



Coleraine Grammar School

****INTERIM****

Special Educational Needs and Inclusion Policy

Rationale

- 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.
- 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).
- 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).

The most recent legislation, the Special Educational Needs and Disability Act (NI) 2016, strengthens and builds upon the duties contained within the Education Order (NI) 1996 and SENDO (NI) 2005. It places new duties on the schools Board of Governors, the Education Authority and Health and Social Care Trusts. It provides new rights for parents and children over compulsory school age. It is one element of the new SEN and Inclusion Framework which include new SEN Regulations and a new statutory Code of Practice as of 2021, awaiting ministerial approval.

NB: In the interim, schools have been advised that they must continue to adhere to all aspects of the Code of Practice (1998) and the Supplement to the Code of Practice (2005), except for recording children under the new three stages of the Code of Practice.

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

The term “special educational needs” is defined in the legislation as “a learning difficulty which calls for special educational provision to be made”.

“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.

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

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.

The descriptions of SEN categories can be seen in Appendix 1.

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.

Key Principles of Inclusion

The Disability Discrimination Code of Practice for Schools (ECNI, 2006), states:

“...all pupils have a right to the same opportunities in the whole of their educational life.”

All schools should have an inclusive ethos and actively seek to promote the inclusion of all children. Schools should approach inclusion as an integral part of all school policies including the school’s SEN policy, school development plan, the school’s accessibility plan and policies relating to e.g., discipline, bullying and pastoral care.

SEN and Medical Categories

The following is the list of the five overarching SEN categories and sub-categories taken from: [Department of Education Northern Ireland \(2019\) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI](#)).

- 1. Cognition and Learning (CL) – language, literacy, mathematics, numeracy**
 - a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy
 - b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy
 - c) Moderate Learning Difficulties (MLD)
 - d) Severe Learning Difficulties (SLD)
 - e) Profound and Multiple Learning Difficulties (PMLD)

- 2. Social, Behavioural, Emotional and Well-being (SBEW)**
 - a) Social and Behavioural Difficulties (SBD)
 - b) Emotional and Well-being Difficulties (EWD)
 - b) Severe Challenging Behaviour associated with SLD or PMLD (SCB)

- 3. Speech, Language and Communication Needs (SLCN)**
 - a) Developmental Language Disorder (DLD)
 - b) Language Disorder associated with a differentiating/ biomedical condition (LD)
 - c) Communication and Social Interaction Difficulties (CSID)

- 4. Sensory (SE)**
 - a) Blind (BD)
 - b) Partially Sighted (PS)
 - c) Severe/Profound Hearing Impairment (SPHI)
 - d) Mild or Moderate Hearing Impairment (MMHI)
 - e) Multi-sensory Impairment (MSI)

- 5. Physical Need (PN)**
 - a) Physical (P)

Children with a medical condition

Children who have an identified medical condition will be recorded on the school's medical register. Those who do not require special educational provision will be recorded on the Medical register only and will not be placed on the SEN register.

A pupil with a medical diagnosis or disability may or may not have a SEN but what is key is *“does the pupil have a requirement for special educational provision to access the curriculum.”*

A pupil can be recorded on both the SEN register and medical register if they have both a medical need and require special educational provision to be made for them.

The Medical Register is the responsibility of the Pastoral Vice Principal – Mr TA Hamilton. The following is the list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population taken from [Department of Education Northern Ireland \(2019\) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI](#).

- Epilepsy
- Asthma
- Diabetes
- Anaphylaxis
- Autism Spectrum Disorder (ASD)
- Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- Dyspraxia/ Development Co-ordination Disorder (DCD)
- Developmental Language Disorder (Medical) (DLD)
- Global Developmental Delay
- Down Syndrome
- Complex Healthcare Needs
- Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
- Depression
- Eating Disorder
- Psychosis
- Other Medical Disorder
- Cerebral Palsy
- Spina Bifida – with Hydrocephalus
- Spina Bifida – without Hydrocephalus
- Muscular Dystrophy
- Acquired Brain Injury
- Visual Impairment
- Hearing Impairment
- Physical Disability
- Other Medical Condition/ Syndrome

Aims

The specific aims of the Special Educational Needs (SEN) procedures as outlined in this policy are:

- To ensure that all pupils with SEN/disability feel valued.
- To provide a broad, balanced, relevant and differentiated curriculum as a right for all children at CGS
- To consider the views of the child/young person when planning and implementing SEN provision taking into account their age and capacity.
- To support the child/young person in participating in making decisions in all aspects of their learning.
- To educate pupils with SEN, wherever possible, alongside their peers.
- To develop a recording system so that each pupil's performance can be monitored and reviewed appropriately.
- To encourage and/or maintain the interest of pupils with SEN in their education.
- To meet the needs of all pupils who have SEN by offering appropriate forms of educational provision and the most efficient use of available resources.
- To promote collaboration amongst teachers in the implementation of the SEN policy.
- To work closely with EA services and other outside agencies as appropriate to support each pupil with SEN.
- 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.

Arrangements for Co-ordinating SEN Provision

Although meeting the needs of pupils with SEN is a whole school issue the overall responsibility for managing SEN provision resides with the Board of Governors and the principal of the school. However, to facilitate the day-to-day running of the provision the board of governors has delegated responsibility to co-ordinate the provision for pupils with special educational needs to Mrs S. Taggart (SENCo).

Implementation

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

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 ensure 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.

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 (soon to be Learning Support Coordinator) and Assistant SENCO.
- delegate and monitor the SEN budget;
- will be responsible for requesting statutory assessment for pupils deemed to be at Stage 2;
- 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.

SLT members should ensure consistency of practice and contribute to the realisation of the school development plan.

The **SENCo** (soon to be Learning Support Co-Ordinator) will:

- chair regular Learning Support Team meetings;
- oversee the implementation of the SEN and Inclusion Policy;
- liaise with the 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.
- 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;
- 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 VP 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.

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;
- liaise with the SENCO to provide Access Arrangements evidence where appropriate, and complete documentation as required;
- 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;
- provide input into the implementation of SEN Action Plan linked to relevant targets on the SDP.

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.
- support subject teachers to enable them to provide an appropriate and differentiated curriculum;

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.

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; class teacher review comments will form the basis for IEP target setting.

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 1-3 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;
- listen to the child/young person, speak to staff on the child's behalf;
- explain boundaries and operate these consistently and fairly
- 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 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;
- share good practice;
- liaise with parents, staff and external agencies.

Classroom Assistants will:

- work under the direction of the SENCO, Assistant 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.

Parents and/or carers:

At Coleraine Grammar School, we acknowledge that successful partnerships between parents, pupils and school play a key role in promoting a culture of co-operation, openness and transparency and have a crucial impact on the effectiveness of special educational provision. Seeking the views of the child or young person also plays a key role in helping us understand individual needs.

Teachers, pastoral staff, SENCOs (LSCs), and other school staff all have a significant role in developing positive and constructive relationships with parents and pupils. We encourage this participation and value its contribution.

It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN register or moving the child between stages. **It is essential that parents inform the relevant school staff of any significant needs their child may possess.** They should do this as early as possible.

For example, essential information may need to be made available by a parent upon a child's entry to the school.

Parents should be invited as necessary to:

- attend review meetings;
- support targets on IEPs;
- 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.

Pupils will:

At CGS we have strong regard as to the importance of the child participating in these decisions and ensure that the children are supported to do so. Therefore, as far as reasonably practicable, we seek and have regard to the child's/ young person's views about their strengths, learning difficulties and education, considering their age and maturity. The views of the child/ young person are sought when making decisions about SEN. We consider how they learn effectively and then focus on the strategies that work for them, disseminating information and communicating with staff about how they best learn.

Key decisions for a particular pupil might include:

- contributing to their own assessment, provision, and progress;
- working towards achieving agreed targets;
- engage with the support that is available to them, including agreed Access Arrangements;
- attending review meetings and contributing to the review of IEPs, Annual Reviews, and the Transition process;
- involving and supporting the pupils to participate in making decisions about matters affecting them including their types of difficulties, the development of self-coping strategies and the development of independent learning.

Seeking their views and supporting them to participate in making decisions about their learning is good practice. Lundy's (2007) Model of Participation may be used to develop their own personalised learning and how to help others to understand their individual needs. Lundy's (2007) Model of Participation may be used to gather feedback from pupils regarding SEN as per guidance on Pupil Voice.

The child's/young person's progress will be more effective when both they and, where appropriate, their parents are involved, and account is taken of their wishes, feelings, and perspectives. Staff take the views of the pupils seriously and act upon them.

Initial Identification and Assessment of Needs

The Code of Practice (1998 paragraph 2.14) states that it is “vitaly 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 may be 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 GLS assessments NGRT and NGST, 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.
 - Parental/carer contribution;
 - Pupil contributions;
 - 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.
 - Individual education plans;
 - Annual reviews;
 - Statements of special educational need;
 - Care plans;
 - information from ability tests such as CATs taken in Year 8 and 10;
 - 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.
- 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.
- 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.

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

The Three Stages of Special Education Provision

In Coleraine Grammar School, we adhere to the three stages of the Code of Practice. These stages focus on the level of intensity of the special educational provision required for a child to make adequate progress commensurate with their abilities and improve their outcomes. Responsibility for pupils with SEN at each stage lies with the school, given the day-to-day role of the school in a pupil's teaching and learning, with increasing EA involvement when required. A summary of the three stages of special education provision is set out below:

Stage 1 includes:

- School delivered special educational provision;
- A PLP is required (currently IEP);
- The majority of special educational needs will be met at this stage;
- The responsibility lies with the school;
- Operates in mainstream schools and classes; and
- Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN.

The PLP (currently IEP) should contain the core information/evidence of the school action to inform a request, if considered necessary, for access to EA SEN services at Stage 2. The child will only move to Stage 2 once any external special educational provision is being implemented.

Stage 2 includes:

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust;
- A PLP is required (currently IEP). A smaller number of children will need this provision;
- The responsibility lies with the school plus external provision from EA;
- Operates in mainstream schools and classes (and by exception in special school or Learning Support Centre (LS Centre) for the purpose of assessment; and
- Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN.

In the event of a child not making progress, despite the external support from the EA, the child may require consideration for a statutory assessment. A new online form designed to guide the user through the process is used to make a request for statutory assessment. The PLP (currently IEP) contains the core school information the EA will use to consider and if appropriate make, a statutory assessment.

The pupil will remain at Stage 2 when a request for a statutory assessment is being considered, is being made and, if appropriate until a Statement is made.

Stage 3 includes:

- Pupils with a statement of SEN;
- School and EA delivered special educational provision plus any relevant treatment or service identified by the HSC Trust;
- A PLP is required (currently IEP);
- A smaller number of children will need this provision;
- The responsibility lies with the school and the EA –with input from the HSC Trust where relevant;
- Operates in mainstream schools, LS Centres attached to mainstream schools or special schools (as determined within the child's statement);
- Reasonable adjustments, the school delivered special educational provision are implemented plus EA provision as set out in the Statement.

At Stage 3, the child has a statement and is receiving special educational provision (as set out in the Statement).

The pupil's PLP (IEP) should be revised, to reflect the content of the statement (as it relates to the PLP (IEP) including the SEN category (or categories); setting intended outcomes based on the objectives of the special educational provision and the nature and extent of the EA's provision including any relevant service and treatment the HSC Trust are to provide; and any additional school provision or modifications to the curriculum, as itemised in the statement; the pupil's PLP (IEP) will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the annual review of the statement.

Exceptional Cases

In most cases transition through the three-staged assessment process occurs in sequence. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a higher stage of need is necessary immediately.

The Annual Review

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a statement of special educational needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual Reviews should be seen as part of the process of continuous monitoring of the child's progress. The Annual Review procedure is designed to:

- gauge the child's/young person's progress towards meeting the objectives specified in the Statement;
- review the special provision made for the child, including placement; and
- consider the appropriateness of maintaining the statement of special educational needs.

The annual review is carried out by the school on behalf of the EA.

The Review will take place in school and is chaired by the principal (or another person as delegated by the principal eg SENCO).

Relevant forms and the EA's guidance for this process are available by contacting the Statutory Assessment and Review Service (SARS) of the school's local EA office or they can be downloaded from the [EA website](#).

Record Keeping

The SENCO (soon to be Learning Support Co-ordinator) keeps the following records in school:

- SEN Register;
- records of concern;
- individual education plans/IEP reviews;
- statements/annual reviews/transition plans;
- assessment results/data;
- individual pupil files;
- record of liaison/meetings with staff from the Education Authority's SEN Support Services/Health and Social Care Trust
- minutes of meetings with parents; and
- support, advice, and training provided to staff.

Partnership with persons with parental responsibility

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

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

The SEN policy will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. This policy will be brought to the Board of Governors for final approval.

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.

Professional Development

The principal in consultation with the SENCo (soon to be Learning Support Co-ordinator) oversees the professional development of all staff in his/her school. It is essential that all staff are keep-up-to date with SEN developments to provide effective teaching and support for pupils.

Following attendance at relevant internal or external education and training programmes, staff members should be encouraged to disseminate the information provided to build the capacity of their colleagues.

The SENCo (LSC) should keep a record of all training attended by or delivered to staff in relation to SEN.

Advice and Information Service

In school we work with a range of EA Pupil Support Services, where appropriate, to receive training and guidance to support the school and parents in meeting the needs of children with special educational and medical needs. Examples of EA [Pupil Support Services](#) may include:

- Autism Advisory and Intervention Service (AAIS)
- Sensory Service
- Special Educational Needs Inclusion Service (SENIS)
- Literacy Service
- Transition service

Other services may include:

- [Behaviour Support and Provisions](#)
- [Education Psychology Service](#)

Other Support Services (for example)

- Barnardo's
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Independent Counselling Service for Schools (ICSS)
- Other (please specify)

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.

Other Educational Settings

Under the entitlement framework where links are established with other schools, Further Education Colleges and/or work placements, it is essential that all relevant information pertaining to pupils with SEN is communicated effectively, in order to ensure the best outcomes for each pupil.

Complaints

All complaints regarding SEN in your school will be dealt in line with the school's existing complaints procedures.

If you have any queries in relation to special educational needs of a child with a Statement or who is currently being assessed for a statement of special educational needs, you can contact your local [EA Office](#). Please contact your SEN Link Officer in the first instance. Contact details should be on the EA documentation issued to you alongside your child's statement.

Dispute Avoidance and Reconciliation Service (Dars)

- 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).
- 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.
- 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.
- 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

Parents can contact the service which is provided by [Global Mediation](#).

Special Educational Needs and Disability Tribunal (SENDIST)

- 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.
- 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)

- 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

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
- Transitions policy.

Approved: June 2022
To be Reviewed: June 2025