

LEARNING SUPPORT/SPECIAL EDUCATION NEEDS (SEN) AND INCLUSION POLICY

Bangor Grammar provides a learning environment which values diversity, where boys are encouraged to maintain high standards of self-discipline and supported to become independent learners and citizens equipped to make moral, social, personal and professional choices in an increasingly complex society.

DEFINITION OF 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, or has a disability which hinders his or her use of the kind of facilities provided in ordinary schools. “Special educational provision” means educational provision which is different to or additional to, provision made generally for children of comparable age.

“Disability” is defined as being ‘where a pupil has a physical or mental impairment, which has a substantial or long-term (more than one year) adverse effect on his/her ability to carry out normal day to day activities’.

LEGISLATIVE FRAMEWORK

In accordance with the *Education (NI) Order 1996: Code of Practice on the Identification and Assessment of Special Educational Needs (1996 Order)* and the *Education (NI) Order 1996* as amended by the *Special Educational Needs and Disability (NI) Order 2005 (SENDO) (Supplement to the Code of Practice on the Identification and Assessment of Special Educational Needs)*. September 2005

All members of the school community have a responsibility to act in accordance with the Supplement to the Code of Practice (SENDO).

AIMS OF THE SCHOOL POLICY

- To ensure that the educational needs of **all** pupils are met. Pupils with special education needs will have access to a full, broad and balanced curriculum and will be offered equal opportunities to achieve, with a range of strategies for teaching, learning and assessment being employed.
- To provide effective communication between Senior Management, teachers, governors, parents and external agencies, encouraging, in particular, parents and persons with parental responsibility, to recognise their central role in the education of their children.

OBJECTIVES

- By ensuring, through the SENCO that IEP's are written/reviewed annually.

- By encouraging staff to pass on areas of concern to the SENCO.

ADMISSIONS

The admission arrangements with respect to pupils with SEN are consistent with the school's general admissions criteria as detailed in the prospectus. The Headmaster administers these arrangements

Children with statements of special educational needs 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.

CHAIN OF RESPONSIBILITIES

The role of the Governors

The Board of Governors has responsibility to:

- Determine and keep under review the school policy for special educational needs.
- Have regard to its policy in ensuring that the pupil's special educational needs are met.
- Report annually to parents on provision for pupils with special educational needs.

The role of the Headmaster

The Headmaster has a responsibility to:

- Manage provision for pupils with special educational needs.
- Keep Governors fully informed about special educational provision.
- Work closely with those involved in providing special educational needs.

The role of the SENCO

The SENCO has responsibility for the day-to-day operation of the SEN policy and this includes:

- Helping to identify pupils with special needs.
- Advising the Headmaster and Senior Management as appropriate.
- Co-ordinating the SEN provision, liaising with teachers, parents, external agencies and support staff.
- Maintaining a SEN register and pupil records.
- Drawing up education plans in liaison with teachers and external agencies.
- Advising on the roles of support staff such as classroom assistants.

- Establishing and advising Senior Management on in-service training requirements for staff.
- Reviewing and evaluating the effectiveness of the school's special needs policy.
- Determining appropriate exam access arrangements.
- Carrying out Annual and Transition reviews for children with statements.
- Ordering and maintaining records of SEN resources.

The Role of the Vice-Principal (Pastoral)

- Work in conjunction with and support the SENCO to identify pupils' special educational needs.
- Work in conjunction with the SENCO to draw up targets for pupils with educational needs.
- Participate and contribute to reviews regarding a pupil's progress.

The Role of the teacher in charge of implementing the Special Educational Needs Disability Order ("SENDO")

- Work in conjunction with and advise the SENCO regarding Learning Support/SEN and Inclusion policy.
- Ensure the staff, governors and parents are aware of the Learning Support/SEN and Inclusion policy.
- Ensure the Learning Support/SEN and Inclusion Policy is carried out within the school.

The Role of Head of Year

Heads of Year have a responsibility to:

- Collect and record information about concerns, consulting other teachers as appropriate, and
- Make an initial assessment of the boy's special educational needs.
- Inform the SENCO.
- Provide or arrange special educational help within the normal curriculum framework
- Explore ways in which increased differentiation of class work, alternative teaching strategies or different class work organisation might better meet the boy's needs.
- Work in association with the SENCO to produce Individual Education Plans.

The Role of the Subject Teacher

The subject teacher has the responsibility to:

- Address the needs of pupils in his/her class who have special educational needs.

- Work in conjunction with the SENCO to identify pupils' special educational needs.
- Address the targets in pupils' education plans through the medium of their own subject.
- Ensure that work is appropriately differentiated.
- Participate and contribute to reviews regarding a pupil's progress.

IDENTIFICATION AND ASSESSMENT OF SEN

The school endeavours to identify as early as possible pupils with special educational needs. This is done by:

- maintaining liaison with feeder primary schools.
- effective communication with parents.
- staff observation and assessment records.
- specific input from the appropriate external agencies.

Apart from a cognitive disability, a pupil may have special educational needs arising from other factors.

Teachers must be alert to the following:

- pupils with a physical or sensory disability.
- parents who have communicated a concern.
- pupils with behaviour or relationship difficulties.
- a pupil who is falling behind his peer group.
- pupils with a previous history of special educational needs.
- a pupil who has had a lengthy period of absence.

School Based Stages.

The Code of Practice sets out a five stage approach to the identification of children having learning difficulties, the assessment of their special educational needs, and the making of provision to meet those needs. The first three stages are school based as follows:

Stage 1: teachers identify and register a child's special educational needs and consulting the HOY and/or SENCO, take initial action.

Stage 2: the SENCO takes lead responsibility for collecting and recording information and for co-coordinating the child's special educational provision, working with the child's teachers to produce IEP's.

Stage 3: specialists from outside the school support teachers and the SENCO.

Stage 1 (Appendix 1)

Subject teachers should express concern regarding a boy's progress to HOY or SENCO via the '**Record of Concern**' Form.

The Head of Year has overall responsibility at Stage 1. (see Role of HOY)

Stage 2 (Appendix 2)

Stage 2 begins with either a decision at a Stage 1 review, or following discussions between Head of Year, SENCO and parents, to proceed with early intensive action.

The SENCO takes the lead in assessing the boy's learning difficulty, and planning monitoring and reviewing the special educational provision, working with the Head of Year and subject teachers who remain responsible for working with the boy in the classroom.

The SENCO should:

- review information gathered at Stage 1.
- seek advice from the school's nurse or the boy's GP as to whether there may be educational implications connected with the child's health.
- gain advice on any involvement with the boy or family by the HSS Trust and/or the Educational Welfare Service; and any other necessary information from other agencies closely involved with the boy.
- consider whether to seek further advice from the SEELB Educational Psychologist before proceeding to draw up an individualized education plan. If further advice is required the SENCO should record the advice being sought and the interim arrangements made for the boy.

Individual Education Plan

The SENCO, working with the Head of Year and the subject teachers as appropriate, should ensure that an education plan is drawn up for the boy, taking into account as far as possible the boy's own views on his difficulties and the proposed solution as expressed to his Head of Year.

Parents should also be told of the action to be taken and advised how best to help their boy at home.

Review at Stage 2

The review should normally be conducted by the SENCO, in consultation with the Head of Year and, where possible, parents.

The outcome of the review may be that:

- the boy continues at stage 2
If progress has been satisfactory, a new or revised education plan may be drawn up. If progress remains satisfactory after two reviews, the SENCO may extend the period between reviews; or
- the boy reverts to Stage 1 or no longer needs special help.

If progress continues to be satisfactory for at least two review periods, the SENCO may decide that the boy no longer needs special provision under Stage 2. The boy may then be recorded as having special educational needs at Stage 1. If provision has been wholly successful, the boy may no longer need special help; the boy's name should still be kept on the SEN register until there is no longer concern about progress; or

- the boy moves to Stage 3.

If following two - or at most three - review period(s) at Stage 2, progress is not satisfactory, additional expertise should be sought and the boy should move to Stage 3. The SENCO and Head of Year should talk with the parents in person before moving the boy to Stage 3.

Stage 3 (Appendix 3)

Stage 3 begins with a decision either at Stage 2 review, or following discussions between the SENCO, Headmaster, Head of Year, subject teachers and parents, that early intensive action with external support is immediately necessary. The SENCO continues to take a leading role, working closely with the boy's Head of Year and subject teachers and sharing responsibilities for the boy with the appropriate external specialist services. The Education Board should obtain information from schools about pupils who are at Stage 3. To ensure that records are up-to-date, the Headmaster or SENCO should advise the special education needs section of the Education Board whenever a boy moves to Stage 3.

Information Required

On the basis of information and specialist views obtained at this stage, the SENCO should decide whether further professional advice is needed before drawing up a new education plan. The SENCO should record any further advice being sought and the interim measures being made.

Revised Education Plan (Stage 3)

In taking account of the boy's previous difficulties, it should set out:

- the nature of the boy's learning difficulty.
- the special educational provision required including school staff and other external specialists involved, frequency of support and any specific programmes, activities, materials or equipment.
- the nature of support required from parents at home.
- the targets to be achieved in a given time.
- any pastoral care, or medical requirements.
- the monitoring and assessment arrangements (some of which may be conducted by outside specialists e.g. educational psychologists).
- the review arrangements and date.

Review at Stage 3

The SENCO should convene Stage 3 review meetings. The first Stage 3 review should focus on the boy's progress, the effectiveness of the education plan, the need for any further advice and future action. In appropriate circumstances, external specialists from the Education Board may offer relevant advice.

The outcome of the review may be that

- the boy continues at Stage 3

If progress has been satisfactory, a new education plan may be drawn up. This should set new targets in light of the experience of the first plan. If progress remains satisfactory after two reviews, the SENCO, consulting with the Headmaster and the external specialists involved, may decide to increase gradually the period between reviews; or

- the boy reverts to Stage 1 or Stage 2

If progress continues to be satisfactory for at least two review periods, the SENCO, consulting with the Headmaster and the external specialists involved, may decide that the boy no longer needs external specialist intervention and special educational provision under Stage 3. The boy may then be recorded as having special educational needs at Stages 1 or 2, and action appropriate to those stages taken; or

- the Headmaster considers referring the boy to the SEELB for statutory assessment.

If, by the second Stage 3 review, the boy's progress is not satisfactory, the Headmaster, on the advice of the SENCO, should consider advising the SEELB that a statutory assessment might be necessary.

Parents should always be invited and encouraged to attend Stage 3 reviews, and should always be told the outcome. Where there is a question of the boy being referred for a statutory assessment, parents should always be consulted in person.

ANNUAL/TRANSITION REVIEWS

Pupils at Stage 5 require an Annual Review of their statement. This is chaired by the SENCO and takes place in the school.

The review involves:

- Inviting and requesting information from staff, parents, classroom assistants and external agencies involved with pupil.
- The aim is to monitor the progress of the student and determine whether changes are required to his statement of special educational need.
- If changes are suggested, the Education and Library Board are informed and should contact the school if the statement is to be updated or removed.

Transition reviews are carried out from age 14 (Year 10) until they leave school or their statement is removed

CURRICULUM INTEGRATION

In general, pupils with special educational needs at Stages 1 to 3 receive a broad and balanced curriculum in the normal classroom context. Where necessary, individualized help is provided and, when appropriate, special provision (e.g. extra time) is made when sitting examinations. The exam access arrangements are determined by the nominated specialist teacher using a reading and/or writing speed test.

RESOURCES

The Board of Governors determines annually the proportion of education resources to be made available to SEN provision.

Pupils with mobility difficulties (e.g. wheelchair users) only have access to classrooms on the ground floor of the buildings though short-term arrangements can be made in a small number of situations.

COMPLAINTS PROCEDURE

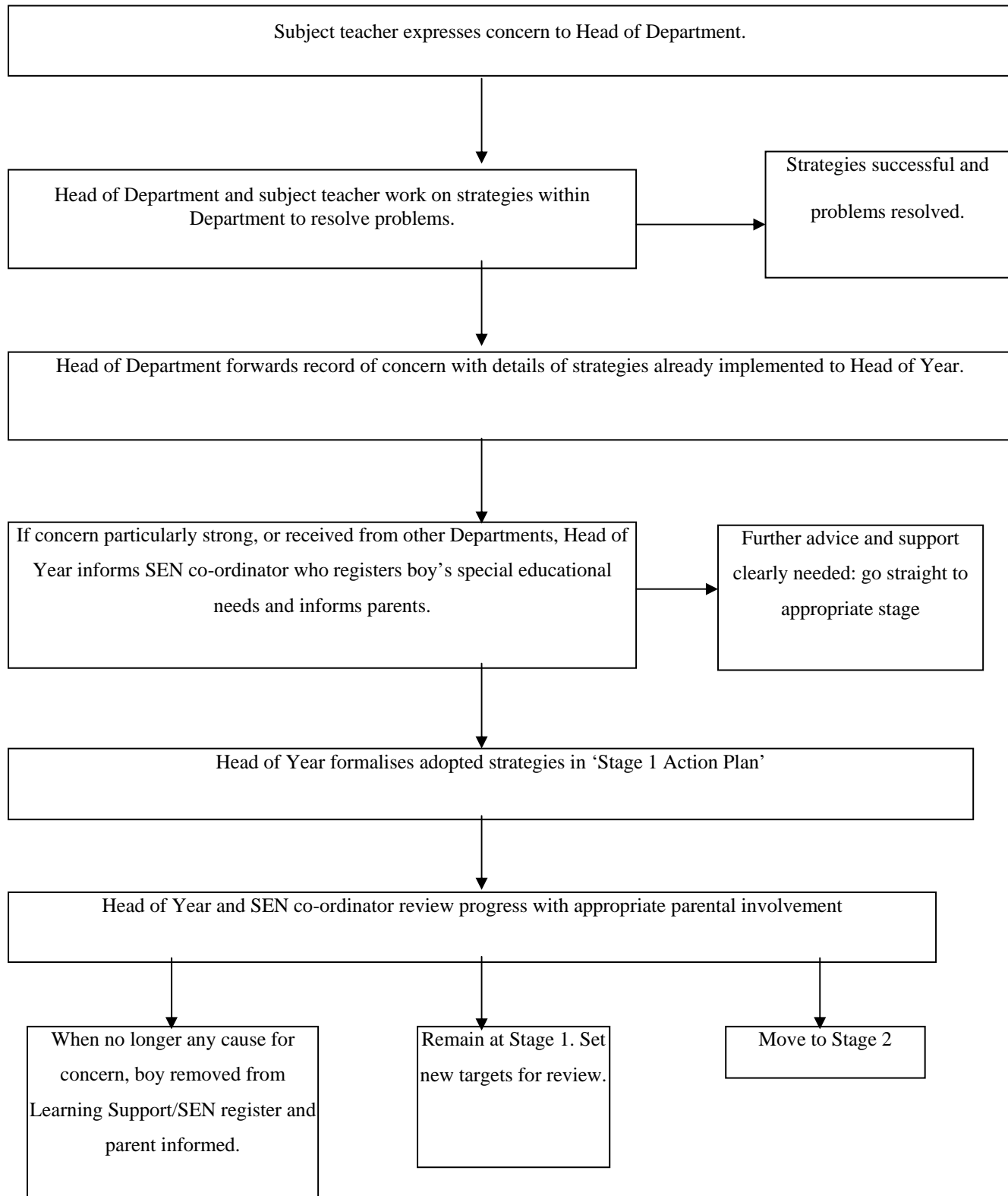
The SENCO records the complaint on the pupil's file and central file. The matter is investigated fully in collaboration with the Senior Teacher who has overall responsibility for SEN. The outcome is recorded, action taken where necessary and a report given to the parents.

EVALUATION

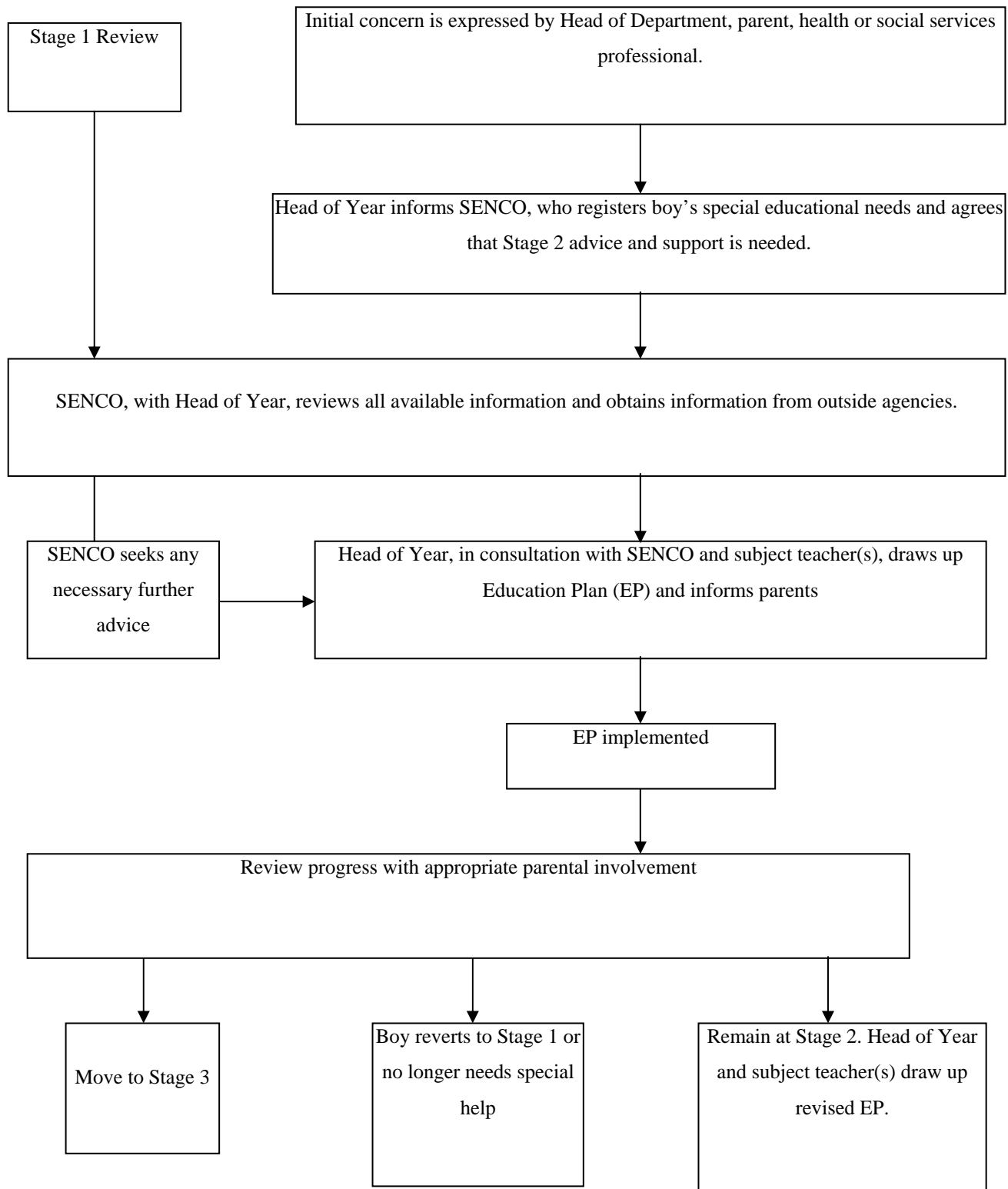
The Senior Management Team reviews the effectiveness of the SEN provision at least annually.

This review takes account of the monitoring and reporting carried out by the SENCO and the benefits accrued by the pupils involved.

Appendix 1: STAGE 1



APPENDIX 2: STAGE 2



Appendix 3: STAGE 3

