



Coleraine Grammar School

Special Educational Needs and Inclusion Policy

- **Rationale**

- .1. CGS follows the guidance provided by the Department of Education in the form of a Code of Practice for the Identification and Assessment of Special Educational Needs and also a Supplement to the Code of Practice which became effective from 1st September 2005. However, the main driving force behind appropriate provision is the CGS ethos which reflects an inclusive child-centred approach.
- .2. This guidance resulted from the law dealing with Special Education in Northern Ireland which is contained in The Education (Northern Ireland) Order 1996 as amended by The Special Education Needs and Disability (Northern Ireland) Order 2005 (SENDO).
- .3. CGS takes cognisance of the guidelines set out by the Department of Education in "Every School a Good School: The Way Forward for Special Educational Needs and Inclusion" (August 2009).
- .4. In line with this guidance, CGS is committed to the provision of a broad and balanced curriculum, which offers equal access for all of its pupils. CGS strives to foster academic and personal excellence in a secure and stimulating environment where all children are motivated, independent learners achieving their full potential.

- **Definition**

- .1. The term "special educational needs" is defined in the legislation as "a learning difficulty which calls for special educational provision to be made".
- .2. "Learning difficulty" means that a child:
 - has a significantly greater difficulty in learning than the majority of children of his/her age, or
 - has a disability which hinders his/her use of everyday educational facilities.
- .3. "Special educational provision" means educational provision which is different from, or additional to, the provision made generally for children of comparable age.
- .4. According to the SENDO Act, pupil may be defined as having a "Disability" if they are "someone who has a physical or mental impairment which has a substantial and long

term effect on her/his ability to carry out normal day to day activities.” It is the responsibility of the parent/carer of a pupil with a disability to inform the school SENCO.

- .5. The descriptions of SEN categories can be seen in Appendix 1.
- .6. In line with the guidance offered CGS will endeavour to be an inclusive school where inclusion is a process by which the school seeks to develop its culture, policies and practices to include all pupils so that they have access to the appropriate education that affords them the opportunity to achieve their personal potential.

- **Aims**

- .1. The specific aims of the Special Educational Needs (SEN) procedures as outlined in this policy are:
 - to provide a broad, balanced, relevant and differentiated curriculum as a right for all children at CGS;
 - to encourage a range of teaching strategies which incorporate different learning styles and ensure effective learning for all;
 - to ensure, in consultation with appropriate personnel, the early identification of pupils with SEN;
 - to ensure that appropriate records are kept and maintained;
 - to maximise the achievement of each child;
 - to foster the integration of pupils with SEN into the life of the school and to promote their self-esteem and self-image;
 - to ensure that effective and appropriate communication occurs within school, with persons with parental responsibility and pupils, with feeder primary schools and with relevant external agencies;
 - to create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their learning needs.

- **Implementation**

The implementation of the SEN Policy is the responsibility of the whole school.

- .1. The **Board of Governors** will:
 - Appoint a governor with oversight of SEN provision at CGS;
 - take cognisance of Chapter 12 of DENI’s “Every School a Good School” (2009) and page 9 of the “SEN Resource File” (2011) which relate specifically to the statutory duty of a Governor;
 - take account of the provisions in the DE Code of Practice on identifying and assessing special educational needs;
 - use their best endeavours to provide for pupils identified with SEN and that parents are notified of their child’s special needs;
 - maintain and operate a policy on SEN;
 - ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to teach them;

- ensure that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching;
- allocate funding for special educational needs and disability; and
- prepare and take forward a written accessibility plan.

.2. The **Headmaster**:

- has responsibility for the day to day management of SEN provision;
- will keep the Board of Governors informed;
- will work closely with the SEN Co-ordinator (SENCO) and Assistant SENCO;
- will be responsible for requesting statutory assessment for pupils deemed to be at Stage 4;
- will ensure SEN and Inclusion regularly feature as areas for improvement on the School Development Plan and associated Action Plans;
- will liaise, as necessary, with parents and external agencies.

.3. The link **Head of Faculty** will:

- support the SENCO and Assistant SENCO as required, acting as a coach/mentor as necessary;
- chair regular Learning Support Team meetings;
- oversee the implementation of the SEN and Inclusion Policy;
- support the SENCO and Assistant SENCO in the development and implementation of appropriate Action Plans;
- meet with parents and external agencies, when required;
- bring issues or concerns to the Senior Leadership Team when necessary.

.4. The **SENCO** will:

- identify and encourage adoption of the most effective approaches for pupils with SEN by working with staff to draw up Individual Education Plans and to put in place reasonable adjustments for support;
- encourage the growth of study skills that will develop pupils' ability to work independently;
- liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN;
- manage and support the Learning Support teachers and Classroom Assistant(s) to provide appropriate support for pupils identified with SEN;
- conduct SDD training to build capacity and up skill staff with regards SEN issues.
- oversee the implementation of strategies such as Nurture Group and WhyTry?;
- support EAL/Newcomer pupils who may have SEN difficulties;
- meet with parents to produce, monitor and review IEPs and conduct Annual Reviews for Statemented pupils;
- revise and update the school SEN Policy in line with DENI's "Code of Practice".
- collect and interpret specialist assessment data;
- continue to develop the current systems for identifying, assessing and reviewing SEN;

- update the Headmaster and Board of Governors on the effectiveness of provision for pupils with SEN;
- liaise with external agencies to assess the support required for pupils identified with SEN;
- maintain the SEN register and contribute to the accuracy of the DENI census figures;
- liaise with relevant colleagues to provide Access Arrangements where appropriate;
 - encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN;
 - provide training opportunities for staff to learn about SEN;
 - disseminate good practice in SEN across the school;
 - identify resources needed to meet the needs of pupils with SEN and advise the Headmaster of priorities for expenditure;
 - attend School Based Care Team meetings to garner advice and support from external agencies;
 - liaise with the Pastoral VPs to collaborate on medical plans, Looked After Children review meetings or support for vulnerable pupils;
 - devise and oversee the implementation of SEN Action Plan linked to relevant targets on the SDP.

.5. The **Assistant SENCO** will:

- Help manage and support the Learning Support teachers and Classroom Assistant(s) to provide appropriate support for pupils identified;
- support EAL/Newcomer pupils with SEN difficulties;
- identify and encourage adoption of the most effective approaches for pupils with SEN by working with stakeholders to draw up and review Individual Education Plans/Statements and to put in place reasonable adjustments for support;
- encourage the growth of study skills that will develop pupils' ability to work independently;
- liaise with the SENCO to provide Access Arrangements evidence where appropriate, and complete documentation as required;
- collect and interpret specialist assessment data;
- continue to develop the current systems for identifying, assessing and reviewing SEN;
- help maintain the SEN register and contribute to the accuracy of the DENI census figures for pupils receiving Learning Support;
- help lead meetings of the Learning Support Team and liaise closely with the Numeracy Coordinator, Literacy Coordinator and SENCO to ensure correct provision of Learning Support for pupils identified;
- disseminate good practice in terms of SEN/Additional Support across the school (eg. SEN Newsletter);
- provide input into the implementation of SEN Action Plan linked to relevant targets on the SDP.

.6. Curriculum Leaders will:

- ensure the staff in their department are aware of pupils who have been identified as having SEN and are implementing the IEPs to support teaching and learning;
- be aware of current legislation;
- ensure their subject is delivered with differentiation and a variety of approaches in order to maximise the achievement of all pupils including those with SEN;
- liaise with the SENCO and Learning Support Team in order to develop strategies to help pupils learn as effectively as possible;
- include SEN on agendas for Departmental meetings;
- ensure SEN is a focus on Departmental Action Plans and Reports;
- ensure that information about pupils with SEN is passed on to all members of the department, particularly when pupils have a change of subject teacher.

.7. Pastoral Leaders will:

- keep up-to-date with the SEN Register;
- assist in the preparation, implementation and review of IEPs (often attending the reviews of pupils with SEBD needs);
- discuss progress with pupils and parents and attending meetings as required;
- contribute to the completion of documents such as Educational Psychology Referrals;
- ensure the form tutors are aware of pupils who have been identified as having SEN and are implementing the IEPs to support teaching and learning;
- be aware of current legislation;
- liaise with the SENCO and Learning Support Team in order to develop strategies to help support the needs of pupils with SEN;
- include SEN on agendas for Head of Year and tutor meetings;
- ensure SEN is a focus on Pastoral Action Plans;
- ensure that information about pupils with SEN is passed on to colleagues.

.8. Subject teachers and Form Tutors will:

- have a knowledge of the pupils who have been identified as having SEN and implement their Individual Education Plans (IEPs) as necessary and appropriate;
- use differentiation and a variety of strategies and approaches in order to maximise the achievement of all pupils including those with SEN;
- monitor the progress of individual pupils in order to identify areas where a pupil is not progressing even when the teaching style has been differentiated;
- support the planning of IEPs by advising the SENCO on strategies and appropriate methods of access to the curriculum for their subject;
- provide appropriate Access Arrangements for Controlled Assessments;
- communicate concerns regarding pupils with difficulties via the agreed procedures;
- liaise with Classroom Assistants to communicate best strategies of supporting the pupil in the classroom setting;
- make effective use of the DENI "Resource File" to develop understanding of how to best support individuals with special educational needs;

- contribute to the reviews of pupils with SEN by providing information of pupil progress.

.9. **Learning Support teachers** will:

- provide evidence of need to support access arrangements applications and complete documentation as required;
- prepare, deliver and assess withdrawal support for pupils at Stage 2-5 of the register;
 - collate data to help inform colleagues of pupils' difficulties and inform teaching and learning;
 - develop an understanding of the learning difficulties of the pupil (through appropriate testing as required);
 - aid the pupil to learn as effectively as possible both in group situations and individually;
 - implement various intervention strategies designed to increase pupils' performance;
 - assist in the production and implementation of Individual Education Plans and help monitor and review their progress;
 - support pupils with emotional or behavioural problems and help develop their social skills;
 - assist the SENCO and Learning Support Coordinator to develop suitable programmes of support and then carry out the programmes in withdrawal situations;
 - develop resources to support the pupil in accessing the curriculum;
 - record, monitor and provide feedback about pupils' progress;
 - liaise with parents, staff and external agencies.

.10. **Classroom Assistants** will:

- work under the direction of the Learning Support Coordinator, SENCO and classroom teacher;
- be involved in planning;
- assist the teacher to develop the independence of the pupil;
- encourage the pupil's confidence, self-esteem and independence;
- put into practice IEPs, behavioural, social or personal care programmes;
- support pupils on outings (when reasonable to do so);
- contribute to reviews;
- listen to the needs of the pupil;
- provide practical support;
- speak to staff on the pupil's behalf;
- explain boundaries and operate these fairly and consistently;
- keep reasonable records;
- attend meetings and SDDs as required.

.11. **Parents and/or carers** will:

- communicate appropriately with the school and foster collaborative working practices. The school may request evidence from medical professionals

and/or other appropriate agencies; this will be used to inform staff further how to best support the pupil;

- inform the SENCO school staff of any significant needs (physical/learning/mental) their child may possess as early as possible;
- be seen as partners in the educational process with unique knowledge and information to impart.
- Please refer back to definition of SEN and disability on page, if these do not apply, then the school's pastoral policies will be applied.

.12. Pupils will:

- participate in the decision-making processes which occur in relation to their education, according to their age, maturity and capability;
- contribute to the setting and reviewing of targets;
- communicate to staff how they best learn;
- engage with the support that is available to them, including agreed Access Arrangements.

- **Initial identification and assessment of needs**

- .1. The Code of Practice (1998 paragraph 2.14) states that it is “vitally important that children’s special educational needs are identified at an early stage.” CGS will identify pupils with SEN prior to their entry or as quickly as possible thereafter. Identification is carried out in the following ways:

- pupils entering CGS may have already have been recognised to have SEN. Information will be sought via questionnaires completed by parents/carers and the feeder primary school. Data will also be transferred through SIMS.
- in this case pre-existing documentation outlining their problems, the stage at which they are currently registered and the provisions already made will be collated and analysed. In such cases CGS will endeavour to maintain the continuity of this special provision through:
- baseline tests conducted in Year 8 such as the Vernon Spelling Test and Dyslexia Portfolio;
- information provided by outside agencies. If a member of staff is informed that a pupil is accessing support from an external agency, the member of staff will inform the SENCo.
- The SENCo will contact the pupil’s parent/carer to discuss the nature of the external support and the relationship of the external support with any existing or proposed school support. For example, if a pupil is receiving support from CAMHS, it is not appropriate that he or she also receives support from the school counsellor.
- information from ability tests such as CATs taken in Year 9;
- analysis of data tracking and behaviour management data in SIMS;
- class teacher’s assessment that classroom work and/or behaviour is sufficiently below that of their peers to cause concern. See Cause for Concern Sheet in Appendix 3.

- .2. When a pupil's work and/or behaviour is significantly below the standard of the majority of the pupils in the class the subject teacher will begin to gather information designed to establish whether or not the child has a learning difficulty. Appropriate information might include examples of the pupil's work, notes based on classroom observation, the results of formative and summative assessments, and, if appropriate, information obtained by talking to the pupil and/or persons with parental responsibility.
- .3. If the teacher believes that sufficient evidence exists to support the view that the child has a learning difficulty, then the SENCO should be informed. Reports will be obtained from all the pupil's teachers to establish the extent of the perceived problems and the SENCO will discuss the results with the appropriate Year Head, and/or the Learning Support Coordinator.
- .4. At this point, if appropriate, the SENCO will decide whether it is appropriate to treat the matter under the school's pastoral/discipline procedures or to place the pupil on the SEN register.

- **CGS's response to identified needs**

- .1. The Code of Practice, acknowledging that there is a continuum of SEN, sets out a five stage approach, within which the responsibility for pupils within Stages 1-3 lies at school level (with close involvement with the Education Authority at Stage 3). The actions to be taken at each stage are as follows:
 - At **Stage 1** pupils will be set particular targets and receive appropriate help from their subject teachers. This will primarily take the form of differentiated teaching as agreed by the subject teachers, Year Head and SENCO as outlined in the Stage 1 Action Plan (see Appendix 2). It may also involve specific help with personal organisation, home study and revision, usually provided by the Year Head with the co-operation of persons with parental responsibility e.g. monitoring and signing the homework diary.
 - A pupil at **Stage 2** (or moving from Stage 1 to Stage 2) will receive appropriate specific help and be set more specific targets as outlined in the Stage 2 Individual Education Plan. Learning Support, via withdrawal may be an option here and this will be overseen by the LSCO.
 - A pupil at **Stage 3** will be assessed by outside professionals and a third Individual Education Plan will be drawn up. This is similar in nature to that used at Stage 2. The pupil will then receive the appropriate specific help to try to meet the relevant targets.
- .2. Appendix 2 shows the continuum of school based stages in the form of flow charts. Depending on each individual case, SENCO may be inter-changed with Assistant SENCO.
- .3. In a small minority of cases the Board will need to consider whether a statutory assessment of the child's special educational need is necessary. **Stage 4** involves reaching that decision. Parents, school or external agencies can make a formal request for an assessment, the procedure for which is laid out in Part 3 of the Code of Practice.

- .4. If a decision is made by the Board a Statement will be drawn up, placing the child at **Stage 5**. This Statement of needs will be implemented by the school and will be reviewed at least annually, following the guidance provided in Part 6 of the Code of Practice. Following the pupil's 14th birthday this will include a Transition Plan which will be produced in conjunction with the Careers Officer.

- **Partnership with persons with parental responsibility**

- .1. CGS recognises the unique contribution that persons with parental responsibility can make to children's educational progress and undertakes to promote a close partnership and effective working relationship with the persons with parental responsibility of children identified as having SEN. This partnership will be encouraged and developed by:
 - Persons with parental responsibility who have concern about the learning needs of their children are encouraged to contact the school at any time. The initial point of contact should be the pupil's Pastoral Leader (Year Head).
 - The SENCO will ensure that persons with parental responsibility are informed if their child is identified as needing school action.
 - Persons with parental responsibility wishing to see the SENCO to discuss their child may make an appointment to do so at any mutually convenient time during the school year.
- Where a pupil has a Statement of Special Educational Need an annual review of that statement must take place and parental contributions will be sought. Persons with parental responsibility will also be invited to attend.
- Persons wishing to complain about the SEN policy, or aspects of its implementation, are asked initially to contact the Headmaster.

- **Monitoring**

- .1. The progress of pupils identified as having SEN will be monitored in the following ways:
 - the SENCO monitors the effectiveness of SEN provision;
 - subject departments will monitor the progress of pupils in relation to their predicted learning outcomes;
 - pupils with statements have an annual review;
 - pupils with IEPs have two reviews a year, at least one of which will be conducted in a face-to-face meeting between the SENCO/LSCO and the parent/carer;
 - through the school reports;
 - through the internal report system;
 - through the analysis of value added data;
 - through self-evaluation and use of audit tools such as ETI's "The Quality Indicators for the Work of Special Educational Needs Coordinators".

- **Evaluation**

- .1. The SEN policy will be evaluated through:
 - reviews of IEPs and the annual reviews of pupils with statements;

- monitoring the success of strategies devised to achieve the targets set by departments for pupils they have identified as having SEN;
- through self-evaluation and use of audit tools such as ETI's "The Quality Indicators for the Work of Special Educational Needs Coordinators".
- assessing the value added to the achievement of pupils with identified special educational needs.

- **Advice and Information Service**

- .1. An Advice and Information Service has been set up by the Education Authority to support parents of children with Special Educational Needs. This can be accessed by telephoning (028) 2566 2407.

- **Dispute Avoidance and Reconciliation Service (Dars)**

- .1. This service was established and came into effect on 1st September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO).
- .2. Dars aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or ELBs for pupils who are on the Code of Practice in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to Dars.
- .3. Members of the Dars team will facilitate the possible resolution of disagreements (in a neutral venue) but do not have the authority to resolve a dispute. Agreement can only be reached with the approval of interested parties. From referral to conclusion is approximately 40 working days. Dars is separate and independent from the Special Education Branch. Involvement with the Dars will not affect the right of appeal to the Special Educational Needs Tribunal.
- .4. Individuals with parental responsibility may contact this service directly

Dars Education Authority
County Hall
182 Galgorm Road
Ballymena
BT42 1HN

Tel: (028) 2566 2391 / (028) 2566 2387

E-mail: Dars.enquiry@neelb.or.uk

- **Special Educational Needs and Disability Tribunal (SENDIST)**

- .1. Where agreement cannot be reached between a parent and the ELB with regard to a child's special educational needs, legislation gives the right of appeal to the

Special educational Needs and Disability Tribunal (SENDIST). SENDIST considers parents' appeals against decisions of ELBs and also deals with claims of disability discrimination in schools.

- .2. There is a two month time limit from the notified date of 'disputed decision' to appeal to the tribunal.

Various time limits apply for:

- Board Compliance with Orders of the Tribunal
- Boards to Comply with Unopposed Appeals

(www.education-support.org.uk)

- .3. Further information regarding the appeals procedure can be obtained from Special Educational Needs and Disability Tribunal Secretariat:

2nd Floor
Albany House
73-75 Great Victoria Street
Belfast
BT2 7AF

Tel: (028) 9032 2894

E-mail: secretary@sentrribunal.co.uk

13. A suite of school policies is available on the school's website, and many inter-relate to one another. Policies which have particular relevance for this policy include:

- Anti-Bullying Policy
- Attendance Policy
- Child Protection Policy (including Appendix 7, "Use of Reasonable Force")
- Pupil & Parent Acceptable Use Policy
- Parent/Carer Acceptable Use Policy
- Promoting Positive Behaviour Policy
- Substance Misuse Policy
- Scheme for the Suspension and Expulsion of pupils' policy
- School counselling policy

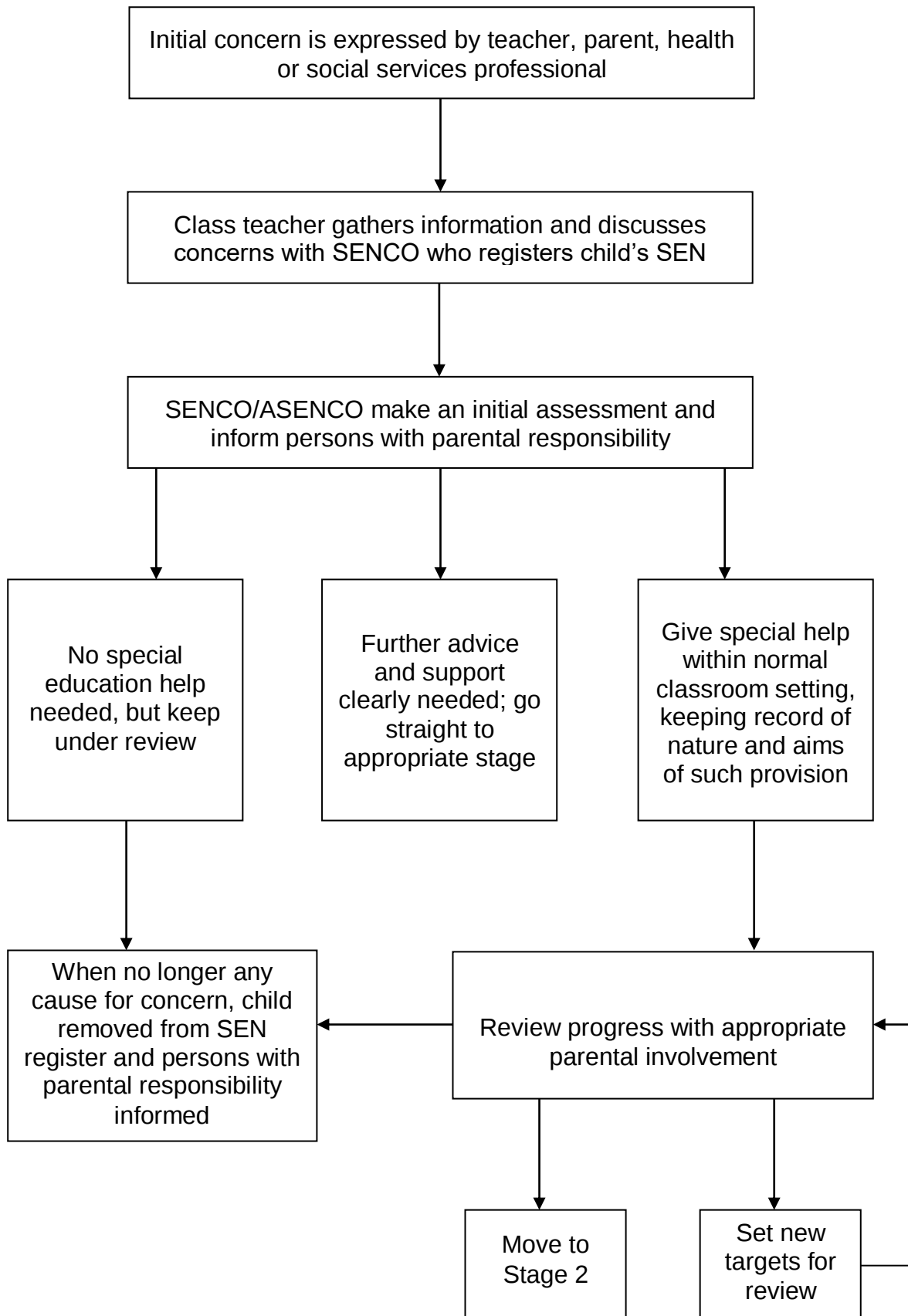
- **Appendix 1**

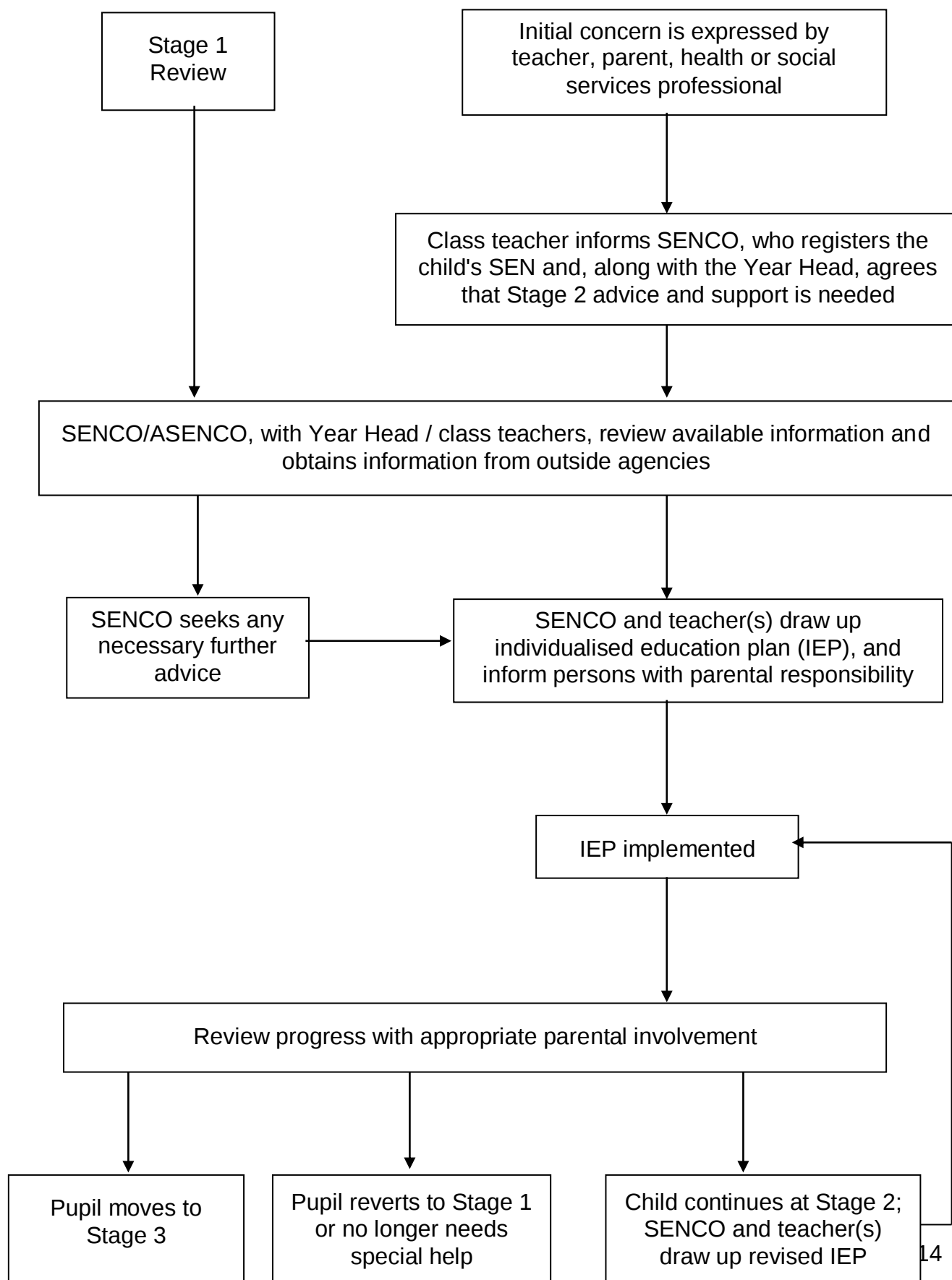
Descriptions of SEN Categories of Special Need

- 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
- 3 Communication and Interaction (in new code of practice, these are also listed in medical needs)**
 - 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 (BD)
 - d)** Partially sighted (PS)
 - e)** Multi-sensory impairment (MSI)
- 5 Physical**
 - a)** Cerebral Palsy (CP)
 - b)** Spina Bifida and / or hydrocephalus
 - 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 (OCMS)
 - g)** Interaction of complex medical needs (ICMN)
 - h)** Mental Health Issues (MHI)
- 7 Other (OTH)**

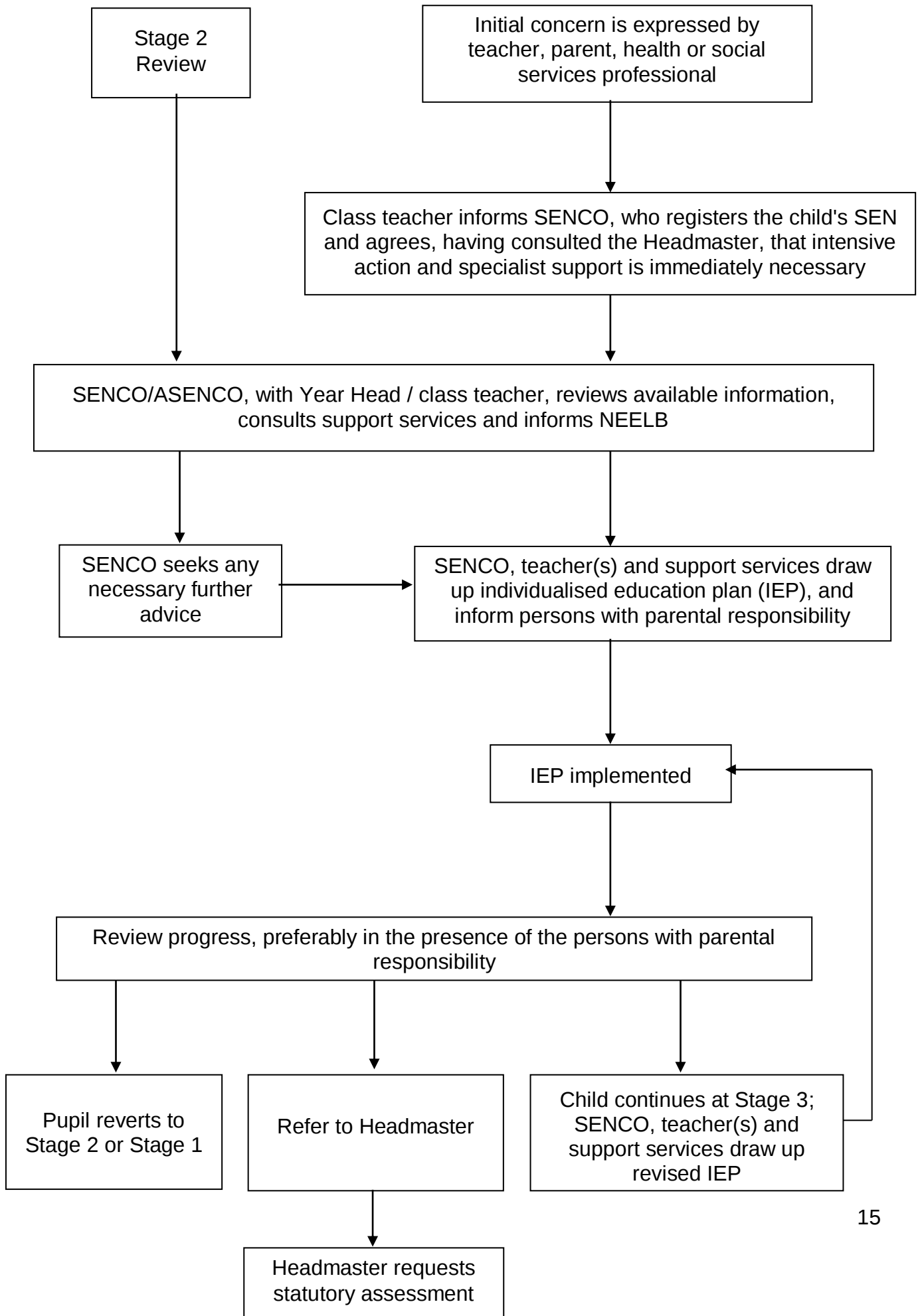
Appendix 2

Stage 1



Stage 2

Stage 3



Appendix 3**Cause for Concern Record Sheet**

Identify and prioritise the main difficulties experienced by:

Name _____ Class _____

Date _____ Subject Area _____

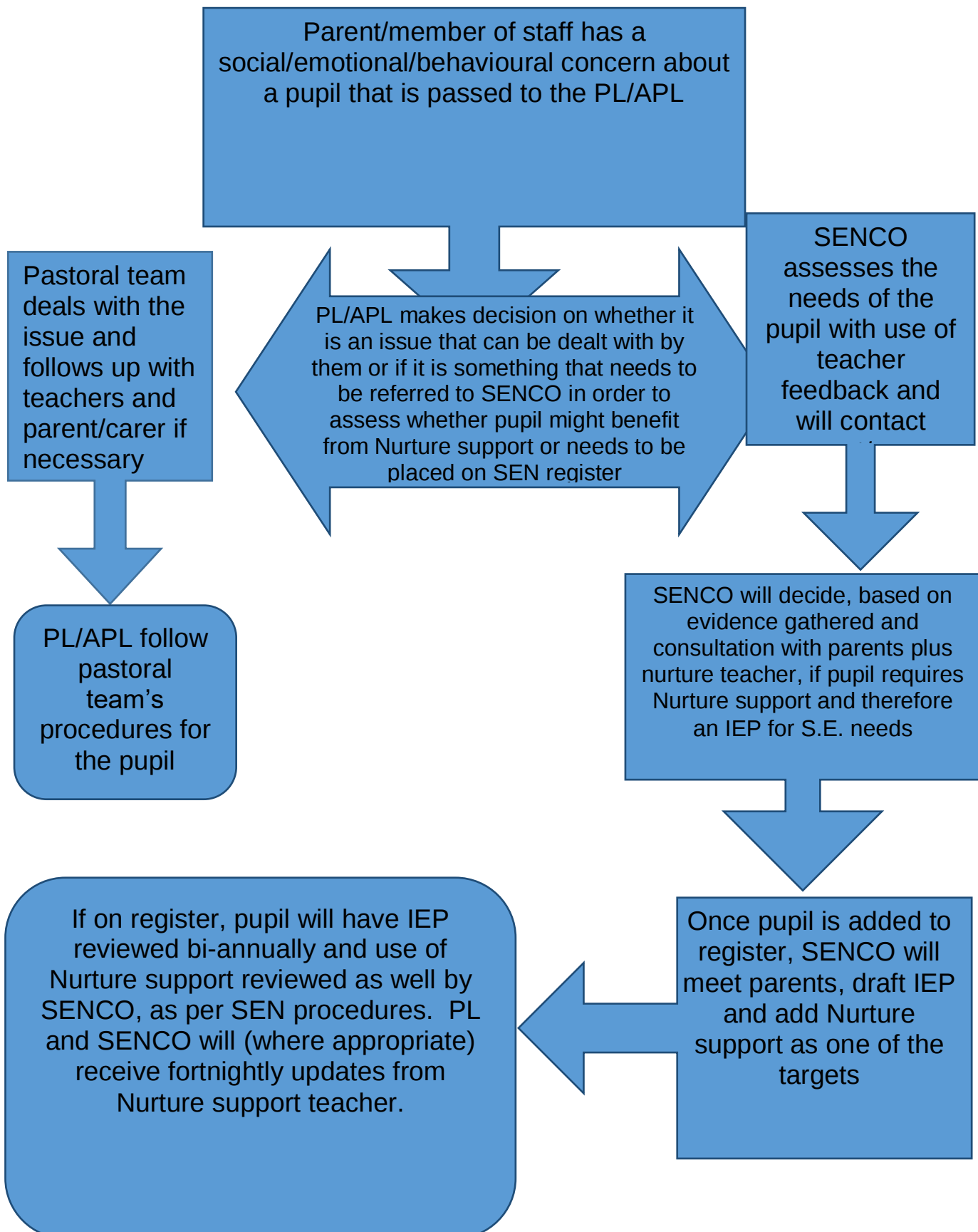
	Tick	Priority	Elaborate if necessary
1 Lack of confidence in speaking / self-esteem	☐	☐	
2 Lack of confidence in writing	☐	☐	
3 Lack of confidence in reading	☐	☐	
4 Difficulty when reading basic texts	☐	☐	
5 Difficulty when reading and extracting information	☐	☐	
6 Difficulty when listening and extracting information	☐	☐	
7 Poor spelling of basic vocabulary	☐	☐	
8 Poor spelling of copied words	☐	☐	
9 Poor spelling of 2/3 syllable words	☐	☐	
10 Poor spelling of words demanding particular spelling rules	☐	☐	
11 Difficulty with numeracy	☐	☐	
12 Difficulty with some subject specific vocabulary	☐	☐	
13 Difficulty with new concepts	☐	☐	

14	Difficulty with specific concepts	☐	☐
15	Presentation of work / handwriting	☐	☐
16	Unable to use specialist equipment	☐	☐
17	Can't copy from the blackboard	☐	☐
18	Can't copy from books	☐	☐
19	Clumsiness	☐	☐
20	Poor co-ordination	☐	☐
21	Poor recall – auditory/visual	☐	☐
22	Difficulty working with one or more pupils	☐	☐
23	Avoidance of work/Work rate/Motivation	☐	☐
24	Constant talking	☐	☐
25	High attention seeking	☐	☐
26	Forgets materials	☐	☐
27	No homework	☐	☐
28	Attendance	☐	☐
29	Punctuality	☐	☐
30	Concentration	☐	☐

Please list any other difficulties and prioritise

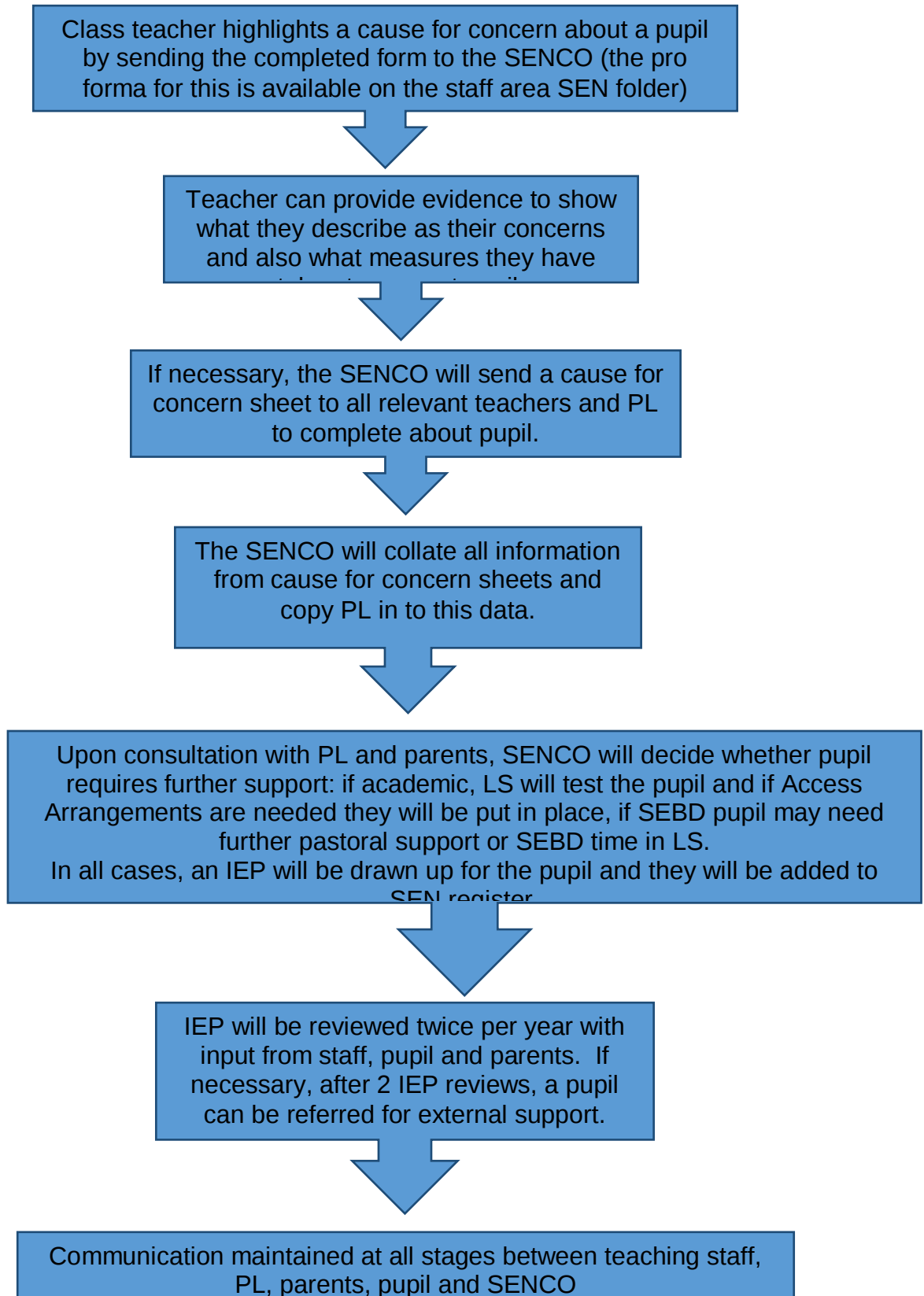
Priority

NURTURE REFERRALS FLOW CHART



Steps to support pupils in CGS

Please follow these steps to refer a pupil for academic or behavioural support



Last Reviewed: March 2020

Review Due: March 2023