

**REGENT
HOUSE SCHOOL**



**POLICY FOR
SPECIAL EDUCATIONAL
NEEDS
AND INCLUSION**

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND INCLUSION

November 2016

STATEMENT OF PRINCIPLE

Children present a rich and diverse range of strengths and needs. Inclusion is achieved when this is recognised and regarded positively. Regent House celebrates diversity and fosters an ethos which challenges discrimination. We value the uniqueness of children equally, regardless of their ability, disability, gender, culture, race, ethnicity, religion, linguistic, social or other circumstances. The school community is founded on a commitment to inclusive principles. Pupils are respected and their views valued. Their strengths are celebrated and they are supported in overcoming potential barriers to learning or access to any aspect of school life.

AIMS

- To promote inclusion throughout the school and foster an ethos which values diversity and challenges discrimination
- To meet the continuum of needs of pupils with a continuum of provision
- To provide access to a broad and balanced curriculum
- To provide a stimulating and caring environment in which all pupils, including those with special educational needs, feel happy and confident and enjoy learning
- To ensure that pupils experience success in their learning, thus promoting self-confidence and self-esteem
- To ensure that pupils experiencing barriers to learning are identified and assessed as early as possible in their school careers
- To employ a range of strategies for teaching and learning and ensure that a differentiated curriculum allows pupils to work at a pace appropriate to their abilities
- To set achievable targets within each pupil's education plan, record outcomes and use these outcomes in devising subsequent targets
- To use an appropriate system of assessment, record-keeping and evaluation to monitor progress and inform future planning
- To ensure that pupils are actively involved in the aims and evaluation of their learning
- To take account of the learning styles of individual pupils, e.g. visual, auditory, kinesthetic, interpersonal or intrapersonal
- To provide effective resources to meet the needs of pupils
- To develop close working partnerships with parents
- To promote effective communications with all school staff and governors
- To liaise closely with outside agencies to ensure appropriate provision for each pupil

CONTEXT

This Policy has been developed within the context of current legislation, policy and guidelines including:

- *The Education (Northern Ireland) Order 1996*

The Education (Northern Ireland) Order 1996 established a framework for SEN within four main areas:

- Defining children who have SEN
 - Establishing procedures for identifying and assessing children with SEN
 - Determining appropriate educational provision
 - Enabling parents to be involved in decisions regarding their child's education
- *The Code of Practice on the Identification and Assessment of Special Educational Needs.* (DE, Operative date: 1st September 1998)
 - *Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO)* (DE, Operative date: 1st September 2005)

The SENDO 2005:

- Strengthens the rights of children with SEN to be educated in mainstream schools
 - Prohibits disability discrimination
 - Requires responsible bodies to prepare accessibility strategies and plans for improved access to curriculum, premises and information for pupils.
- *The Supplement to the Code of Practice on the Identification of Special Educational Needs* (DE, 2005)
 - *Guidance for schools: Recording Children with Special Educational Needs* (DE, 2005)
 - *Disability Discrimination Code of Practice for Schools* (Equality Commission, 2006)
 - *Supporting Pupils with Medication needs*, guidance document from the Department of Education and the Department of Health, Social Services and Public Safety (2008)
 - *Provisional Criteria for Initiating Statutory Assessments of Special Educational Need.* (ELBs Regional Operative date: 1st September 2009)
 - *Good Practice Guidelines* (ELBs Regional Operative date: 1st September 2009)
 - *The Resource File to support children with Special Educational Needs* (DE 2010)
 - ASPIRE (Self Study Module to support the implementation of the Resource File), (2012)

- The *Special Educational Needs Review*
 - The Way Forward for Special Educational Needs and Inclusion (DE 2009) Proposals
 - Special Educational Needs and Inclusion (The Northern Ireland Assembly Committee for Education Official Report (Hansard), January 2012).
(The development of the SEN Review proposals).
 - Special Educational Needs and Inclusion (The Northern Ireland Assembly Committee for Education Official Report (Hansard), May 2012).
(The development of the SEN Review proposals).

DEFINITION OF INCLUSION

Inclusion is the process of planning to meet and of meeting the needs of all children within the cultures, curricula and communities of schools in the fullest way possible, recognising:

- their rights, wishes and extent of their needs
- the rights, wishes and needs of their peers.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

The Code of Practice 1998 was issued by the Department of Education under Article 4 of the Education (NI) Order 1996 and became operative in September 1998.

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 the child has significantly greater difficulty in learning than the majority of children of his/her age and/or has a disability which hinders his or her use of everyday educational facilities (or, where the child is below school age would hinder such use if the child were of school age.)

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

(Ref: Code of Practice 1998, page 1)

CATEGORIES OF SPECIAL EDUCATIONAL NEEDS

The definition of special educational needs encompasses a diverse range of learning difficulties varying in type, duration and severity. The Department of Education has identified seven broad areas of Special Educational Need as noted below. Within each area there are a number of categories.

Cognitive and Learning

- a) Dyslexia/SpLD
- b) Dyscalculia
- c) Dyspraxia/DCD
- d) Mild Learning Difficulties
- e) Moderate Learning Difficulties
- f) Severe Learning Difficulties
- g) Profound and Multiple Learning Difficulties
- h) Unspecified

Social, Emotional and Behavioural

- a) SEBD
- b) ADD/ADHD

Communication and Interaction

- a) Speech and Language Difficulties
- b) Autism
- c) Asperger's Syndrome

Sensory

- a) Severe/profound hearing loss
- b) Mild/moderate hearing loss
- c) Blind
- d) Partially sighted
- e) Multi-sensory Impairment

Physical

- a) Cerebral Palsy
- b) Spina bifida and/or hydrocephalus
- c) Muscular dystrophy
- d) Significant accidental injury
- e) Other (Physical)

Medical conditions/Syndromes

- a) Epilepsy
- b) Asthma
- c) Diabetes
- d) Anaphylaxis
- e) Down Syndrome
- f) Other Medical conditions/syndromes
- g) Interaction of complex medical needs
- h) Mental Health Issues

Other

(Ref: Guidance for Schools: Recording Children with Special Educational Needs, Dept. Ed. 2005)

DEFINITION OF DISABILITY

The term 'disability' refers to someone who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities. 'Long term' in this context is regarded as a period of more than 12 months.

(Ref: Disability Discrimination Act (1995), SENDO (NI) (2005))

ADMISSION ARRANGEMENTS AND SENDO

The Special Educational Needs and Disability (NI) Order 2005 (SEUDO):

- strengthens the rights of children with special educational needs to be educated in mainstream schools (Article 3)
- makes discrimination against pupils and prospective pupils unlawful for a reason relating to their disability (Article 14).

Accordingly, the admission arrangements for pupils with special educational needs and /or disabilities are consistent with general arrangements for all pupils in the school.

With regard to children with statements of special educational needs, the Education Authority take account of parental wishes and names a school as part of the child's statement. When seeking to place a pupil with a statement of special educational needs, the Education Authority (EA) will take into account the ability of the school to meet the special needs of the child, the provision of efficient education for other children in the class or school and the efficient use of resources.

ACCESSIBILITY

The school will endeavor to make reasonable adjustments and take relevant and purposeful measures to ensure accessibility for all members of the school community in relation to:

- accessing the premises
- accessing the curriculum
- accessing information - e.g. verbal, written or electronic.

IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

In Regent House it is a priority to ensure that pupils with special educational needs are identified and assessed as early as possible in their school careers.

The SEN needs of new pupils joining the school are in the first instance identified through liaison with feeder primary schools or previous post-primary schools and further liaison with parents. Information obtained is used to focus attention on action to support the pupil within the class. An initial education plan is put in place and ongoing observation and assessment informs future planning for the pupil's learning.

Within school there is a referral system whereby staff are encouraged to pass general concerns about a pupil to the Form Tutor who will refer to the Head of Year if appropriate. The Head of Year gathers information from all teachers and refers the concerns to the Special Educational Needs Co-ordinator (SENCo) if a pupil displays significant or long term learning or behavioural difficulties. Specific SEN concerns can also be directly referred to the SENCo using the SEN referral form (*appendix 4*). The SENCo gathers information from teachers and samples of work are obtained if relevant. Parents are also contacted to gain insight into issues raised. The SENCo decides if a diagnostic assessment is appropriate. On the basis of information gathered and diagnostic assessment, the pupil is then placed on the appropriate stage of the Code of Practice.

From the moment a pupil is deemed to have special needs, close liaison with parents becomes an ongoing priority.

STRUCTURE OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY PROVISION

Special educational needs provision in Regent House follows a staged approach as detailed in the *Code of Practice on the Identification and Assessment of Special Educational Needs (1998)*. There are five stages in the identification and assessment of pupils with special educational needs. The first three stages are based in school, with advisory support from external specialists as appropriate. At stages four and five, the EA shares responsibility with the school. Parents are consulted and their agreement sought at each stage. Individual education plans, with appropriate targets are prepared for pupils at stages two to five of the SEN register. These are closely monitored and outcomes noted.

Stages of the Code of Practice on the Identification and Assessment of Special Educational Needs

Stage 1:

Teachers identify and register the special educational needs of a pupil and, after consulting the SENCo, take initial action.

Stage 2:

The SENCo takes lead responsibility for collecting and recording information and for co-ordinating the special educational provision for the pupil, in partnership with subject and pastoral teachers.

Stage 3:

Teachers and the SENCo are supported by outside agencies. Before moving to Stage 3, teachers and the SENCo will have explored and utilised all reasonable and purposeful measures in addressing a pupil's special educational need within school.

When school seeks external support, the specialist may act in an advisory capacity, provide specialist assessment or interact with the pupil directly. The resulting education plan will set out new strategies to be implemented mainly in the classroom setting. Delivery of the education plan will remain the responsibility of subject teachers.

Stage 4:

The EA considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

Stage 5:

The EA considers the need for a statement of special educational needs; if appropriate, it makes a statement and arranges, monitors and reviews provision.

(For further details see Appendices 1 – 3)

At all stages of the Code of Practice, the views of pupils and parents are taken into consideration.

Individual Education Plans (IEPs)

An IEP will be put in place when a pupil's learning is not ensured by current classroom strategies.

A pupil's IEP will include information about: -

- a pupil's special educational need(s)
- the provision to be put in place
- the date support was begun
- targets set for or by the pupil
- teaching strategies to be used
- the anticipated review date, at which point outcomes are recorded
- an opportunity for the parent, pupil and classroom assistant (where appropriate) to comment on the provision

The requirements underpinning all Individual Education Plans are that:

- all IEP targets should be achievable for both the pupil and the teacher
- the IEP must be considered in the context of the overall class management of all pupils and staff
- time allocated for the delivery of the IEP should be integral to classroom and curriculum planning.

Teachers are encouraged to set subject specific strategies for teaching and learning, ensuring an appropriately differentiated curriculum. At review the SENCo, following liaison with teachers and classroom assistants, records outcomes and structures new targets. Pupils are encouraged take ownership of the aims recorded in their education plans.

The IEPs of pupils at Stages 2-5 are monitored on an ongoing basis and reviewed bi-annually. Parents are consulted at each review and pupils are also invited to contribute to the review process.

Structure of the Five Stage Approach

Stage 1	Class Teacher / SENCo	Identify a need; SEN Register.
Stage 2	SENCo / Class Teacher	Education Plan
Stage 3	SENCo / Class Teacher / External Agency	Education Plan
Stage 4	Statutory Assessment	Education Plan
Stage 5	Statement Issued	Education Plan

Annual Reviews

Where a pupil is the subject of a statement of special educational needs, an Annual Review of his/her statement is arranged by school in order to evaluate the pupil's progress towards the objectives specified in the statement. The special provision made for the pupil is reviewed and it is determined whether changes to the statement are required. Prior to this meeting, contributions are requested from and invitations issued to parents, the pupil, external agencies and classroom assistants supporting the pupil. At the meeting, reports from teachers on pupil progress are discussed, and all parties are invited to contribute. Any additional needs which have become apparent are highlighted and targets established for the next six months. From the age of fourteen, a pupil's Annual Review incorporates transition plans, in preparation for moving to the next stage of education and adult life; consideration is given to career choice, supported by input from careers' advisers; pupil and parents are advised of special needs provision available at university and further education colleges and the pupil is supported in moving to third level education.

ARRANGEMENTS FOR CO-ORDINATING PROVISION

Provision for pupils with special education needs is recognised as a whole school responsibility, requiring a whole school response. The governing body, school principal, SENCo and all other members of staff share this important responsibility.

THE ROLE OF THE BOARD OF GOVERNORS

- To oversee the promotion of inclusive practice within the school
- To keep under review, the school policy for special educational needs and inclusion
- To have regard to its policy in ensuring that provision is made for all pupils with special educational needs and disabilities
- To report annually to parents on the steps taken to implement the school's special educational needs policy

THE ROLE OF THE PRINCIPAL

- To ensure that account is taken of the provisions of the Code of Practice (1998) on identifying, assessing and providing for pupils with special educational needs
- To ensure that teachers in the school are aware of the importance of early identification of pupils with special educational needs and of providing appropriate teaching
- To allocate funding for special educational needs and disabilities
- To keep the Board of Governors fully informed on all aspects of inclusion and provision for pupils with special educational needs and disabilities

THE ROLE OF THE VICE PRINCIPAL (PASTORAL)

- To support the SENCo in the identification of and provision for pupils with special educational needs and disabilities

THE ROLE OF THE HEADS OF DEPARTMENT

- To ensure that all members of the department are familiar with procedures for the support of pupils with special educational needs
- To ensure that there is reference in departmental policies to appropriate differentiation and strategies to make provision for pupils with special educational needs
- To liaise with the SENCo in ensuring that pupils' special educational needs are met within the department
- To build a supply of departmental resources
- To avail of support from the EA and SENCo in developing awareness of SEN issues

THE ROLE OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCo)

The SENCo, in collaboration with the principal and governing body, plays a key role in helping to determine the strategic development of the Special Needs Policy and provision in the school to raise the achievement of pupils with special needs. A SENCo is required to develop a knowledge, understanding and range of skills to co-ordinate SEN in schools. The SENCo works in a co-ordinating role, rather than having total responsibility, for the identification, assessment and provision for those pupils with special needs and disabilities within the school.

The key responsibilities of the SENCo include:

- the day to day operation of the school's special educational needs Policy within the Code of Practice for Special Educational Needs (1998)
- liaison with Heads of Department, Heads of School, Heads of Year, Form Tutors and subject teachers, in identifying pupils experiencing barriers to learning
- the co-ordination of special needs provision, including ensuring appropriate liaison with the various teachers who will teach or have pastoral responsibility for any pupil with special educational needs to ensure that individual needs are met
- responding to requests for support and advice from colleagues with regard to the specific needs of individual pupils
- the maintenance of a SEN Register, with records on pupils with special educational needs
- advising the Principal and Senior Leadership Team as appropriate
- co-ordination of the process of setting appropriate targets in Individual Education Plans (IEPs), the ongoing monitoring of targets and reviews of pupils' progress, recording of target outcomes and agreeing new targets
- liaison with parents of children with special educational needs
- contribution to staff development by establishing the SEN in-service training requirements of the teaching staff and classroom assistants and contributing to their training, to ensure effective implementation of this policy

- liaison with the school's examinations officers regarding access arrangements for SEN pupils in internal and external examinations
- liaison with external agencies in the co-ordination of provision for pupils with special needs and disabilities
- liaison with the Principal regarding appropriate resources for pupils with special educational needs
- reviewing and evaluating the effectiveness of provision

THE ROLE OF THE CLASS TEACHER

- To work in conjunction with the SENCo to identify pupils with special educational needs
- To retain overall responsibility within the class for pupils who have special educational needs or disabilities
- To work towards meeting the needs of the individual pupils who are on the Special Needs Register, by implementing appropriate education plans, addressing targets through their own subject
- To ensure that work is appropriately differentiated, with varied teaching and learning strategies or alternative classroom organisation
- To monitor the progress of pupils with special educational needs
- To participate in and contribute to reviews of children with statements of special educational needs

THE ROLE OF THE CLASSROOM ASSISTANT

A classroom assistant employed to support an individual pupil with a statement of special educational needs has a unique responsibility. Through continuity of care, they will develop a close personal relationship with the pupil and a comprehensive understanding of the pupil's individual needs. Within this working relationship, they will establish the pupil's strengths and weaknesses, particular interests and dislikes. They will employ positive, motivational techniques unique to the pupil and provide reassurance when necessary.

Specifically the role is to:

- Support each pupil's academic development by
 - Monitoring each pupil's response to learning tasks, if necessary modifying the tasks as agreed with the teacher
 - Consistently and effectively implementing recommended strategies; monitoring and evaluating the success of these strategies.
 - Creating appropriate resources to support a pupil's learning
- Support each pupil's social and emotional development both in and out of the classroom and promote acceptance and inclusion within the school community, encouraging pupils to interact with each other in an appropriate and acceptable manner
- Provide motivation to the pupil by positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self reliance and self esteem.
- Assist with the development of the pupil's education plan, ensuring ownership of targets by the pupil
- Participate in ongoing monitoring and evaluation of pupil progress towards achieving targets and provide regular written feedback to the SENCo, including comment on the effectiveness of IEP strategies.
- Give practical assistance to the pupil with the management of his/her learning environment, including organisation of resources and physical needs
- Support behaviour management as appropriate
- Prioritise the ongoing development of the pupil's independence in preparation for adult life
- Maintain regular communication with parents
- Attend appropriate in-service training

ARRANGEMENTS FOR ACCESS TO EXAMINATIONS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The SENCo works closely with the school's examination officers ensuring that access arrangements are put in place for pupils with special educational needs, or disabilities, if required in compliance with criteria established by the Joint Council for Qualifications.

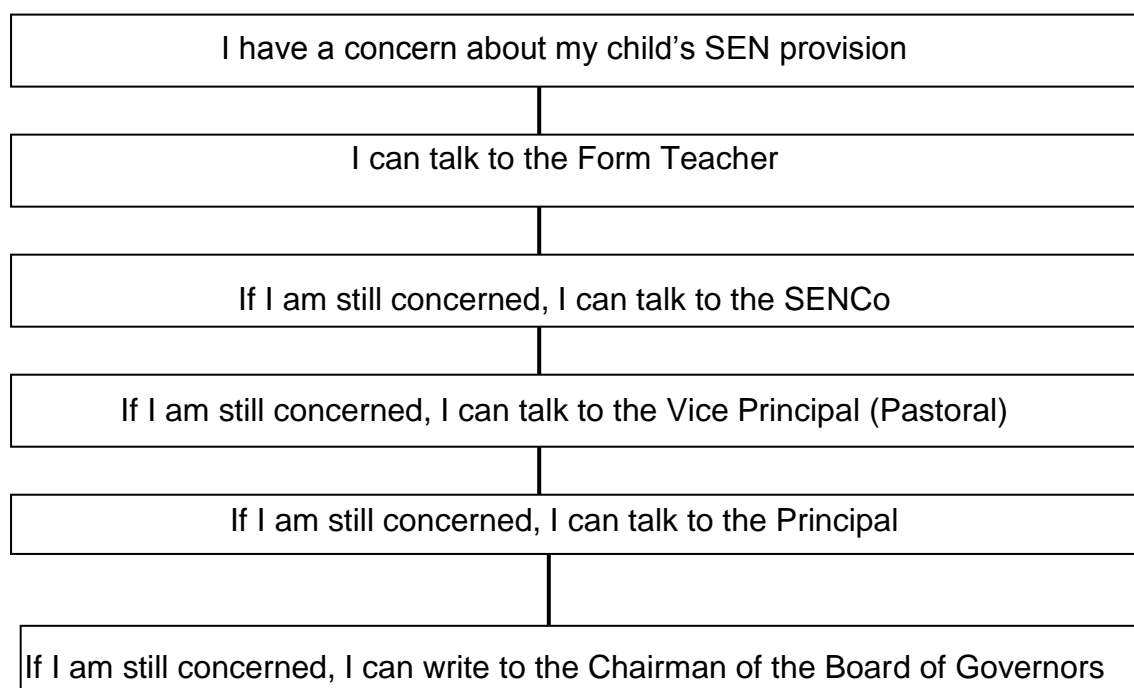
PARTNERSHIPS WITH PARENTS

Effective provision for pupils on the special needs register is enhanced by a close working partnership with parents. We value the knowledge, experience and views of parents and seek their agreement in relation to all issues relating to the special needs and/or disability of their child.

Parents have access to the EA's services in relation to support regarding special needs:

- *Advice and Information Service (AIS)* (Ref: Supplement to the Code of Practice 2005, pp 22 – 24)
- *Dispute Avoidance and Resolution Service (DARS)* (Ref: Supplement to Code of Practice 2005, pp 25 – 29)

PROCEDURES FOR CONCERNS



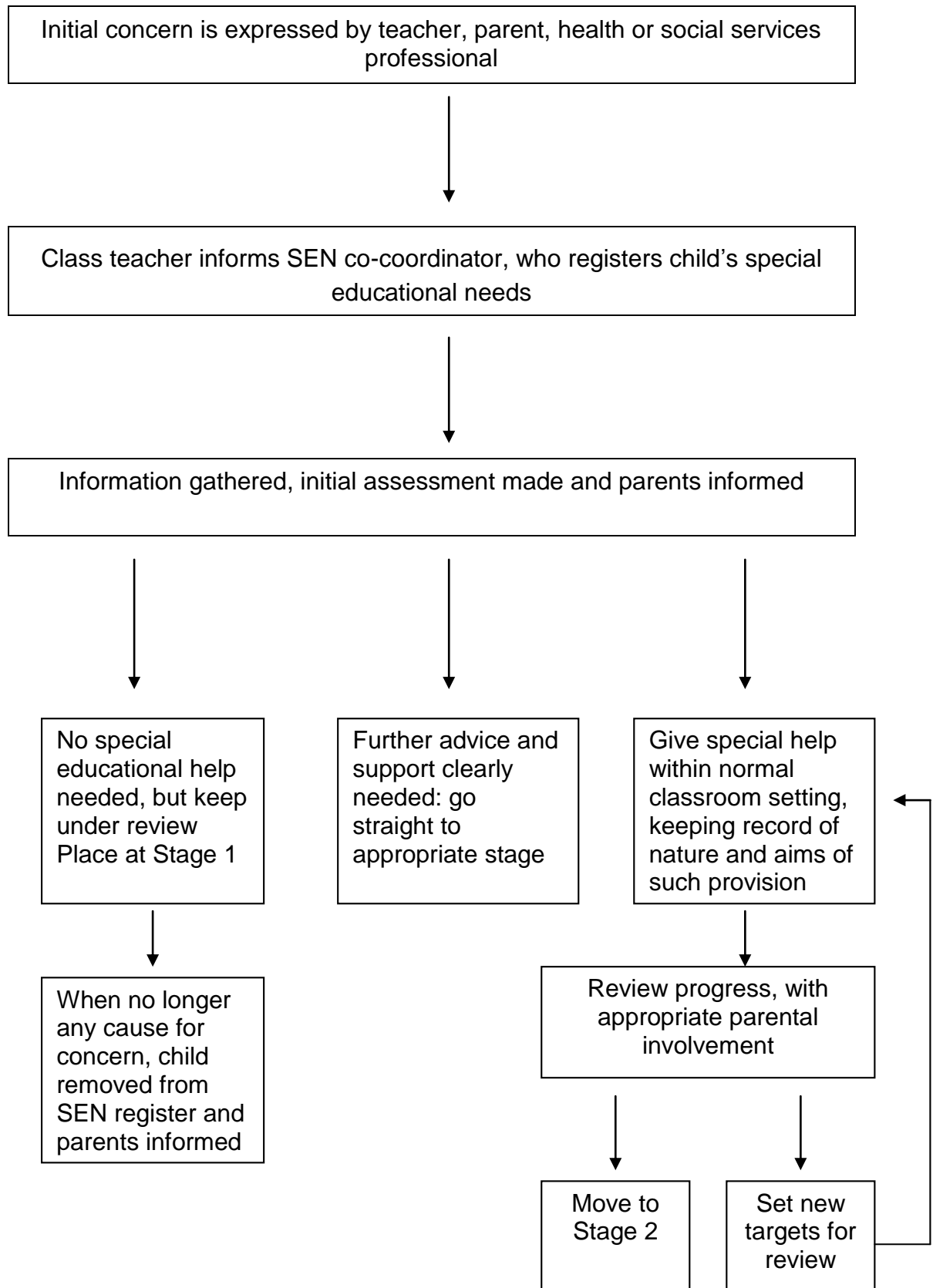
LINKS WITH OTHER SCHOOLS AND AGENCIES

Continuity of provision for SEN pupils is ensured by close contact with feeder schools. Should a pupil with SEN move to another school, all relevant information is supplied to that school.

School has close links with the EA's educational psychology, outreach support from EA's autism, behaviour and dyslexia services, from Ardmore House and from South Eastern Health and Social Care Trust services.

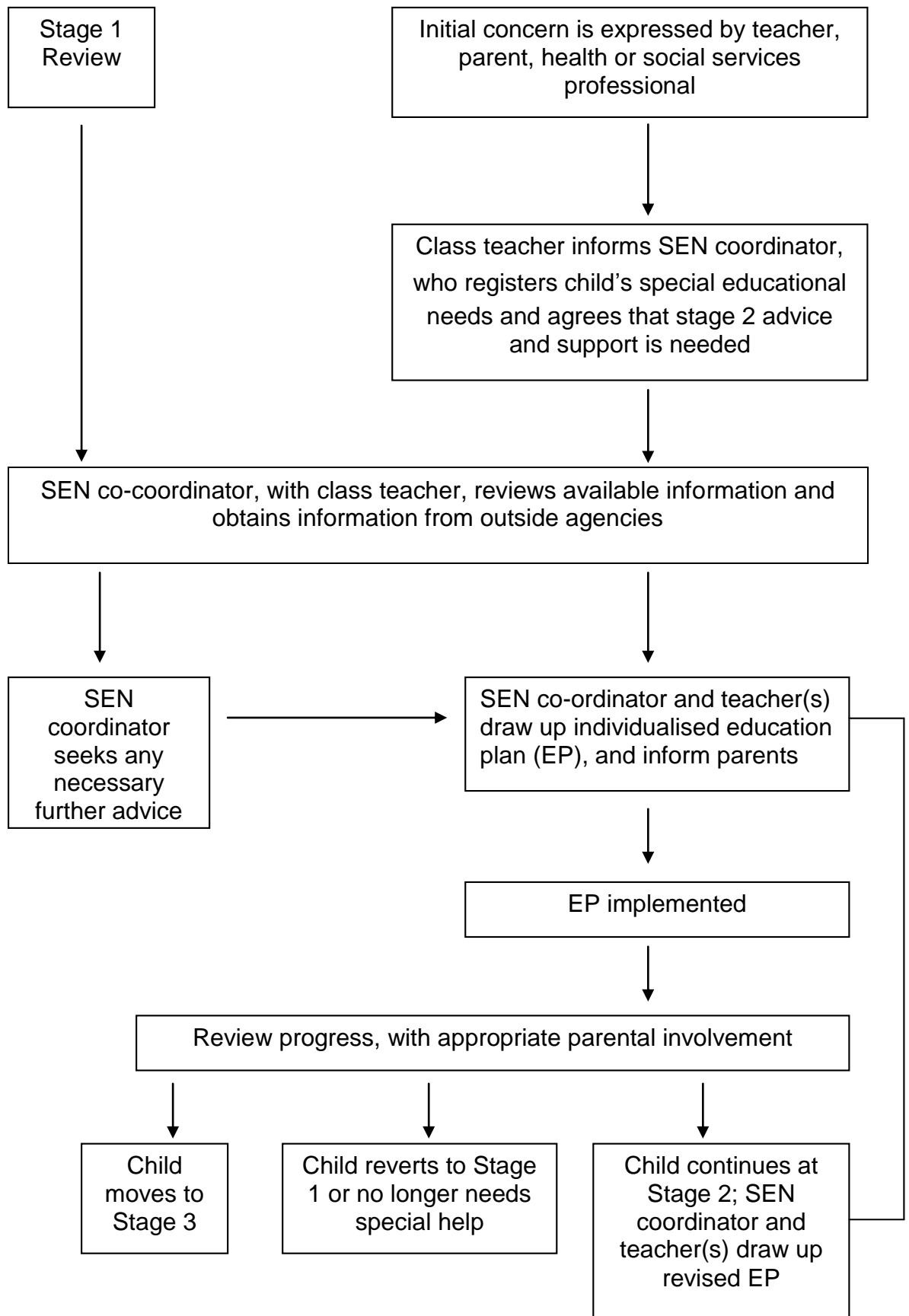
REVIEW AND EVALUATION

This policy will be reviewed annually by the Board of Governors and will be kept under review by senior members of staff who will keep Governors informed of any difficulties that may arise.



Appendix 2

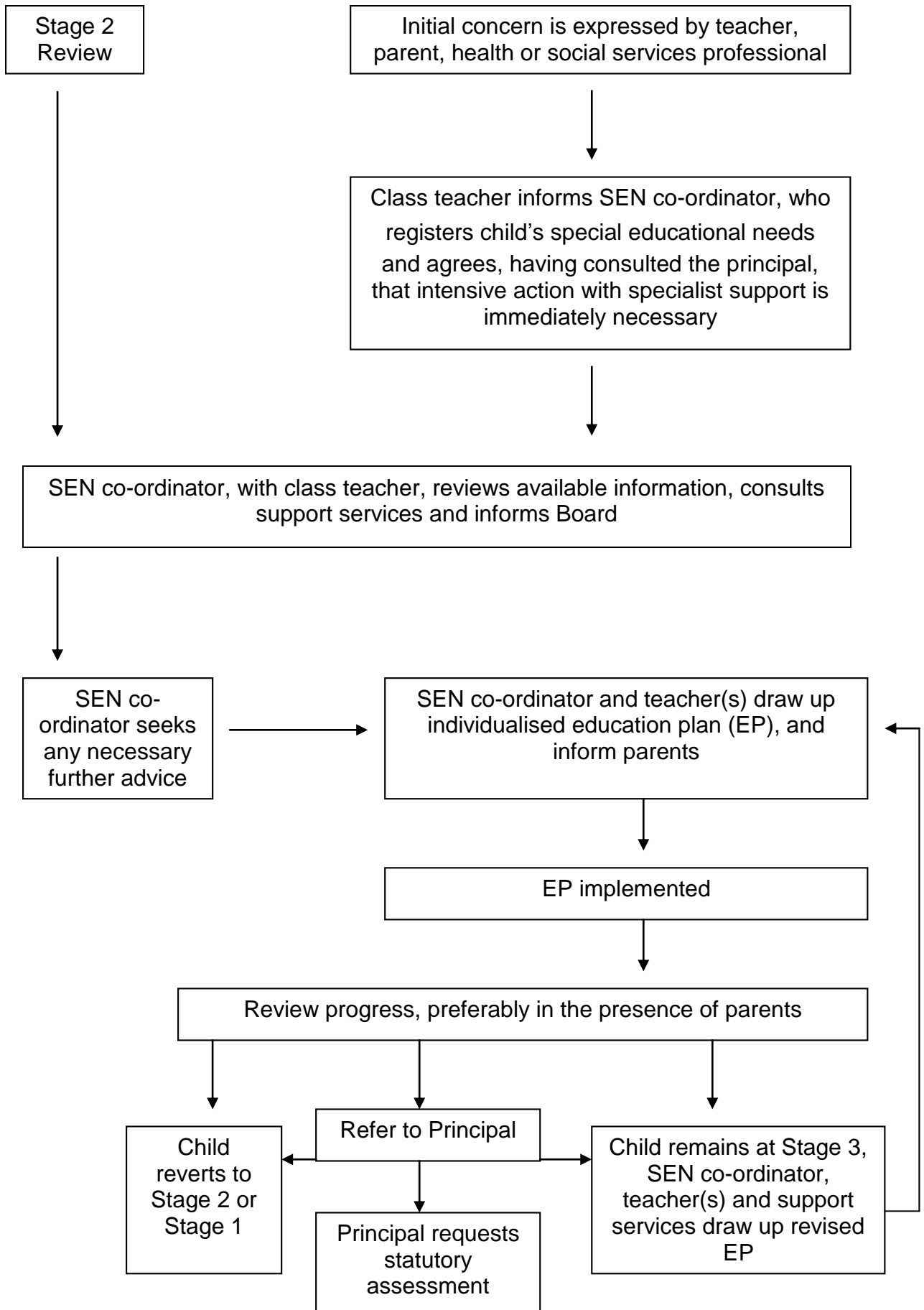
School Based Stages: Stage 2
(Ref: COP 1998 p23)



Appendix 3

School Based Stages: Stage 3

(Ref COP 1998 p24)



Appendix 4

SEN Record of Concern

Pupil: _____ Class: _____

Subject Teacher/Year Head: _____ Date: _____

Area of concern

(Please indicate the SEN concerns by ticking the appropriate circle(s). If 'other' please give details)

- Cognitive and Learning
- Physical
- Sensory
- Social, Emotional and Behavioural
- Medical Conditions/Syndromes
- Communication and Interaction
- Other _____

Reasons for concern

(Include detail of current performance, progress, attitude and integration in class where relevant)

Please give specific details of the concerns:

List the strategies you have implemented to address the issues and indicate how successful they have been:

Sample(s) of work attached: YES / NO

Received by SENCO: Signed _____ Date _____

Action by SENCO

- Pupil not placed on register
- Pupil placed on register at Stage 1
- Pupil placed on register at Stage 2/3 with an IEP put in place
- Parents consulted

Signed _____ Date _____