

Our Lady and St Patrick's College, Knock



Special Educational Needs Policy

Policy Details

Legal Status	Adopted	Version Date	Last Review	Next Review	Responsible
Statutory	6 th June 2019	May 2019	May 2016	May 2022*	Miss Fox

* or earlier. Awaiting full implementation of the Special Educational Needs and Disability Act (Northern Ireland) 2016.

Related Documents and Location

1. Pastoral Care Policy
2. Child Protection/Safeguarding Policy
3. Anti-Bullying Policy
4. Intimate Care Policy
5. Administration of Medication in School Policy
6. Functions and Roles of the Learning Support Team
7. Literacy Policy
8. Numeracy Policy
9. Positive Behaviour Policy
10. Community Relations, Equality and Diversity (CRED) in Education Policy
11. Assessment, Recording and Reporting Policy

All policies are available on the College Website and Private Folders.

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1. Introduction

Our Lady and St Patrick's College, Knock is a Catholic Co-educational Grammar School. In accordance with the aims of the College and to implement the Code of Practice on the Identification and Assessment of Special Educational Needs (DENI, September 1998), the Supplement to the Code of Practice (September 2005), the Special Educational Needs and Disability Order 2005 and the Special Educational Needs and Disability Act (Northern Ireland) 2016, this policy aims to ensure Special Educational Needs provision for all students who require it. It is the intention of Our Lady and St Patrick's College, Knock that its Special Educational Needs Policy will be compatible with the relevant legislation and guidelines as outlined in Appendix 1.

The purpose of this policy is to ensure that the Special Educational Needs and Additional Learning Needs of all students, throughout their school career, are identified and addressed effectively to enable each student to reach his/her full emotional, social, spiritual, academic and physical potential.

This policy serves to inform the Board of Governors, staff, students, parents and prospective parents of Our Lady and St Patrick's College, Knock of the Special Educational Needs provision within the College.

2. Aims

The aims of Our Lady and St Patrick's College, Knock's Special Educational Needs Policy are to:

- Ensure that the Special Educational Needs and Additional Learning Needs of students are identified as early as possible;
- Ensure that the provision for students with Special Educational Needs is met by the most appropriate agency;
- Complete assessments and referrals for statements as quickly as thorough consideration of the issue allows;
- Review statements annually;
- Consider the ascertainable wishes of the student in light of his/her age and understanding;
- Encourage close cooperation between all agencies;
- Provide professional support to parents, students, teachers and other staff involved with Special Educational Needs provision;
- Keep under review present provision and take any necessary steps to adjust, as appropriate, the educational provision for students with Special Educational Needs within the College, in line with the requirements of the Code of Practice (1998) and its staged processes and the Special Educational Needs and Disability Act (Northern Ireland) 2016;
- Use resources effectively and efficiently to achieve the most appropriate provision for students with Special Educational Needs within Our Lady and St Patrick's College, Knock;
- Encourage close liaison with primary schools;
- Promote inclusion within our College community in line with the Community Relations, Equality and Diversity (CRED) in Education Policy.

3. Objectives

The specific objectives of this policy are to:

- Identify students with Special Educational Needs and disabilities and ensure that their needs are met;
- Support students with Additional Learning Needs and ensure that their needs are met;
- Ensure that all students have equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities;

- Offer a continuum of high quality provision which may be made in a variety of forms to ensure that the needs of students with Special Educational Needs are assessed, recognised and effectively addressed through Individual Education Plans which are regularly reviewed;
- Seek the views of the student and take them into account;
- Acknowledge and draw on parents/carers' knowledge, views and expertise in relation to their child;
- Seek and ensure that all learners make the best possible progress in terms of their academic achievement and their social, spiritual, emotional and behavioural development;
- Maintain a positive relationship with the Education Authority and outside agencies.

4. Definitions

Definition of Special Educational Needs: A student will be regarded as having Special Educational Needs if he/she meets the criteria of The Education (Northern Ireland) Order 1996 which defines Special Educational Needs as follows:

“A child has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- (a) has a significantly greater difficulty in learning than the majority of children of the same age;
- (b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in ordinary schools;
- (c) is under compulsory school age and is likely to fall within category (a) or (b) above.”

Definition of Special Educational Needs Provision: Special Educational Needs provision means, “provision which is additional to or different from the provision made generally for children of the same age in ordinary schools”. (Education (NI) Order 1996, Part 2, Article 3)

Definition of Disability: A pupil is regarded as having a disability if he/she has a physical or mental impairment which has a substantial long-term adverse effect on his/her ability to carry out normal day-to-day activities. (1995, Disability Discrimination Act)

5. Roles and Responsibilities

The responsibilities of the **Board of Governors** of the College for Special Educational Needs provision are in accordance with The Education (Northern Ireland) Order 1996 and Code of Practice, and the Special Educational Needs and Disability Act (Northern Ireland) 2016.

The **Principal** has the responsibility to ensure that Special Educational Needs and Additional Learning Needs provision is implemented in the College.

The approach towards the Special Educational Needs of students is that of teamwork.

The structure is led by the **Vice Principal (Pastoral Care)**.

Learning Support Coordinator (LSC) in collaboration with the Principal and the Board of Governors, plays a key role in helping to determine the strategic development of the Special Educational Needs Policy and provision in the College to raise the achievement of students with Special Educational Needs.

The Learning Support Coordinator (LSC):

- coordinates the provision made for students with Special Educational Needs;
- manages the Special Educational Needs Team of Specialist Teachers, Classroom Assistants and General Care Assistants;
- oversees the records of all students with Special Educational Needs;
- works closely with staff;
- contributes to the in-service training of staff;
- works closely with outside agencies;
- completes Annual Reviews in conjunction with transition coordinators, peripatetic support and Heads of School.

Heads of School coordinate information on those students who require or may require additional provision, keep parents informed of procedures, liaise with the Learning Support Coordinator and attend Annual Reviews.

Heads of Year update confidential information on students to keep subject teachers informed.

Heads of Faculty, under the direction of the **Vice Principal (Curriculum)**, are responsible for ensuring that their subject department adheres to the College Special Educational Needs Policy.

Heads of Department implement the policy within their subject areas and help subject teachers to develop strategies for students with Special Educational Needs.

Subject Teachers identify students who may have Special Educational Needs and employ strategies within their subject areas in initial stages or refer to the Learning Support Coordinator for direction. They also employ strategies from the student's Individual Education Plan which apply to their subject area.

The **Tutor**, under the Code of Practice, has a significant role in the monitoring and reviewing of progress for a student's Special Educational Needs. The Tutor will pass important information to the Head of Year and Learning Support Coordinator.

The Learning Support Team (LST) is a whole school planning and support mechanism for students. It is formed with the purpose of identifying and addressing the learning support needs of individuals and groups of students through the coordination, development, implementation, monitoring and evaluation of educational support programmes. A prime function of the Learning Support Team is to ensure that the needs of all students in the College are being met. This will be achieved through the Team facilitating collaborative planning and strategic implementation of provision between teachers, support staff, outside agencies, parents and students.

Classroom Assistants (CA) are key members of staff in the lives of those students with classroom assistant provision written into their 'Statement of Special Educational Needs' (Stage 5 of the Code of Practice). They provide in-class support and some also have a supervisory role at break and lunch. The role and duties of classroom assistants will be determined by the Learning Support Coordinator/Head of School in consultation and liaison with parents, the student, subject teachers and the Pastoral Team under the guidance of the Education Authority.

General Care Assistants (GCA) will assist those students with a Statement of Special Educational Needs (Stage 5 of the Code of Practice) requiring adult support to move safely around the College. This may include carrying their schoolbag and other materials.

The **College First-Aider** has responsibility for managing medical conditions for students with Special Educational Needs, as they arise. She liaises with the Learning Support Coordinator.

6. The Learning Support Team (LST)

Literacy Coordinator	Mrs Patricia Hanlon
Numeracy Coordinator	Mrs Claire O'Callaghan
Learning Support Coordinator	Miss Antoinette Fox

7. Identification and Assessment of Special Educational Needs

The early identification and application of effective interventions are essential to ensure our young people meet their potential. Therefore, the identification of Special Educational Needs will occur through a number of pathways.

Stage 1

1. Students having a recognised SEN may be offered a place in the school

In such cases information will be gathered from:

- the student's admissions information;
- information from the primary school;
- information from the parents;
- any Educational Psychology reports or statutory assessment;
- the student's statement of Special Educational Needs.

2. Subject Teacher/Head of Department/Head of Year concern

Subject teacher completes a Learning Support Team - Teacher Note of Concern pro forma (Appendix 3) and gives a copy to the Learning Support Coordinator and Head of Department. The Learning Support Coordinator initiates a Stage 1 record on SIMS if deemed necessary. The Learning Support Coordinator informs the LST/Head of School and informs parents using the appropriate pro forma. (If it is deemed necessary, a student may, in certain circumstances, be moved directly to Stage 2).

3. Parental concern

Parents are advised to contact the Learning Support Coordinator directly to discuss any parental concerns with regards to Special Educational Needs.

These concerns may result from:

- The student not making sufficient progress even when teaching approaches are targeted and differentiated;
- The student showing signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas;
- Persistent emotional and/or behavioural difficulties, which are not ameliorated by the positive behaviour strategies employed in the College;
- Sensory or physical problems which prevent the student from making progress despite the provision of specialist equipment;
- Communication and/or interaction difficulties which result in the student making little or no progress despite the provision of a differentiated curriculum.

The Learning Support Coordinator should direct the subject teacher regarding strategies to use in the classroom for a period of 4-6 weeks.

The Learning Support Team and subject teachers consult after a 4-6 week period and, if strategies are successful, the student's name is kept on register until progress no longer gives cause for concern. The student's record is amended accordingly by the Learning Support Coordinator.

If the strategies are unsuccessful, the student proceeds to Stage 2, where individual support is given and the student's record is amended by the Learning Support Coordinator.

Stage 2

Written parental permission is required for individual tuition or testing by the Learning Support Coordinator. A standard letter will be issued by and returned to the LST and the Head of Year/School will be informed.

The Learning Support Coordinator assesses the student's difficulties and draws up an Individual Education Plan (IEP) in consultation with subject teachers, the student and parents. A copy of the IEP will be provided for relevant subject teachers and parents. Subject teachers are to implement the IEP in classroom teaching, using the strategies listed (as deemed appropriate per subject area). Subject teachers will speak one-on-one twice yearly to students with an IEP in order to discuss academic progress and subject specific targets.

The Learning Support Coordinator reviews progress after the period of time specified in the IEP. The student may then continue on Stage 2 or revert to Stage 1 or may no longer need learning support. The Learning Support Coordinator informs the Head of Year/School, subject teachers and parents when withdrawal is finished. The student's record is then amended accordingly by the Learning Support Coordinator.

For a child with Stage 2 medical needs, the College First-Aider/Learning Support Coordinator will devise an Individual Medical Plan (IMP) in consultation with the student's parents.

Stage 3

If action taken at Stage 2 is not sufficient the College will consult parents about the student moving to Stage 3. If external support is provided for the student, the Learning Support Coordinator will record the support accessed and any recommendations made.

The Learning Support Coordinator will amend the student's IEP where appropriate, with the help of external specialist services and in consultation with subject teachers, the student and parents. A copy of the IEP will be given to all relevant subject teachers and parents. The subject teachers will implement the IEP in classroom teaching.

Specialists may be involved in working with the student directly and/or may act in an advisory capacity supporting subject teachers in implementing the IEP.

The Learning Support Coordinator, together with parents and the Head of School, reviews the student's progress after the period of time specified in his/her IEP.

The student may then continue at Stage 3 or revert to Stage 1 or 2 and action appropriate to those stages is taken.

If the student continues at Stage 3 and has not made satisfactory progress by the second Stage 3 review, the Learning Support Coordinator should consider advising the Education Authority that a statutory assessment may be necessary. The Learning Support Coordinator and the Head of School will consult parents about referral for statutory assessment.

The College First-Aider will devise a Stage 3 Individual Medical Plan in consultation with parents for a student who attends a clinic to access support for his/her condition.

Stage 4

If, by the end of the second Stage 3 review, progress is not satisfactory, advice will be sought from the Education Authority as a statutory assessment may be necessary.

Stage 5

The Education Authority will draw up a statement of Special Educational Needs for the student.

8. Provision for Newcomer Students

Definition: Newcomer students are children who do not have “satisfactory language skills to participate fully in the school curriculum and who do not have a language in common with the teacher” (Every School a Good School - Supporting Newcomer Pupils, April 2009).

Increasingly there are children for whom English may not be their first language and who may come from a different culture. The College is committed to protecting the existence and the national, ethnic, cultural, religious and linguistic identity of minorities.

The identification and assessment of the Special Educational Needs of young people for whom English is not a first language requires particular care. It is necessary to consider the young person within the context of his/her home, culture and community. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. The student’s performance in different subjects will be used to establish whether problems he/she has in the classroom are due to limitations in his/her command of the language that is used there or arise from Special Educational Needs. The College will liaise with the Inclusion and Diversity Service (IDS) where appropriate.

9. Procedures for Dealing with Students with Learning Difficulties - Statemented and Non-statemented

Information on students with learning difficulties will be passed on by the Head of School to the Learning Support Coordinator. This information will be added to confidential/medical files in the College. The Learning Support Coordinator assesses student’s difficulties and draws up a Stage 2-5 Individual Education Plan (IEP) in consultation with subject teachers and parents. A copy of the student’s IEP will be provided for all relevant subject teachers and parents. Subject teachers will implement the IEP in classroom teaching. The Learning Support Coordinator will initiate the appropriate stage on SIMS.

The Learning Support Coordinator reviews progress after the period of time specified in the IEP.

10. Procedures for Dealing with Medical Conditions/Physical Disabilities

Information on medical conditions/physical disabilities are recorded when students transfer to the College at Key Stage 3, 4 or 5. The College First-Aider will devise a Stage 2-5 Individual Medical Plan (IMP) for the student after consulting with his/her parents.

This information is disseminated to the classroom teacher as necessary through the Heads of Year and the Pastoral System.

The College First-Aider manages medical conditions as they arise within the College and manages particularly those identified with Special Educational Needs.

Strategies are put in place for students with a medical condition or physical disability through liaison with parents and other agencies as appropriate.

The Learning Support Coordinator, in consultation with the Head of School, will also draw up an Individual Education Plan (IEP) for statemented students who have a medical condition/physical disability. A copy of the IEP will be provided for relevant subject teachers and parents.

If necessary, the Education Welfare Services will be informed of a medical condition/physical disability which affects school attendance. Exceptional Teaching Arrangements and special transport may be recommended if required.

The Examination Officer will advise the Examination Boards of students who need special consideration or access arrangements because of a medical condition/physical disability.

The Learning Support Coordinator will coordinate the strategies required to meet medical/physical needs and arrange for Annual Reviews to be carried out as necessary.

11. Liaison with Parents

Clear lines of communication between parents and the College are welcomed. Parents are encouraged to become involved in the education of their children with Special Educational Needs.

Parent/Teacher meetings, reports and ongoing liaison with relevant staff enable parents to be consulted and informed of any procedures involving Special Educational Needs.

Classroom Assistants/General Care Assistants will communicate with parents via email.

12. Complaints Procedures

Parents who are dissatisfied with the College's Special Educational Needs provision for their child should in the first instance consult the Learning Support Coordinator – Miss Fox.

If this consultation process does not resolve the matter, the parent should then consult the Vice Principal (Pastoral Care) – Ms McCarthy.

Parents who wish to make a formal complaint should consult the Parental Complaints Procedure on the College website.

Parents should be aware that they may access the Independent Dispute Avoidance and Resolutions Service (DARS) which has been set up to deal with disputes relating to Special Education Provision.

If a student or parent feels that disability discrimination has occurred, the parent can make a complaint on behalf of the student to SENDIST (Special Educational Needs and Disability Tribunal).

13. Integration and Access to the Curriculum

Students identified as having Special Educational Needs will be integrated with peers and have access to the curriculum.

Specific environmental needs of identified students will be addressed with the Department of Education, the Education Authority and outside agencies.

14. Resources

Provision for Special Needs Education within the College is provided by a budget allocated by the Finance Committee. This provision is reviewed annually. Timetabling and location are also reviewed annually in light of requirements.

15. Monitoring and Evaluation

The strategies, procedures and practices of the Special Educational Needs Policy will be reviewed regularly in light of the needs of the College and its students.

The Annual Report of the Board of Governors will include updated information on the implementation of the Special Educational Needs Policy in the College.

16. Admissions Arrangements - Students with a Statement of Special Educational Needs

Upon receiving an application from a parent and after consultation with the College, the Education Authority may name the College in Part 4 of the Amended Statement unless:

- (a) The school is unsuitable for the student's age, ability or aptitude or to his/her special educational needs,
or
- (b) The attendance of the student at the school would be incompatible with the provision of efficient education for the children with whom he/she would be educated or the efficient use of resources.

A student with a Statement of Special Educational Needs will be admitted to the College with the approval of a sub-committee of the Board of Governors.

17. Staff Development

The College is committed to an ongoing INSET programme updating staff on relevant legislation and developing expertise in the use of appropriate Special Educational Needs strategies.

18. How to Raise a Concern or Make a Complaint about the Administration of this Policy

If you have a concern or complaint about the administration of this policy, please contact Ms McCarthy, Vice Principal, in the first instance. If necessary, you may then access and follow the College's Parental Complaints Procedure which is available on the College website at www.knock.co.uk. Should you remain dissatisfied with the College's response after completing the internal complaints procedure, you can bring your complaint to the Northern Ireland Public Services Ombudsman within six months. Contact details for the Northern Ireland Public Services Ombudsman are provided on Page 11 of the Parental Complaints Procedure.

Signed: Mr Leo O'Reilly
(Chairperson of Board of Governors)

Date: 6th June 2019

Signed: Miss Deborah McLaughlin
(Principal)

Date: 6th June 2019

Relevant Legislation and Guidelines Pertaining to Special Educational Needs

- The Children (Northern Ireland) Order 1995
- Disability Discrimination Act 1995
- The Education (Northern Ireland) Order 1996
- The Code of Practice for the Identification and Assessment of Special Educational Needs (1998)
- The Special Educational Needs and Disability (Northern Ireland) Order 2005
- The Education (Special Educational Needs) Regulations (Northern Ireland) 2005
- The Special Educational Needs and Disability Tribunal Regulations (Northern Ireland) 2005
- Supplement to the Code of Practice (2005)
- Disability Discrimination Code of Practice for Schools
- Every School a Good School - Supporting Newcomer Pupils (April 2009)
- The Special Educational Needs and Disability Act (Northern Ireland) 2016
- DE Circular 2017/04 (24/04/17) - Safeguarding and Child Protection - A Guide for Schools
- ETI - Report of a Survey of Special Educational Needs in Mainstream Schools (February 2019)
- Other legislation and regulations that may be made during the life of this policy

Glossary

CA	Classroom Assistant
CRED	Community Relations, Equality and Diversity in Education Policy
DARS	Independent Dispute Avoidance and Resolution Service
DE	Department of Education
EA	Education Authority
GCA	General Care Assistant
IEP	Individual Education Plan
IMP	Individual Medical Plan
INSET	In-Service Education and Training
LSC	Learning Support Coordinator
LST	Learning Support Team
SEN	Special Educational Needs
SENDIST	Special Educational Needs and Disability Tribunal

Learning Support Team - Teacher Note of Concern

Appendix 3

(Available in the LST folder in Private Folder 3)

Name of Student		Class	
Subject		Teacher	
Date		Key Stage	

Concerns	
Please give a brief description of the student's difficulties. <i>e.g. Organisation, lack of concentration, ability to engage with tasks set, gaps in knowledge</i> (Ref: pg 7-8 LST doc.)	
What strategies have you tried? Student should receive one cycle of time bound (4-6 weeks) additional support in class. (Ref: pg 5 LST doc.)	
What strategies have been beneficial?	
What is the student's view of his/her difficulties?	
Please detail any liaison you have had with the student's parents regarding this matter.	
Please detail any liaison you have had with the pastoral team regarding this matter.	

Signed: _____

Date: _____

Please complete this form in as much detail as possible and email to the Learning Support Team (LST). Consideration will then be given by the LST as to how best to proceed and whether or not the child's name will be added to the SEN register. Please ensure that you have relevant data/evidence to support this Note of Concern.