken of the provisions of the Code of Practice (1998) on identifying, assessing and providing for pupils with special educational needs
- To ensure that teachers in the school are aware of the importance of early identification of pupils with special educational needs and of providing appropriate teaching
- To allocate funding for special educational needs and disabilities
- To keep the Board of Governors fully informed on all aspects of inclusion and provision for pupils with special educational needs and disabilities.

### **Role of the Vice-Principal (Pastoral)**

- To support the SENCo in the identification of and provision for pupils with special educational needs and disabilities

## **Role of Heads of Department**

- To ensure that all members of the department are familiar with procedures for the support of pupils with special educational needs
- To ensure that there is reference in departmental policies to appropriate differentiation and strategies to make provision for pupils with special educational needs
- To liaise with the SENCo in ensuring that pupils' special educational needs are met within the department
- To build a supply of departmental resources
- To avail of support from the EA and SENCo in developing awareness of SEN issues.

## **Role of SENCO**

The SENCo, in collaboration with the principal and governing body, plays a key role in helping to determine the strategic development of the Special Needs Policy and provision in the school to raise the achievement of pupils with special needs. A SENCo is required to develop a knowledge, understanding and range of skills to co-ordinate SEN in schools. The SENCo works in a co-ordinating role, rather than having total responsibility, for the identification, assessment and provision for those pupils with special needs and disabilities within the school.

The key responsibilities of the SENCo include:

- operating the SEN policy on a day-to-day basis
- responding to requests for advice from other teachers
- conducting diagnostic assessments
- co-ordinating all SEN provision, including Examination Access Arrangements
- producing pupil Personalised Learning Plans (**see Appendix 1**)
- liaising with the various teachers teaching pupils with SEN
- making available all relevant information to teachers and appropriate guidance
- maintaining a SEN register
- liaising with parents of SEN children
- establishing SEN inset training for staff
- liaising with external support e.g. our school nurse, AAIS
- liaising with internal support e.g. our Literacy & Numeracy Co-ordinators
- liaising with the school's examination Officer regarding examination access arrangements for identified pupils in internal and external examinations.
- maintaining a dialogue with SLT through the Pastoral Vice-Principal
- reviewing and evaluating the effectiveness of provision.

## **The role of Subject Teachers**

- To work in conjunction with the SENCo to identify pupils with special educational needs
- To retain overall responsibility within the class for pupils who have special educational needs or disabilities
- To work towards meeting the needs of the individual pupils who are on the Special Needs Register, by implementing appropriate education plans, addressing targets through their own subject
- To ensure that work is appropriately differentiated, with varied teaching and learning strategies or alternative classroom organisation
- To monitor the progress of pupils with special educational needs
- To participate in and contribute to reviews of children with statements of special educational needs

## **The role of the Classroom Assistant**

A classroom assistant employed to support an individual pupil with a statement of special educational needs has a unique responsibility. Through continuity of care, they will develop a close personal relationship with the pupil and a comprehensive understanding of the pupil's individual needs. Within this working relationship, they will establish the pupil's strengths and weaknesses, particular interests and dislikes. They will employ positive, motivational techniques unique to the pupil and provide reassurance when necessary. Further direction for classroom assistants is provided in the Classroom Assistants' Handbook which is produced and updated annually by the SENCo.

### **Specifically, the role is to:**

- Support each pupil's academic development by
- Monitoring each pupil's response to learning tasks, if necessary modifying the tasks as agreed with the teacher
- Consistently and effectively implementing recommended strategies; monitoring and evaluating the success of these strategies.
- Creating appropriate resources to support a pupil's learning
- Support each pupil's social and emotional development both in and out of the classroom and promote acceptance and inclusion within the school community, encouraging pupils to interact with each other in an appropriate and acceptable manner.
- Provide motivation to the pupil by positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
- Assist with the development of the pupil's education plan, ensuring ownership of targets by the pupil.
- Participate in ongoing monitoring and evaluation of pupil progress towards achieving targets and provide regular written feedback to the SENCo, including comment on the effectiveness of IEP strategies.
- Give practical assistance to the pupil with the management of his/her learning environment, including organisation of resources and physical needs
- Support behaviour management as appropriate
- Prioritise the ongoing development of the pupil's independence in preparation for adult life
- Maintain regular communication with parents
- Attend appropriate in-service training

## **Categories of Special Educational Needs**

**There are five overarching categories SEN categories which can be used by schools when children are placed on the SEN Register:**

1. Cognition and Learning (CL)
2. Social, Behavioural, Emotional and Well-being (SBEW)
3. Speech, Language and Communication Needs (SLCN)
4. Sensory (S)
5. Physical Needs (PN)

### **Specific SEN Categories**

1. Cognition and Learning – Language, Literacy, Mathematics and Numeracy
  - 1a. Dyslexia or Specific Learning Difficulty Language/Literacy
  - 1b. Dyscalculia or Specific Learning Difficulty Mathematics/Numeracy
  - 1c. Moderate Learning Difficulties
  - 1d. Severe Learning Difficulties (SLD)
  - 1e. Profound and Multiple Learning Difficulties (PMLD)

2. Social, Behavioural, Emotional and Well-Being
  - 2a. Social and Behavioural Difficulties
  - 2b. Emotional and Well-being Difficulties
  - 2c. Severe Challenging Behaviour associated with SLD or PMLD
  
3. Speech, Language and Communication Needs
  - 3a. Developmental Language Disorder
  - 3b. Language Disorder associated with a differing biomedical condition
  - 3c. Communication and Social Interaction Difficulties
  
4. Sensory
  - 4a. Blind
  - 4b. Partially Sighted
  - 4c. Severe/Profound Hearing Impairment
  - 4d. Mild/Moderate Hearing Impairment
  - 4e. Multi-sensory Impairment
  
5. Physical Needs
  - 5a. Physical

### **Admission Arrangements and SENDO**

Accordingly, the admission arrangements for pupils with special educational needs and /or disabilities are consistent with general arrangements for all pupils in the school.

With regard to children with statements of special educational needs, the Education Authority take account of parental wishes and names a school as part of the child's statement. When seeking to place a pupil with a statement of special educational needs, the Education Authority (EA) will take into account the ability of the school to meet the special needs of the child, the provision of efficient education for other children in the class or school and the efficient use of resources.

### **Accessibility**

The school will endeavour to make reasonable adjustments and take relevant and purposeful measures to ensure accessibility for all members of the school community in relation to:

- accessing the premises
  
- accessing the curriculum
  
- accessing information - e.g. verbal, written or electronic.

## Children with SEN – Whose responsibility?

In school, children with a SEN are the responsibility of all members of staff involved in the education and welfare of the child. St Mary's CBGS follow the five stage approach from the Code of Practice. (1998).

<b>Stage 1</b>	A need is recognised by Subject/Form teacher	<ul style="list-style-type: none"> <li>Form/Subject teacher creates an action plan and makes all other teachers involved with child of their concern and course of action with set review date</li> <li>Each department should have policy/structures in place to cope</li> <li>Inform SENCO to allow for registration on register.</li> </ul>
<b>Stage 2</b>	SENCO devises a suitable P.L.P.	<ul style="list-style-type: none"> <li>SENCO circulates P.L.P. to Subject Teachers to amend for subject-specificity</li> <li>SENCO keeps record of P.L.P. and informs parents</li> <li>A review date is set.</li> </ul>
<b>Stage 3</b>	SENCO devises a suitable P.L.P.	<ul style="list-style-type: none"> <li>SENCO contacts outside agencies for assistance - e.g. Educational Psychologist, Peripatetic Service</li> <li>Parents informed.</li> </ul>
<b>Stage 4</b>	SENCO devises a suitable P.L.P as at stage 3	<ul style="list-style-type: none"> <li>SENCO refers child for statutory assessment</li> <li>All information from stage 1 to 3 collated for referral</li> <li>Educational Psychologist Service perform assessment.</li> </ul>
<b>Stage 5</b>	A statement of special educational need is produced and is a legal entitlement to provision	<ul style="list-style-type: none"> <li>A P.L.P. is produced as at stage 3 using advise from the statement</li> <li>SENCO conducts annual review with the parents and relevant teachers and bodies.</li> </ul>

All teaching staff have a responsibility to inform themselves of a pupil's circumstances. School records for each class are readily available. At the beginning of each school year, the SENCO will ensure the availability of a SEN register with individual pupil details. Staff have the responsibility of identifying pupils in their classes from this register. The SENCO will directly approach teachers if a new intake during the school year has special needs. Substitute teachers will be briefed individually by the SENCO.

All Classroom assistants for pupils with statements are directed in their duties by and liaise with the SENCO and the Pastoral Vice-Principal.

## Assessment

SENCO, in tandem with the Literacy and Numeracy Coordinators, work and use a number of strategies and tests to assess pupils for difficulties:

- The English Department use the Vernon Graded Spelling Test on all classes, Years 8 to 12, and pass on the scores to SENCO.
- SENCO uses the Vernon Graded Spelling Test, to assess the need to apply for extra time in GCSE and AS/A2 examinations.
- SENCO uses the 10-minute free writing test is also used to assess pupils for extra time.
- SENCO used Lucid Exact to assess pupils for additional time.

- SENCO uses the Cognitive Ability Test 3 (CAT4) on KS3 pupils to have standardised, objective assessment of the pupils to assist in the diagnosis and assessment of any educational need. SENCO uses a Dyslexia Screening Test on pupils if a teacher or parent is concerned with the progress of a pupil and would like to rule this out as a source of the difficulty.
- SENCO and the Numeracy Coordinator use an Arithmetic/Mathematics Test to assess a Mathematics age to identify pupils at induction time who may experience difficulty with Mathematics.
- SENCO engages pupils in setting and reviewing their personal targets.
- SENCO has an involvement with the school's recovery programme in English & Mathematics

## **Personalised Learning Plans**

A PLP will be put in place when a pupil's learning is not ensured through current classroom strategies.

A pupil's PLP will include information about:

- The nature of the pupil's need(s)
- The provision to be put in place
- Targets set in consultation with the pupils and their parents(s)
- Recommended teaching strategies

The requirements underpinning all Personalised Learning Plans are that:

- All targets should be achievable for the pupil and the teacher(s)
- The PLP must be considered in the context of the overall class management of all pupils and staff
- Time allocated for the delivery of the PLP should be integral to classroom and curriculum planning.

The P.L.P.s of pupils at Stages 2-5 are monitored on an ongoing basis and reviewed bi-annually.

## **Annual Reviews**

Where a pupil is the subject of a Statement of Special Educational Needs (Stage 5), an Annual Review of his/her statement is arranged by school in order to evaluate the pupil's progress towards the objectives specified in the statement. The special provision made for the pupil is reviewed and it is determined whether changes to the statement are required. Prior to this meeting, contributions are requested from and invitations issued to parents, the pupil, external agencies and classroom assistants supporting the pupil. At the meeting, reports from teachers on pupil progress are discussed, and all parties are invited to contribute. Any additional needs which have become apparent are highlighted and targets established for the next six months. From the age of fourteen, a pupil's Annual Review incorporates transition plans, in preparation for moving to the next stage of education and adult life; consideration is given to career choice, supported by input from careers' advisers; pupil and parents are advised of special needs provision available at university and further education colleges and the pupil is supported in moving to third level education.





## Pupil Learning Profile

<b>Pupil Name:</b>		<b>DOB:</b>	<b>Class:</b>	<b>Academic Year:</b>
<b>SEN Category – Stage 5</b>			<b>Education Psychologist Report available:</b>	Yes <input checked="" type="checkbox"/> Linked Documents
<b>Examination Concessions</b>			<b>Classroom Assistant Support:</b>	Yes

**Important information about you  
(inside and outside of school):**

<b>Tell me about yourself</b>
<b>What is your 'Big Plan'</b>
<b>What are you good at?</b>
<b>What things do you struggle with?</b>

**Important information from your parent/carers:**

<b>What are your son's strengths?</b>
<b>What hopes do you have for him this year?</b>
<b>What changes would you most like to see him make?</b>
<b>Are you willing to support your son and St Mary's working towards his targets?</b>

<b>I would like to know more about my difficulties:</b>	<b>I find it difficult to:</b>
<b>It would help if you could:</b>	<b>Additional Support:</b>

### DATA/ONGOING SCHOOL ASSESSMENT

<b>Date:</b>							
<b>Test:</b>	CAT Score	PTE	PTM	Spelling age	Free writing score	Lucid word recognition	Lucid reading comp accuracy
<b>Score:</b>							
<b>Date:</b>							
<b>Test</b>	Lucid Reading comp speed	Lucid spelling	Lucid typing speed	Lucid handwriting speed			
<b>Score</b>							

<b>Preferred Learning Style:</b>

**Phase 1 (October – January)**

Targets	Suggested Strategies	
		I have met this target <input type="checkbox"/> I am still working towards this target <input type="checkbox"/> I have not met this target <input type="checkbox"/>
		I have met this target <input type="checkbox"/> I am still working towards this target <input type="checkbox"/> I have not met this target <input type="checkbox"/>
		I have met this target <input type="checkbox"/> I am still working towards this target <input type="checkbox"/> I have not met this target <input type="checkbox"/>

<b>Discussion Points/Evaluation</b>	<b>Phase 1</b>	<input type="checkbox"/> Remove from SEN Register <input type="checkbox"/> Move to Stage _____ <input type="checkbox"/> Remain at Stage _____ <input type="checkbox"/> Refer pupil for Statutory Assessment

**Phase 2 February – June)**

Targets	Suggested Strategies	
		I have met this target <input type="checkbox"/> I am still working towards this target <input type="checkbox"/> I have not met this target <input type="checkbox"/>
		I have met this target <input type="checkbox"/> I am still working towards this target <input type="checkbox"/> I have not met this target <input type="checkbox"/>
		I have met this target <input type="checkbox"/> I am still working towards this target <input type="checkbox"/> I have not met this target <input type="checkbox"/>

<b>Discussion Points/Evaluation</b>	<b>Phase 2</b>	<input type="checkbox"/> Remove from SEN Register <input type="checkbox"/> Move to Stage _____ <input type="checkbox"/> Remain at Stage _____ <input type="checkbox"/> Refer pupil for Statutory Assessment

<b>Parent(s) Comments:</b>
<b>Signature:</b> _____ <b>Date:</b> _____

<b>APPROVALS</b>	
<b>Principal:</b>	
<b>Chair of the Board of Governors:</b>	
<b>Date of Approval by Governors:</b>	
<b>Date of next annual review:</b>	