

Special Educational Needs (SEN) Policy

Rationale

Rainey Endowed School, through this policy document, seeks to ensure that the needs of all the pupils with special educational needs (SEN) will be addressed and provision made available to them throughout or at any time during their school career. In addition the school acknowledges their right to have access to a broad and balanced curriculum, including maximum possible access to the NI Curriculum and accordingly we will endeavour to facilitate these opportunities.

Legislation

The legal basis for the SEN policy is determined by:

- The Code of Practice on the Identification and Assessment of Special Educational Needs 1998 (hereafter referred to as the Code of Practice).
- The Special Needs and Disability (Northern Ireland) Order 2005 (hereafter referred to as SENDO). The new SENDO provision delivers a general duty to a strengthened right to a mainstream education for children with SEN. The provision seeks to enable more children, who have SEN, and a Statement to be included successfully within mainstream education.
- Supplement to the Code of Practice 2005.
- Every School a Good School 2009.
- Good Practice Guidelines 2009.

Definition

A child has 'special educational needs' if he/she has a learning difficulty, which calls for special educational provision to be made for him/her. A child has a 'learning difficulty' if:

- He/she has significantly greater difficulty in learning than the majority of children his/her age.
- He/she has a disability which either prevents or hinders him/her from making use of everyday educational facilities of a kind generally provided for children of his/her age in ordinary schools.

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

Aims

- To identify pupils with SEN as early as possible.
- To ensure full entitlement and access for pupils with SEN to high quality education within a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential and enhance their self esteem.
- To ensure that all pupils with SEN feel valued and have a positive self-image.
- To encourage parental, pupil and support agencies involvement in the identification, assessment and support for SEN.
- To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

Identification and Assessment of SEN

At the end of Key Stage 2, the Heads of Year 8 collate information available from Primary Schools with regards to pupils with SEN entering Year 8. Parents are also asked to complete a form regarding their child's SEN and bring it to the registration day.

Where a need develops during the pupil's time while in school, staff need to take the following action:

- The member of staff who initially believes there is an issue will report this to the special needs coordinator (SENCO), (also informing Tutor and Year Head) along with appropriate evidence such as: test results, samples of work or written report on behavioural issues.
- The pupil will be placed at Stage 1 and the SENCO then circulates to all staff who teach the pupil to see if there is a broad agreement that there may be an underlying condition – evidence will be requested.
- If the majority of teachers produce evidence to say that there may be a problem, the SENCO will invite parents/guardians to discuss the issue(s).
- As a result of this meeting, the pupil may be placed at Stage 2 on the SEN Register and the first Individual Education Plan (IEP) drawn up by the SENCO, in collaboration with the pupil and parents/guardians.

IEP's are reviewed twice yearly. The SENCO, child, parents/guardians and other invited individuals will meet to establish how much progress has been made.

Possible outcomes of the review:

- When an IEP at Stage 2 is reviewed, the plan may be removed or repeated or moved on to Stage 3.
- After an IEP at Stage 3 has been implemented for between three and six months and reviewed to indicate there is still cause for concern, then, with parental permission, application may be made to the Board for a formal review – SENCO is responsible for collating all necessary paperwork.
- Subsequent steps in the process are that the pupil will be placed at Stage 4 on the Code of Practice, and at Stage 5, a Statement of Special Educational Needs is issued.

Teaching Strategies

Curriculum planning and assessment for children with SEN should take account of the nature, extent and duration of the difficulty experienced by the pupil. Teachers should:

- Present materials and activities that are appropriate to the age and maturity of the pupil, taking account of gaps in the pupil's learning;
- Identify aspects of learning that may present specific difficulties and adapt these as necessary;
- Where necessary provide additional materials and resources;
- Be prepared to modify tasks.

Parent/Guardian and child involvement

'The relationship between the parents of a child with SEN and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school based action.

Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important.'*(Code of Practice 2.21)*

All parents of children with SEN should be treated as partners within the process to identify and meet the child's needs. The support of parents and pupils is crucial if an Individual Education Plan (IEP) is to be effectively implemented. Equally, parents will be encouraged to communicate regularly with school and alert staff of any concerns/developments there may be. It is essential that parents inform the school of any specific identified needs as early as possible on entry to the school. The school will inform parents when considering placing the pupil's name on the SEN register and parents will be invited to:

- Meet with staff to discuss their child's needs
- Attend review meetings
- Inform staff of changes in circumstances

- Support targets on IEPs

The Code of Practice highlights the importance of young people participating in all decisions about their education where possible. Pupils with SEN will be actively involved in the drawing up of IEP's as appropriate and should participate in all the decision making processes which occur. This includes:

- Contributing to the assessment of their needs
- Contributing to IEPs by the setting of targets
- Working towards achieving agreed targets
- Contributing to the review of IEPs, annual reviews and the transition process

Roles and Responsibilities

The **Board of Governors** is responsible for ensuring that every pupil is a valued and valuable member of the school community with equal access to the same opportunities and high learning quality learning experiences. The Board of Governors should:

- Ensure that all pupils' special educational needs are addressed
- Have regard for the Code of Practice
- Have regard for the school's SEN Policy
- Ensure that appropriate funds and resources are delegated to SEN

The **Principal**, Mark McCullough has overall responsibility for SEN, this involves:

- Developing a whole-school culture of inclusiveness
- Ensuring that a pupil's needs are identified, assessed, provided for and reviewed regularly.
- Keeping the Board of Governors informed about SEN issues
- Delegating and monitor the SEN budget
- Ensuring the SLT are actively involved in the management of SEN within the school

The **Special Education Needs Co-ordinator**, Charlie Simpson, has responsibility for the operation of the SEN policy and will

- Co-ordinate the day to day provision of the school's SEN Policy
- Liaise with and advise colleagues
- Co-ordinate provision for pupils with special educational needs
- Maintain the school's SEN register and oversee the records of all SEN pupils
- Organise necessary reviews and referrals
- Liaise with parents/guardians
- Liaise with external agencies
- Contribute to the in-service training of staff

Subject/Class Teachers should:

- Keep up to date with information on the SEN Register
- Gather information through observation and assessment
- Develop an inclusive classroom
- Work closely with other staff to plan for learning and teaching
- Share good practice
- Contribute to, manage and review IEPs in consultation with the SENCO
- Work closely with and involve classroom assistants as part of the learning team
- Liaise with Head of Department/Head of Year

Head of Department should:

- Keep up to date with the SEN Register and ensure new members of department are familiar with the SEN Policy
- Ensure that practice and procedures within the department promote learning and teaching which is relevant and accessible to all pupils
- Support subject teachers to enable them to provide an appropriate and differentiated curriculum
- Ensure appropriate resources are available
- Discuss issues with subject teachers through departmental meetings and forward appropriate minutes to the SENCO

Head of Year should:

- Keep up to date with the SEN Register
- Liaise with Class Tutors/Teachers/SENCO regarding pupils on the SEN register who are experiencing difficulty
- Update records as appropriate

Classroom Assistants should:

- Work under the direction of the class teacher/SENCO
- Support the pupil in light of the pupil's SEN
- Be involved in planning
- Look for positives by talking to the pupil about his/her strengths
- Listen to the pupil/speak to staff on the pupil's behalf
- Explain boundaries and operate these consistently and fairly
- Keep records and attend weekly meetings with SENCO and with parents/outside agencies when the need arises
- Assist with examinations
- Share good practice

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