



Enniskillen Royal Grammar School

Special Educational Needs Policy

Foreword

For the purposes of this document the term SEN refers to those pupils in your school who have special educational needs and/or a disability which affects their learning

In line with the [Freedom of Information Act](#), copies of this policy information are available to all relevant stakeholders. As such this SEN policy is regularly monitored to ensure it is up-to-date, accurate and reflects current practice in your school. It also takes account of the following legislation and documentation:

Legislation:

- [The Education \(NI\) Order 1996](#)
- [Special Educational Needs and Disability \(NI\) Order 2005](#)
- [The Special Educational Needs and Disability Act \(NI\) 2016](#)

Documentation:

- [Department of Education Northern Ireland \(1998\) Code of Practice on the Identification and Assessment of Special Educational Needs. Bangor: DENI](#) (PDF, 644KB)
- [Department of Education Northern Ireland \(2005\) Supplement to the Code of Practice. Bangor: DENI](#) (PDF, 801KB)
- [Equality Commission, Northern Ireland \(2006\) Disability Discrimination Code of Practice for Schools \(SENDU\)](#). (PDF, 761 KB)
- [Department of Education Northern Ireland \(2009\) *Every School a Good School – a policy for school improvement*, Bangor: DENI](#). (PDF, 706KB)

Rationale/Vision

We at Enniskillen Royal Grammar School staff are committed to providing equal access for all our pupils to a broad and balanced educational experience based on the Northern Ireland Curriculum. We aim to provide a broad, balanced and coherent curriculum which engages all learners and allows our young people to develop questioning and independent minds, experience success and to develop a love of learning and a desire to contribute actively to their wider community as they move into the rapidly changing world of the 21st century. We recognise that some pupils during their school career may have special educational needs and/or a disability. In the interests of these children, we will endeavour to make every reasonable arrangement to provide for their individual needs.

The legislation that currently governs practice regarding children and young people with special educational needs (SEN) is the Education Order (1996). The current Code of Practice on the Identification and Assessment of SEN provides guidance on how the legislation is to be delivered in schools and was published in 1998.

SENDO (2005) increased the rights of children and young people with SEN and/or disabilities to be educated in mainstream schools and aimed to ensure that children with disabilities were not disadvantaged compared to their peers in school. This included the school being proactive in areas such as ensuring that the school is prepared with an adapted environment and differentiated curricula for all children who may wish to attend, including those with SEN/Disabilities.

The Supplement to the Code of Practice was published in 2005 and updated parts of the 1998 Code of Practice to reflect the changes following SENDO (2005).

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, like all schools we have been advised that we 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.

Definitions

For all involved in a child's education it is important that there is a clear understanding of the terms 'special educational needs,' 'learning difficulty' and 'special educational provision, as defined in Article 3 of the 1996 Order.

Special Educational Needs

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made.

Learning Difficulty

A child has a learning difficulty if:

- (a) they have a significantly greater difficulty in learning than **the majority of** children of the same age;
- (b) they have a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools; or
- (c) they have not attained the lower limit of compulsory school age and is or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory school age.

Special Educational Provision

Special educational provision (SpEP) is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in ordinary schools.

Disability

The following definition of disability is taken from the Disability Discrimination Act (1995):

A disability is when someone has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

(Paragraph 2.3)

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 Mr Stephen Gaston

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

Policy Aims

As a school we are committed to encouraging all of our pupils to make the most of their individual potential within a caring and supportive environment where each member of the school community is recognised as unique and thus respected and appreciated as a person of importance. We are committed to a school improvement agenda in which high expectations are maintained for all pupils within a context of high support. We recognise that many pupils will have additional learning, pastoral or behavioural needs or a disability at some time in their school life which may create

barriers to learning. In implementing this policy we believe that pupils can be helped to overcome these barriers to learning and supported to reach their potential.

A whole school approach is adopted in relation to Learning Support issues and is linked to the effective and holistic use of data to understand and support all our learners, to aid target setting and improvement of outcomes for all pupils. The development of Learning Support provision is an on-going priority within the School Development Plan and Learning Support issues are regularly addressed on School Development Days.

Key principles underpinning our provision are:-

All pupils in the school are entitled to access high quality Teaching and Learning within a broad and balanced curriculum including the provisions of the Northern Ireland Curriculum

We aim to provide (as far as possible) a differentiated curriculum appropriate to the individual's needs and abilities. We seek to do this in a caring, supportive environment where we aim to develop our young people in mind, heart and body and to enable them to hold a positive view of themselves, their community and the wider world, thus enabling our young people to find and take their place in local, regional, national and global communities as well-rounded and forward-looking individuals with a clear pathway to the future.

All staff are teachers of pupils with special educational needs and have a responsibility to identify and provide support to meet those needs using a range of Teaching and Learning strategies. We promote collaboration amongst teachers in identifying and developing our understanding of all our learners and in doing so that we accommodate different learning styles and promote effective learning.

Pupils requiring Learning Support provision should be identified as early as possible in their school career using a variety of measures and in consultation with appropriate personnel. We encourage staff to take a pro-active role in the identification process and in the development of a recording system so that each pupil's performance can be monitored and reviewed appropriately.

The approach adopted will vary from pupil to pupil depending on the severity of the problem and the timespan involved.

Provision made should take account of the wishes and feelings of the pupils concerned as they often have a unique knowledge of their own needs and the type of support which would be most appropriate for them. Central to this is the aim that all pupils with SEN or a disability should feel valued.

The involvement of parents in a partnership arrangement is vital to ensure appropriate provision for each pupil with special educational needs that will enable them to achieve their potential. The school recognizes that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

Initial contact with parents will be made at an early stage by either the Principal, Learning Support Co-ordinator or Learning Support Assistant. The purpose of this contact will be to capture their views, inform them of our concerns, and the subsequent process that will follow. It is paramount to the success of this provision that parental input is sought at regular stages throughout the provision of the child's progress and attainment.

Pupils with special educational needs should be integrated into the life of the school as far as is possible and we offer curricular, pastoral and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence. We seek 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.

The school recognizes the important contribution within our multi-agency approach that external support services make in assisting to identify, assess, and provide for pupils with SEN. We work closely with EA Services and other outside agencies as appropriate to support each pupil with SEN and when considered necessary, colleagues from the following support services will be involved with pupils with SEN:

- Educational Psychologists
- Clinical Psychologists
- Speech Therapists
- Physiotherapists
- Occupational Health
- Hearing impairment / Visual impairment services etc.
- CAMHs
- ASD / AAIS Service

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 Miss Kerry McCabe (Learning Support Co-ordinator).

Roles and Responsibilities

The following section highlights the key roles and responsibilities of all those involved in SEN provision:

Board of Governors

The role of the Board of Governors of a mainstream school is to exercise its functions in relation to the school with a view to ensuring that provision is made for registered pupils with special educational needs. Miss Kate Doherty has been appointed as SEN Governor who has a key responsibility to monitor the school's provision for children with special educational needs. The SEN Governor is a member of the Education Sub-Committee.

Chapter 12 of the document '*Every School a Good School*' (DENI, 2010) relates specifically to the role of the governor in supporting pupils with special educational needs. Based on this information, The *SEN Resource File* (DENI, 2011) outlines that the Board of Governors has a statutory duty to:

- take account of the provisions in the DE Code of Practice on identifying and assessing special educational needs;
- use their best efforts 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;
- check that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching; and
- allocate funding for special educational needs and disability; and
- prepare and take forward a written accessibility plan.

Principal

According to the Code of Practice (1998) the principal should:

- keep the board of governors informed about SEN issues;
- work in close partnership with the SENCo (Soon to be Learning support Co-Ordinator);
- liaise with parents and external agencies as required;
- delegate and monitor the SEN budget;
- ensure the senior leadership team (SLT) are actively involved in the management of SEN within the school;
- SLT members should ensure consistency of practice and contribute to the realization of the school development plan; and
- provide a secure facility for the storage of records relating to special educational needs.

Learning Support Co-ordinator

The Learning Support Co-Ordinator, in close co-operation with the Principal, plays a key role in helping to determine the strategic development of the Learning Support Policy and its implementation within the school. The key responsibilities of the Learning Support Co-Ordinator include:

- overseeing the day-to-day operation of the Learning Support Policy
- liaising with and advising fellow teachers
- co-ordinating provision for pupils with special educational needs
- overseeing the records on all pupils with special educational needs, including maintaining the SEN electronic register
- working in partnership with the parents of pupils with special educational needs
- planning relevant in-service training for staff
- liaising with external agencies including the EA's learning support and educational psychology services, social services, and voluntary bodies
- leading Classroom assistants in their support of their pupils with special educational needs – see Appendix 2

Head of Year / Head of Key Stage

While the Code of Practice clearly acknowledges the importance allocated to the subject teacher, we also recognise that effective Learning Support provision requires a whole school co-ordinated approach and we need to develop strong pastoral links. To facilitate this the Head of Key Stage/Head of Year will facilitate effective Learning Support provision by assisting the Learning Support Co-ordinator / Learning Support Assistant in the identification of Learning Support pupils and subsequent monitoring of provision by

- being aware of current legislation;
- keeping up to date with the SEN Register;
- keeping up to date with the Medical Register
- keeping up to date with / updating Pastoral information
- liaise with other staff regarding pupils who are experiencing difficulty;
- taking a lead role in monitoring and reviewing pupil progress for those identified above
- working closely with the Learning Support Co-Ordinator / Learning Support Assistant, and
- updating records as appropriate including Sims.

Curriculum Leader / Leader of Learning

It is clear within the Code of Practice that Curriculum support is highly effective. While the subject teacher is key we also recognise that they need support and guidance. With this in mind responsibilities include:

- being aware of current legislation;
- keep up to date with the SEN Register;
- keeping up to date with the Medical Register
- keeping up to date with Pastoral information
- ensure new members of department are familiar with the SEN Policy;
- ensure that practice and procedures within the department promote learning and teaching which is relevant and accessible to all pupils. Support subject teachers in identifying suitable learning and teaching strategies for all pupils including appropriate Learning Support provision;
- support subject teachers to enable them to provide an appropriate and differentiated curriculum;
- Have an overview of Learning Support provision within their department and monitor progress at departmental meetings

- ensure appropriate resources are available; and
- discuss issues with subject teachers through departmental meetings and forward minutes to Learning Support Coordinator / Learning Support Assistant when appropriate.

Subject Teacher/Form Teacher

The Code of Practice clearly acknowledges the importance allocated to the subject teacher, who needs to have access to information about pupils with SEN and whose responsibilities include:

- being aware of current legislation;
- keep up to date with the SEN Register;
- keeping up to date with the Medical Register
- keeping up to date with Pastoral information
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for pupils with SEN.
- gathering information through observation and assessment;
- Working with the Learning Support Co-ordinator / Curriculum Leader to collect all available information on the pupil.
- Forwarding written responses to the Head of Key Stage/Head of Year to facilitate identification and assessment of pupils
- Collaborating with the Learning Support Co-ordinator / Curriculum Leader to decide the action required to assist the pupil to progress.
- developing an inclusive classroom;
- working closely with other staff to plan for learning and teaching;
- In collaboration with the Learning Support Co-ordinator / Curriculum Leader, developing Education Plans for pupils with SEN
- Working with pupils with SEN to deliver the individual programme set out in the Education Plan.
- Developing constructive relationships with parents.
- Contributing to, managing, and reviewing IEPs in collaboration with the Learning Support Coordinator / Learning Support Assistant;
- involving adult assistants as part of the learning team; and

- Being involved in the development of the school's Learning Support Policy.

Role of Learning Support Assistant

Where a Learning Support Assistant is in place, they will assist the Learning Support Co-Ordinator in the implementation of school policy. The duties assigned will be reflected by the current needs of the pupils and the school alongside the qualifications and experience of the Learning Support Assistant.

SEN Support Staff/ Additional Adult Assistants

Support Staff/ Additional Adult Assistants should:

- work under the direction of the subject teacher;
- be involved in planning;
- look for positives by talking to the child about his/her strengths;
- provide practical support;
- listen to the child/young person, speak to staff on the child's behalf;
- explain boundaries and operate these consistently and fairly;
- keep records and attend meetings; and
- share good practice.

Pupil views

In school, 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. We seek and listen to their views about how they learn effectively and then focus on the strategies that work for them.

Key decisions for a particular pupil might include:

- contributing to their own assessment, provision, and progress;
- working towards achieving agreed targets;
- contributing to the review of IEPs, Annual Reviews, and the Transition process; and
- involving and supporting the pupils to participate in making decisions about matters affecting them.

Seeking their views and supporting them to participate in making decisions about their learning is good practice. 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.

Parent/person with parental responsibility

At Enniskillen Royal 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, Learning Support Coordinator / Learning Support Assistant, SLT 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:

- meet with staff to discuss their child's needs;
- attend review meetings;
- inform staff of changes in circumstances; and
- support targets on IEPs.

Admissions

The admission arrangements with respect to the majority of pupils with SEN must be consistent with the school's general arrangements for all other pupils.

The Special Educational Needs and Disability Order (SENDO) (2005) legislation strengthened the right for children with a Statement to an ordinary school place unless it is against the wishes of parents, or it is incompatible with the efficient education of others. Children who have special educational needs but do not have a statement, must, except in specific circumstances, be educated in an ordinary school (Article 3(1) SENDO, 2005).

Children with Statements of SEN are placed in the school at the request of the Education Authority (EA). When seeking to place a pupil with a Statement, the EA will take into account the wishes of the child's parents and the provision of efficient education for other children in the class or school and the efficient use of resources to determine the suitability of the placement. This arrangement is in line with SENDO legislation.

Accessibility

Every grant-aided school and independent school is required to have a written accessibility plan which should be publicly available and accessible via the school's website. The focus in the school's accessibility plan is to:

- increase the extent to which disabled pupils can participate in the school's curriculum. By way of example, this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure, and cultural activities.
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services provided or offered by the school; and
- improve the delivery to disabled pupils of the information which is provided in writing to pupils who are not disabled. This should be completed within a reasonable time and take into account their disability and any preferences expressed by them or their parents.

Examples to illustrate this may include:

At present:

- pupils with disabilities have equal access to all areas of the school building on the CC site;
- the school is fully accessible to wheelchair users on the CC site;
- there are well-equipped facilities for personal care;
- access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude, and attainments; and
- written information can be adapted in a variety of formats upon request.

Special Facilities, Resources and Accommodation

It is our core principle that SEN pupils are integrated fully within our mainstream learning and teaching. In addition to this we have a Learning Support Base on each of our sites. This is a space

which is specifically designated for pupils on the SEN Register who can avail of one-one support with their Classroom Assistant, additional support from an external agency or smaller group provision if available, a quieter space to avail of independent work or time to 'reset'. In addition to this each of the Learning Support Bases have a dedicated Sensory Space for pupils to avail of if they need time to deescalate.

- Additional monies in school budget for SEN.

Annual Report

The Board of Governors report annually on all aspects of SEN provision in school. The SEN section in the Annual Report contains information on the number of statemented pupils; pupils that received provision from EA Pupil Support Services or Health and Social Care Trust; and those that accessed school-delivered special educational provision.

School Practice

Identification and Assessment

It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.

(Code of Practice 1998, paragraph 2.14)

Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness.

(Supplementary Guide of the Code of Practice paragraph 5.12 - page 44)

Early identification of pupils with SEN is a priority. In this respect all classroom teachers have a responsibility to identify and address underachievement as it emerges, develop their understanding of the needs of all the learners in the classroom and to adapt their teaching strategies to meet those needs. Staff have a responsibility to identify pupils with specific learning needs and to flag them to the Learning Support Co-ordinator or Learning Support Assistant through the school identified processes.

The assessment of the learning needs of pupils will consider information from a wide range of sources including:

- Information from primary schools through documentation and visits made by the Principal.

- Information from parents [Parents are encouraged to make contact with the Principal and/or the Form Tutor, Head of Year or Head of Key Stage at any time during the school year. A parents' meeting is also arranged for each year group]
- Pupil Contributions
- Curriculum based assessment through classwork, homework, end of unit tests and internal examinations.
- Cognitive tests (eg CATs) for Year 8 and Year 11 will be used as a means of baselining and target setting within departments.
- Cognitive and Progress tests (CATs, NGRT) for identified year groups will be used as an additional baselining, target setting and screening tool by the Learning Support Co-ordinator and Learning Support Assistant
- Evidence obtained by teacher observation / assessment
- Personal Education Plans for children who are Looked After
- A Referral System within the school which is led by the classroom teacher in consultation with the Curriculum Leader in which the Learning Support Co-ordinator or Learning Support Assistant seeks the names of pupils whom they are concerned about outlining reasons for their concerns
- Standardised testing of pupils in Literacy and Numeracy used within our Teaching and monitoring systems
- Standardised screening and diagnostic tests used by the Learning Support Co-ordinator including:
 - Graded Word (spelling)
 - Suffolk Reading Scale (reading accuracy)
 - DRA, Diagnostic Reading Analysis (reading accuracy and comprehension); available following CCET training
 - Dyslexia Portfolio; available following CCET training
 - TOWRE
 - Lucid

- Ravens Standard Progressive Matrices (ability); available following CCET training
- Handwriting
- Cognitive and Progress tests (CATs, MIDYIS /Yellis, PTM / PTE)
- DASH (Handwriting)
- SPaRCS (Spelling, Processing Speed, Reading Comprehension Speed)

At any stage significant concerns can be expressed by subject teacher or Form Tutor on a Learning Support Pupil Report. In addition to this the following may be used to identify pupil needs:

- Pupil Contributions
- Pupil Education Plans
- Care Plans
- IEPs
- Statements of Pupils' Special Educational provision
- Annual Reviews
- Professional Reports

We recognise the clear links between Literacy and achievement, and this will be reflected in our Development Priorities in the School Development Plan. These may include:

- IEPs – writing, monitoring and evaluating by subject teachers
- Dyslexia Friendly Classroom Strategies
- Advice given to departments via Literacy co-ordinator on Literacy

Interventions

- Department based interventions

As part of the Target Setting and Tracking strategy departments will identify pupils who are underachieving through regular review using qualitative and quantitative data. Interventions will be put in place and monitored within the department on a regular basis by both the classroom teacher and the Curriculum Leader. The advice of the Learning Support Co-ordinator / Learning Support Assistant / Head of Key Stage / Head of Year / Leader of Learning can be sought at any point during this process.

Following an initial cycle of intervention led by the classroom teacher and Curriculum Leader, the Learning Support Co-ordinator or Learning Support Assistant may carry out further diagnostic testing and / or investigations.

Further support takes the form of Study Skills on a whole school basis and this is supported by departments and through the PD Programme.

- More formal child specific interventions are explained overleaf

Procedures

Concern about a pupil is likely to be expressed through the Learning Support Pupil Report sheet, Learning Support Referral System, staff communication with the Learning Support Co-ordinator or a conversation with a parent or pupil. Information supplied should include specific details as to why their concerns have been raised. This should be completed by the subject teacher, Curriculum Leader or Head of Year following discussion with all the parties. If it is felt necessary information may be sought across the curriculum to provide additional detail regarding the nature of the difficulties the pupil is experiencing. Prior to this the parents should be informed, and further information should be gathered from them and recorded by the Learning Support Co-ordinator or Learning Support Assistant. If it is felt appropriate, diagnostic tests will be carried out by the Learning Support Co-ordinator or Learning Support Assistant to provide information to assist in assessing pupil needs.

Discussion may then take place between the relevant parties and the Learning Support Co-ordinator or Learning Support Assistant, and a decision will be made as to whether the pupil needs to be placed on the Special Educational Needs Register. This register is used as a school resource to monitor the support given to pupils and the progress they have made. The Learning Support Co-ordinator will ensure that all relevant parties are informed of the outcome of this process.

Following the procedures above, and in consultation with the Head of Year, Teaching and Learning strategies will be identified by the Learning Support Coordinator / Learning Support Assistant. These will flow from the Understanding and Supporting our Learners documentation and will then be passed on to teaching staff. Subject teachers in consultation with their Curriculum Leaders will provide support for pupils in the classroom context with advice provided by the Head of Year, Head of Key Stage or Learning Support Co-ordinator as necessary and again through their use of the Understanding and Supporting our Learners documentation. The Head of Key Stage/ Head of Year will take the lead in monitoring and reviewing progress. They will seek the views of the Learning Support Co-ordinator / Learning Support Assistant throughout their monitoring as necessary and a

consultative decision will be made as to whether the child should be placed on the SEN Register and have supports which are additional to those provided by their Classroom teachers.

Overview of Process:

- Pupil needs are flagged by a parent, pupil, teacher or other adult
- Learning Support Co-Ordinator and Head of Key Stage / Head of Year identify appropriate strategies from Understanding and Supporting our Learners documentation. This is discussed with the pupil and parent. Subject teachers are updated via email about appropriate sections in the Understanding and Supporting our Learners documentation and identified Teaching and Learning strategies
- Subject teachers in consultation with their Curriculum Leaders provide support for pupils in the classroom. Subject teachers update the Curriculum Leader and/or Head of Key Stage / Head of Year
- The Head of Key Stage/Head of Year, with the support of the Learning Support Co-ordinator, takes the lead in monitoring and reviewing progress with the pupil
- The Learning Support Co-ordinator with the Head of Key Stage/Head of Year decide on the **outcome of these Teaching and Learning Strategies and if a pupil should be placed on the SEN Register.** This is communicated to staff, parents, and pupils.

The Management of Special Educational Needs

The Three Stages of Special Education Provision

In Enniskillen Royal 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;
- An IEP is required;
- 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.

This stage is characterised by the production of an Education Plan which details all appropriate Teaching and Learning strategies and supports which are additional to what the Classroom teacher can put in place.

An **Education Plan** should be drawn up for the pupil, building on the curriculum the pupil is following and should be implemented at least in large part in the normal classroom setting.

There should be close liaison with classroom teachers and parents should be informed and advised how to help their child at home. The Education Plan should set out:

- The nature of the child's learning difficulties
- Details of all standardised tests carried out to date
- The Special Educational Provision required including staff involved, resources etc.
- The views of and nature of support required by parents
- The views of the pupil
- Time bound Expected Pupil Outcomes
- Strategies and Provision to meet these Expected Pupil Outcomes
- Subject specific evaluation of these Expected Pupil Outcomes
- Pastoral or medical requirements
- Monitoring and assessment arrangements
- Review arrangements and date

The **review** should be carried out by the Learning Support Co-ordinator or Learning Support Assistant, with the support of the Head of Year, following feedback from subject teachers and in consultation with the child and parents. The outcome might be for the child **to continue at Stage 1**, to decide that **support, which is additional to, is no longer required** removing the child from the SEN Register or to **move the child to Stage 2**. The 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.

Roles and Responsibilities

The Learning Support Co-Ordinator/ Learning Support Assistant will take the lead role in co-ordinating provision and drawing up the Education Plan. Subject teachers in consultation with their Curriculum Leaders remain responsible for working with the pupil in the classroom and are subsequently responsible for implementing strategies identified for the pupil, monitoring the effectiveness of such strategies, and providing the Learning Support Co-ordinator with written feedback prior to the review. Leaders of Learning will support Curriculum Leaders throughout the process and monitor practices. A review date will be set and procedures for monitoring will set by the Learning Support Co-Ordinator. There will be two complete cycles every year.

The Learning Support Co-ordinator / Learning Support assistant with the support of the Head of Year will speak to the pupil at each review, seek the views of the parent and ensure that all are aware of the outcome and any subsequent new IEPs. This generally occurs at the following times:

- Early September-new IEP is finalised. This will be communicated to staff via Staff area and a copy will be emailed to parents.
- December -following evaluative feedback from staff, pupils will meet with the Learning Support Co-ordinator/ Learning Support Assistant along with Head of Year and parents are consulted. Again, a new IEP will be written and communicated to all the relevant parties as laid out above.
- May / June - following evaluative feedback from staff, pupils will be interviewed by the Learning Support Co-ordinator/ Learning Support Assistant along with Head of Year and parents are consulted. This consultation will be informed by face-to-face meetings at Annual Reviews / Transition Planning Meetings and / or consultation documentation.

Overview of Process:

- Following input from pupils, parents and staff Learning Support Co-Ordinator/ Learning Support Assistant takes lead role in co-ordinating provision and drawing up the Education Plan
- Individual Expected Pupil Outcomes are identified and discussed with pupil along with specific identified Teaching and Learning strategies and/or Provision to bring about these identified outcomes. A copy of the IEP is sent to parents and uploaded into the Staff area. A date for review is set.

- Subject teachers in consultation with their Curriculum Leaders identify subject specific Teaching and Learning strategies in the Education Plan. They discuss these with the pupil and ensure that their planning takes these into account
- Subject teachers in consultation with their Curriculum Leaders implement strategies they have identified for the pupil and monitor their effectiveness. Progress is discussed at departmental meetings
- Leaders of Learning support Curriculum Leaders throughout the process and monitor practices
- Subject teacher to complete written evaluative feedback prior to the review on progress made in relation to targets and upload documentation into the Staff area
- The Learning Support Co-ordinator / Learning Support Assistant and Head of Year review documentation, speak to the pupil, seek feedback from parents, identify progress made in relation to targets and decide on future action at each review. They will ensure that parents are aware of the outcome and any subsequent new IEPs.

Stage 2 includes:

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust;
- An IEP is required. 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.

This stage begins with a decision either at a Stage 1 review or following discussions between the Learning Support Co-ordinator / Learning Support Assistant, teachers, and parents that early intensive action with external support is immediately necessary. This stage is characterised by the involvement of specialists outside the school.

The pupil and parents are consulted, and advice is taken from outside specialists including educational psychologists and specialist support teachers. As a result, a new Education Plan is

drawn up following the advice of the outside specialist. This Plan is implemented, as far as practicable, in the usual classroom setting with the Learning Support Co-Ordinator / Learning Support Assistant ensuring that there is close liaison with and between relevant teachers.

At this point the Learning Support Co-Ordinator / Learning Support Assistant and Principal would advise the special education section of the EA that the pupil has moved to stage 2.

Roles and responsibilities

The Learning Support Co-Ordinator / Learning Support Assistant, other Senior Teachers and Principal will take the lead role in seeking information and advice from any outside specialists, co-ordinating provision and drawing up the new Education Plan based on the advice given. Subject teachers in consultation with their Curriculum Leaders remain responsible for working with the child in the classroom and completing the subject aspect of the Education Plan **as detailed at Stage 1**

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 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;
- An IEP is required;
- 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 IEP should be revised, to reflect the content of the statement (as it relates to the 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 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). The school are signed up to use EA Connect for these reviews which is home to several key services delivered by EA to support schools and families. It simplifies processes and reduces the administration burden on schools, EA services and parents. EA Connect provides a single source of truth for each child's records and enables close collaboration with all those involved in a child's education journey. Consent is sought from parents to use EA Connect and if this is not given submission of documents is via email to EA Representatives.

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 Learning Support Co-ordinator / Learning Support Assistant 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.

Learning and Teaching

All children have the right to a broad and balanced curriculum, taking into account the entitlement framework. This involves all staff in utilising a range of teaching strategies and classroom management styles designed to take account of the differing abilities, interests, and experiences of pupils. In order to facilitate this:

- the classroom environment should be inclusive, stimulating, and attractive, featuring as much pupil work as possible on display;
- lessons should be structured in a series of simple clearly defined steps;
- work tasks and activities should be stimulating and differentiated so that pupils experience success yet challenging enough to promote progression in learning;
- pupils should be set work to allow them to progress at their own rate;
- encouragement should be given to pupils to take responsibility for their own learning;
- sensitivity should be shown by staff to pupils' literacy and numeracy difficulties and how this impacts on communication. This needs to be taken into consideration when giving instructions; and

- positive feedback should be provided by staff and the achievements of pupils with SEN celebrated.

Access Arrangements for Examinations

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements can be approved by school while others require prior approval from JCQ. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment.

Annual Joint Council for Qualifications Handbook accessed via <<http://www.jcq.org.uk>>

- Miss Kerry McCabe and Mrs Grainne Goodman are the in-house designated assessors and will assess candidates, process applications online and hold the evidence for inspection purposes for GCSE and/or GCE qualifications.
- The Learning Support Co-ordinator / Learning Support Assistant, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements/reasonable adjustments process within the Centre.
- The Learning Support Co-ordinator / Learning Support Assistant must work with teaching staff, support staff (such as Adult Assistants) and exams office personnel to ensure that approved access arrangements/ reasonable adjustments are put in place for internal school tests, mock examinations, and examinations.

Monitoring the Progress of Pupils with Special Educational Needs

It is the responsibility of the Learning Support Co-ordinator / Learning Support Assistant to ensure that the progress of pupils on the SEN register is monitored. This may be achieved by considering that:

- individual education plans are monitored and reviewed for quality, progression, and appropriateness through meeting with teachers on a regular basis;
- evidence is collated to demonstrate whether the pupil is making progress; and
- information gathered is used in future planning for intervention and to inform movement either up or down through the stages of the Code of Practice.

Professional Development

The Principal in consultation with the Learning Support Co-ordinator / Learning Support Assistant oversees the professional development of all staff in the school. It is essential that all staff 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 Learning Support Co-ordinator / Learning Support Assistant should keep a record of all training attended by or delivered to staff in relation to SEN.

Partnership working

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)

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 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 Resolution Service (DARS)

The [Dispute Avoidance and Resolution Service \(DARS\)](#) provides an independent, confidential forum to resolve or reduce the disagreement, in relation to special educational provision, between parents and school/Boards of Governors or the EA for pupils who are on the Code of Practice where previous attempts to do so have been unsuccessful.

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

Involvement with DARS will not affect the right to appeal to the Special Education Needs and Disability Tribunal (SENDIST)

Special Educational Needs and Disability Tribunal (SENDIST)

The [Special Educational Needs and Disability Tribunal \(SENDIST\)](#) considers parents' right to appeal against the decisions made by the Education Authority about their child's special educational needs whenever an agreement cannot be reached.

This service also addresses claims of disability discrimination in school.

Monitoring and evaluating the SEN Policy

The SEN policy will be reviewed annually. It 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.

Policy Date: __/__/____

Signature of Principal:.....

Signature of Chairperson of Board of Governors:

Review Date: __/__/____

DRAFT