HOLY TRINITY COLLEGE



Special Educational Needs Policy

**College Mission Statement**

**“Holy Trinity College is a Catholic Maintained school committed to high quality educational opportunities for each pupil to develop his/her unique talents to the full in a secure, caring environment”**

**Promoting: Inspiration, Innovation, Excellence**

|  |  |
| --- | --- |
| **POLICY AUTHOR** | **Noelle McAshea** |
| **DATE ESTABLISHED** | **September 2018** |
| **FREQUENCY OF REVIEW** | **Annual** |
| **DATE OF LAST REVIEW** | **March 2022** |
| **DATE APPROVED BY GOVERNORS** |  |
| **DATE OF NEXT REVIEW** | **September 2022** |

The following documentation underpins HTC SEN Policy:

The Education (NI) Order 1996

<https://www.legislation.gov.uk/nisi/1996/274/contents/made>

Code of Practice 1998 (DENI)

<http://www.deni.gov.uk/the_code_of_practice.pdf>

Supplement to the Code of Practice 2005 (DENI)

<http://www.deni.gov.uk/supplement.pdf>

The Special Educational Needs and Disability (SEND) Act 2016

<https://www.legislation.gov.uk/nia/2016/8/contents>

Disability Discrimination Code of Practice (2005)

[http://www.deni.gov.uk/disability discrimination.pdf](http://www.deni.gov.uk/disability%20discrimination.pdf)

Every School A Good School 2009 (DENI)

<http://www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/03-every-school-a-good-school-a-policy-for-school-improvement.htm>

Good Practice Guidelines 2009 (Inter-Board)

<http://www.neelb.org.uk/parents/special-education/publications/>

A Resource File for school to support Children with Special Education Needs

**Special Educational Needs Policy**

**Rationale/Vision**

The staff of Holy Trinity College are committed to providing equal access for all our pupils to a broad and balanced curriculum including the Northern Ireland Curriculum 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.

**Our College Mission Statement**

“Holy Trinity College is a Catholic Maintained school committed to high quality educational opportunities for each pupil to develop his/her unique talents to the full in a secure, caring environment”.

**Definitions**

***Learning Difficulty***

“’Learning difficulty” means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. ‘Special education provision’ means educational provision which is different from, or additional to, the provision made generally for children of comparable age.” Code of Practice 1998 (paragraph:1.4)

***Disability***

”Someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities.”

Disability Discrimination Act (1995)

**SEN Provisions of SENDO**

‘The new law will strengthen the right to an ordinary school place for children with a Statement, 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

**Key Principles of Inclusion**

'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school'. Removing Barriers to Achievement (2004)

In order to make sure that we meet our pupils’ needs and include them in all aspects of school life, this SEN policy links closely with all our other policies in supporting pupils such as; Positive Behaviour, Child Protection, Health and Safety and Medical Needs. It also links with our policies for pupils with Additional Needs such as Gifted and Talented or Newcomer children. *For example*

* A pupil may be Gifted or Talented in one area yet have communication difficulties/ASD
* A pupil may have English as an Additional Language but also have a Specific Literacy Difficulty.
* A pupil may have a medical need which has an impact on their learning.

**The following areas encompass all aspects of SEN/Disability:**

**Changes continuing with SEND Implementation 2022**

**1. Cognition and Learning**

a) Dyslexia/Specific Learning Difficulty (DYL)

b) Dyscalculia (DYC)

c) Dyspraxia/Developmental Coordination Difficulties (DCD)

d) Mild Learning Difficulties (MILD)

e) Moderate Learning Difficulties (MLD)

f) Severe Learning Difficulties (SLD)

g) Profound and Multiple Learning Difficulties (PMLD)

h) Unspecified learning difficulties (U)

**2.** **Social, Behavioural, Emotional and Well-being**

a) Social, Behavioural Emotional, and Well-being Difficulties (SBEW)

b) Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder (ADD)

**3. Speech, Language and Communication and Needs (SLC)**

a) Speech and Language Difficulties (SL)

**4. Sensory Difficulties**

a) Severe/profound hearing loss (SPHL)

b) Mild/moderate hearing loss (MMHL)

c) Blind (BL)

d) Partially sighted (PS)

e) Multi-sensory impairment (MSI)

**5. Physical**

a) Cerebral Palsy (CP)

b) Spina Bifida and/or Hydrocephalus (SBH)

c) Muscular Dystrophy (MD)

d) Significant Accidental Injury (SAI)

e) Other (OPN)

**6. Medical Conditions/Syndromes**

a) Epilepsy (EPIL)

b) Asthma (ASTH)

c) Diabetes (DIAB)

d) Anaphylaxis (ANXS)

e) Down’s Syndrome (DOWN)

f) Other medical conditions/syndromes (OMCS)

g) Interaction of Complex Medical Needs (ICMN)

h) Mental Health Issues (MHI)

i) Autism Spectrum disorder(ASD)/ Asperger’s Syndrome (ASP)

**7. Other**

a) Other (OTH)

*Guidance for Schools: Recording Children with Special Educational Needs – SEN Categories (Department of Education)*

**Policy Aims**

1. To identify pupils with SEN/Disability as early and thoroughly as possible using a

variety of means and in consultation with appropriate personnel.

2. To ensure full entitlement and access for pupils with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum.

3. To ensure that all pupils with SEN/Disability feel valued. To 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.

4. To offer a broad curriculum which will promote intellectual, emotional, social and

physical progress in order that pupils can develop as valuable members of

society both now and in the future.

5. The support of parents and pupils is crucial if an Education Plan (EP) is to be

effectively implemented. To encourage parental involvement in all aspects of

SEN provision. To consider the wishes of the child when planning and

implementing SEN provision. When considering the wishes of the child, his/her

age and powers of understanding must be taken into account.

6. To strive for close co-operation between all services and agencies concerned in

order to achieve an effective multi-disciplinary approach to meeting SENs.

7. To educate pupils with SEN/Disability, wherever possible, alongside their peers.

8. To develop a recording system so that each pupil’s performance can be

monitored and reviewed appropriately.

9. To encourage and/or maintain interest of pupils with SENs in their education

10. To ensure that the schools special educational needs support and referral systems are operation effectively and to encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.

11. To create a caring and supportive environment in which pupils can contribute to

the planned provision in relation to their individual learning support.

12. To meet the needs of all pupils who have SEN/Disability by offering appropriate

forms of educational provision and the most efficient use of available resources.

13. To promote collaboration amongst teachers in the implementation of the SEN

policy.

14. To work closely with all EA departments and other outside agencies in order to

improve the quality of support available for each pupil with SENs.

**Arrangements for Co-ordinating SEN Provision**

**Roles and Responsibilities**

SEN provision will be the overall responsibility of the Board of Governors and Principal of the school. However in order to facilitate the day-to-day running of the provision the Board of Governors have delegated responsibility for pupils with special educational needs to **N McAshea(LSCo),A Donnelly (Asst LSCo)**

**Board of Governors**

In ‘Every School a Good School’ (DE) – The Governor Role (2010) Chapter 12 of the document relates specifically to the Governor role for pupils with special educational needs.

The following section provides an overview of Governor’s responsibilities from this document as highlighted in the ***SEN Resource File*** (**2011):**

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. 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 endeavours to provide for pupils identified with SEN and that parents are notified of their child’s special needs;
* Maintain and operate a policy on SEN;
* Ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to teach them;
* Ensure that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching;
* Allocate funding for special educational needs and disability; and prepare and take forward a written accessibility plan.

There is a recommendation Governors take account of the specific guidance from Chapter 12 of the Handbook. The Board of Governors may wish to consider one of their members to monitor the school’s work for children with special educational needs.

**Principal (**Code of Practice 1998)

The Principal should:

* Keep the Board of Governors informed about SEN issues
* Work in close partnership with the LSCo
* Liaise with parents and external agencies as required
* Delegate and monitor the SEN budget
* Ensure the SMT are actively involved in the management of SEN within the
* school. SMT members should ensure consistency of practice and contribute
* to the realisation of the SDP
* Provide a secure facility for the storage of records relating to Special Educational Needs

**Learning Support Co/Asst Learning Support Co.**

In all mainstream schools, a designated teacher should be responsible for:

* The day to day operation of the school’s special educational needs policy
* Responding to requests for advice from other teachers
* Co-ordinating provision for pupils with Special Educational Needs
* Maintain the school’s SEN register and oversee all the records on pupils with
* Special Educational Needs
* Liaison with parents of children with special educational needs
* Establishing the SEN in-service training requirements of the staff, and contributing as appropriate to their training
* Liaison with external agencies.

**Subject Teacher**

The subject teacher should

* Be aware of current legislation
* Keep up to date with information on the SEN Register
* Gather information through observation and assessment
* Develop an inclusive classroom
* Work closely with other staff to plan for learning and teaching
* Contribute to, manage and review EPs in consultation with the LSCo
* Involve classroom assistants as part of the learning team

**Special Needs Teacher/Learning Support Teacher**

The Special Needs teacher will work under the direction of the LSCo.

He/she should:

* Be aware of current legislation
* Be familiar with the administrative process within the school
* Be involved in testing and recording data for the SEN Register
* Work closely with all members of staff to identify pupils’ needs
* Implement the delivery of suitable programmes for all identified pupils with

SEN/Disability which promote progression within an inclusive setting

* Contribute to EPs which inform learning and teaching
* Monitor and review progress
* Be involved in the Annual Review process
* Attend professional development training

**Head of Year**

The Head of Year (HOY) should:

* Be aware of current legislation
* Keep up to date with the SEN Register
* Liaise with other staff regarding pupils who are experiencing difficulty
* Work closely with the LSCo / Asst LSCo
* Update records as appropriate
* Ensure form teachers has furnished child with IEP targets and assisted in providing information

**Head of Department**

The Head of Department (HOD) should:

* Be aware of current legislation
* Keep up to date with the SEN Register
* 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 to enable them to provide an appropriate and differentiated curriculum
* Ensure appropriate resources are available
* SEN to be on the agenda for dept. meetings.
* Discuss issues with subject teachers through departmental meetings and forward minutes to LSCo/Asst LSCo when appropriate

**SEN Support Staff**

Support Staff should

* Work under the direction of the class teacher
* Be involved in planning- including targets for IEP’s
* Look for positives by talking to the child about his/her strengths
* Provide practical support
* Listen to the child/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**

‘The child should, where possible, according to age maturity and capability, participate in all the decision-making processes which occur in education.’

(Supplement to the Code of Practice – pars 1.19)

Key decisions for a pupil might include:

* In consultation with teacher set targets
* Working towards achieving agreed targets
* Contributing to the Annual Reviews and the Transition process in Yr 10/12/14

**Parent/Carer**

‘The relationship between the parents of a child with SEN and their child’s school has a crucial bearing on the child’s educational progress and effectiveness of any school based action....... Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important.’(Code of Practice 2.21)

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, important information may need to be made available by a parent upon a child’s entry to the school.

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 to a higher or lesser stage of need. 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
* Support targets on EPs

**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.

Children with Statements of SEN are placed in schools at the request of the relevant EA.

When seeking to place a pupil with a Statement, the Board 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**

Due to the nature of our school building- 50 years plus we are not fully compliant in terms of accessibility. We are currently in planning for a new build where this will be redressed**.**

**Special Facilities, Resources and Accommodation**

* Nurture Provision
* Learning support rooms
* Additional monies in school budget for SEN

**Nurture Room provision**

**Holy Trinity College**

**Nurture Group Development September 2015**

**What is Nurture?**

*The concept of nurture highlights the importance of social environments - who you're with, and not who you're born to - and its significant influence on behaviour and cognitive ability. Children and young people who have a good start in life have a whole host of advantages over those who don’t have such positive experiences at home when they are little. They tend to do better at school, attend regularly, enjoy activities with friends and are significantly less likely to offend or experience problems with poor physical or mental health. Nurture groups offer an opportunity to learn the early nurturing experiences some children and young people lack, giving them the skills to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life, for life.*

**Concept of Inclusion** - to develop inclusive practice at classroom level – using inclusive classroom practice of adapting to and differentiating within the curriculum; assessment and review of progress; planning for individual needs (IEP); individual targets, appropriate resources (both human and Physical); support of SENCO and Classroom assistants. Holy Trinity College is an all ability and inclusive school.

**How should Inclusion be put into practice at classroom level?**

* Monitoring and Evaluation (integral to the process)
* Inclusive leadership
* Inclusive whole school culture
* High expectations for pupils
* Valuing pupil perspectives and involvement
* Clear and consistent whole school policies
* Promotion of inclusive learning and teaching strategies
* Inclusive classroom structures and practices
* Additional supports for pupils and staff
* Recognition and respect for all – including newcomers and their languages
* Inclusive staff collaboration and teamwork
* Positive action to promote good social relationships
* Inclusive communication
* Inclusive parental involvement
* Inclusive inter-school collaboration
* Inclusive interagency collaboration
* Inclusive community involvement
* Provision of adequate financial and other resources
* Continuing Professional Development

However there are barriers to inclusion – shortfall in human resources resulting in acquiring specialist support , large class sizes, need for more classroom assistants; shortage of specialist equipment or appropriate space, lack of time, funding to manage inclusion properly within schools, and attitudes of staff.

But how do we provide for those pupils who simply cannot meet the social and intellectual demands of the school curriculum and instead, their experiences lead to disruptive or withdrawn behaviour?

Nurture provision offers a short term, focused, intervention strategy, which addresses barriers to learning arising from social, emotional or behavioural difficulties, in an inclusive supportive manner. It is generally recognized that pupils with SBEW present the greatest challenge to inclusion. Central to the philosophy of nurture provision is the theory of attachment and the need for a child to form secure and happy relationships with others in the formative years of their lives. Ofsted (2011) describes the best nurture groups as ones which focus on ensuring that pupils made progress with their literacy, numeracy and other academic skills along with careful planning. It goes on to describe nurture groups as providing a safe, comfortable, home-like environment with clear routines and with adults modelling positive relationships.

**Defining Social, Behavioural Emotional and Well-being difficulties (SBEW)**

In the Code of Practice, SBEW is defined as being:

* Pupil behaviour that disrupts the smooth running of the classroom
* Withdrawn behaviour
* A marked and persistent inability to concentrate
* Frustration or distress in relation to their learning difficulties
* Difficulties establishing and maintaining balanced relationships with their peers or adults
* A significant delay in the development of life skills and social skills (DfES 2001 para 7:43,P83)

***Nurture room provision began in November 2015. Pupils were identified according to referrals from Heads of Year and Heads of School. Pupils are assessed using the Boxall Profile, completed by Heads of Year, form teachers or teacher in the nurture room. LSCO and Ms Geraghty (teacher in charge of the nurture room liaise on pupil need and progress. Nurture room staff set IEP Pastoral targets for pupils in the nurture room.)***

**Annual Report**

The B.o.G report each year on SEN provision in school.

Information for this report should be collated by the LSCo and the Principal.

**Identification and Assessment of Special Educational Needs**

‘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 )*

In Holy Trinity College the following may be used to identify pupils’ needs:

* Whole school assessment (eg: CATS/PIE/PIM/Access English/Maths)
* Information from transferring school
* Parental information
* Teacher observation
* Class tests/school examinations
* Standardised tests
* Diagnostic Assessments
* Key Stage Assessments
* Professional Reports
* Statements of Special Educational Need
* Care Plans
* Personal Education Plans for looked after children
* EP Reviews
* Annual Reviews

1. Pupils who have received exam concessions in years 8-10 will be assessed in Year 11 to ascertain if the meet JCQ criteria for concessions in public exams.
2. Application to JCQ will also be made for students with Medical needs.

**PUPILS ARE ASSESSED AS FOLLOWS**

* Information from PIE & PIM testing on new intake.
* The College will screen all Year 8 pupils will sit Access in Reading and Access in Numeracy
* Further diagnostic testing – Neale Analysis, Vernon Spelling tests. These tests are carried out on all pupils in the lower band in Year 8 and pupils throughout the top and middle band whose initial scores had given cause for concern.

*Testing is also carried out on pupils that have been identified through the Peripatetic Service and through Statements.*

* Pupils withdrawn for literacy and numeracy support will have an individualized IEP. Parental permission is sought prior to this support being put in place.
* Pupil support will be reviewed on an annual basis. This is dependent upon funding and resources available.

**The Management of SENs**

In Holy Trinity College, we follow the three stage approach as set out in The Code of Practice (1998). The Special Educational Needs and Disability (SEND) Act 2016

This approach recognises that there is a continuum of SEN and that the requirements of the majority of pupils with SEN lie at Stages 1 or 2.

This means that their needs are met by the school with the help of outside agencies and/or specialists as required.

The first two stages are school based, with the primary responsibility for the identification and delivery of teaching support to meet a child’s special educational needs remaining with class/subject teacher.

Class/subject teachers should maintain a close working relationship with the LSCo/Asst LSCo at each stage of the process.

***A Stage Model for Implementing the Code of Practice (NI)***

**Pre-Stage 1** Class or subject teacher identifies a child’s special needs and after consulting the LSCo takes initial action- Record of concern/Pre-stage 1 Action Plan. (The class teacher’s responsibility, support is within the school, parents are informed, an action plan is drawn up and progress is monitored. Classroom methodology-differentiation of tasks, groups, etc.)

**Stage 1** The school’s LSCo/Asst LSCo takes major responsibility for gathering information and for coordinating the child’s special provision, working with the class teachers. (Support is within the school, this can be ‘in class’ or ‘withdrawal’. An Education Plan is drawn up, LSCo/Asst LSCo has responsibility). Teacher advice sought from outside agencies – including Education Psychology.

**Stage 2** Support is still within the school but outside agencies are involved.

**Stage 2** E.A’s consider the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment. (Consideration by the E.A. working co-operatively with the school, parents and other agencies as appropriate).

***Stages 1 and 2 are the responsibility of the school. Records of provision need to be kept providing evidence for Stage 3.***

**Stage 3** E.A considers the need for a statement of special education needs and, if appropriate, make a statement and arrange, monitor and review provision. ***Stage 3 is the responsibility of the E.A.***

**STAGES OF CODE OF PRACTICE**

**Pre -Stage 1**

Stage 1 begins with a concern that a child may have special educational needs. Normally such a view is expressed either to or by the class teacher. The class teacher maintains day-to-day responsibility for meeting the pupil’s SENs and should inform their HOD/HOY. In addition, the class/form teacher should:

* Collect and record information about the child and make an initial assessment of SEN.
* Provide or arrange special help within the normal curriculum framework, such as increased differentiation of class work, alternative teaching and learning strategies to help meet the child’s needs.
* Teacher Monitors and review progress via Pre-stage 1 Action Plan if there are still further concerns, AP and referral is forwarded to LSCo ( Appendix 1)
* Teacher discusses with parent.

The LSCo should:

* Ensure that parents are consulted and together agree that the child’s name is included in the school’s SEN register if moving to stage 1.
* Help the class teacher gather information and assess the child’s needs.
* Advise and support the class teacher.

**Pre-Stage 1 Review**

Parents should always be informed of any proposed action and any review date. Having considered review outcomes the LSCo in consultation will decide to move the child onto to Stage 1 or that reasonable adjustments made within the classroom can meet the pupils needs.

(see appendix)

**Stage 1**

Stage 1 begins with a decision either at the Pre-Stage 1 Review, or following discussions between teachers and parents, to proceed with early and more intensive action.

The LSCo:

* Takes the lead in assessing and identifying the child’s learning difficulty. This includes planning, monitoring and reviewing the special educational provision working with the child’s teacher. The class teacher remains responsible for working with the child in the classroom.
* Again, working with the class teacher, the LSCo should ensure that an Education Plan is drawn up for the pupil.
* All these operations should take into account, as far as possible, the child’s own views and the parents’ views.

**Stage 1 Review**

Normally the Stage 1 review should be conducted by the LSCo, in consultation with the class teacher and, where possible, child and parents. It should focus on the child’s progress.

* If progress has been satisfactory the LSCo may decide that the child should continue at Stage 1 in order to consolidate gains. If the progress continues to be satisfactory, the LSCo may decide that the child no longer needs special educational provision at Stage 1 and may decide to move the child off the register.
* The child’s name should be kept on the SEN register until there is no longer any significant concern about progress.
* Stage 1 review of IEP

**Review of the Stage 1 Education Plan**

* The review should focus on the child’s progress and whether this has been adequate. This will include strategies, monitoring, review and revising targets.
* If intervention remains appropriate the child will remain at Stage 1 for a further period of time.
* If the relevant and purposeful measures at Stages 1 do not result in adequate progress the LSCo should move the child forward to Stage 2 and referral may be made to specialist support services/agencies outside the school.

**Stage 2**

Stage 2 begins with a decision either at Stage 1 review or following discussions between the LSCo, Principal, teachers and parents, that early intervention with external support is necessary.

* At this Stage the SENCO in collaboration with the child’s teacher ensures recommendations and advice from relevant external support services is implemented and disseminates information.
* The IEP is drawn up in accordance with recommendations from EA or other outside agencies.
* Support in school will take cognizance of advice given by outside agencies

(these agencies may offer additional support to the pupil)

At Stages 2 of the Code of Practice the LSCo and class teacher should consider potential benefits of:

* The Good Practice Guidelines.
* SEN Resource File
* Encouraging inclusive activities to ensure integration of the pupil.
* Differentiated teaching.
* Withdrawal for more intensive support.
* SEN resources available within school; support programmes, ICT, etc.
* Available staff skills which support pupils with SEN.
* Implementation of any provision/strategies as a result of external advice, support and training provided by relevant EA/other services.

**Review of the Stage 2 Education Plan**

* The review should focus on the child’s progress and whether this has been adequate. This will include strategies, monitoring, review and revising targets.
* If intervention remains appropriate the child will remain at Stage 2 for a further period of time.
* If the relevant and purposeful measures at Stage 2 have not resulted in adequate progress, following consultation with the LSCo, teacher, external support services and parents, the Principal may request a Statutory Assessment.

**Stage 3**

‘In some cases schools will conclude that the pupil’s needs remain so substantial that they cannot be effectively met within the resources normally available to the school.’ (Supplement to the Code of Practice – 4.64)

Following an application to the EA from school’s principal or the parent, the Board will consider the need for transition to Stage 3. It should be noted that a request of this kind will not always result in Statutory Assessment nor will Statutory Assessment always lead to a Statement of SENs.

In reaching a suitable decision, the Board will consider:

* The degree of the child’s difficulty
* The nature of the provision required
* Whether the child’s needs can reasonably be met by the resources normally available to the school and
* Use the 5 Board Provisional Criteria for Statutory Assessment.

**Following Statutory Assessment**

***The EA will either:***

Make and maintain a Statement of Special Educational Needs and arrange, monitor and review provision.

**or**

Provide a Note in Lieu of a Statement.

* A Statement of Special Educational Needs sets out the child’s educational and non-educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review.
* A Note in Lieu of a Statement sets out the reasons for the Board’s decision not to make a Statement of Special Educational Needs and includes supporting evidence from the Statutory Assessment.

Once the statement has been made final:

* Provision and /or support will be arranged to meet the child’s needs.
* The SENCo ensures that a Stage 5 Education Plan is drawn up, implemented, monitored and reviewed
* The Annual Review and Transition processes will take place.

**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 will***

* Gauge the child’s progress towards meeting the objectives specified in the statement.
* Review the special provision made for the child, including placement.
* Consider the appropriateness of maintaining the Statement of SENs.

Relevant school staff will undertake the Review on behalf of the Education authority.

The Review will take place in school, chaired by the Principal (or other person as delegated). Relevant forms and EA guidance for this process is available from Special Education

**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.

**Positive Behaviour Policy**

See school policy

**Looked after Children(LAC)**

See school policy

**Newcomer children**

See school policy

**Assistive Technology**

See appendix re policy

**Record Keeping**

The following are records which the LSCo has available:

* SEN Register
* Records of Concern
* Education plans/Reviews
* Statements/Annual Reviews/Transition Plans
* Assessment results/data- CATS/Interim data-staff area
* Individual Pupil Files
* Record of liaison/meetings with Board/Health Services
* Minutes of meetings with parents/phone-call log of calls with parents
* Staff-Support, Advice and Training Records

**Learning & 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:

* Work set should be stimulating
* Work should be differentiated so that pupils experience success yet challenging enough to promote progression in learning.
* Work set should allow pupils to progress at their own rate, yet encourage them to take responsibility for their own learning.
* Staff should give positive feedback and the achievements of pupils with SEN celebrated.
* Staff should be sensitive to pupils’ literacy and numeracy difficulties and how this impacts on communication. This needs to be taken into consideration when giving instructions.
* Lessons should be structured in a series of simple clearly defined steps.
* The classroom environment should be inclusive, stimulating and attractive, featuring as much pupil work as possible.

**Access Arrangements for Examinations**

* Special Arrangements for Examinations are designed to provide access for pupils with specified learning difficulties.
* Pupils will be only considered in accordance with the national regulations agreed by the Joint Council for Qualifications (JCQ) www.jcq.org.uk
* Such arrangements should be the normal way of working.
* The final decision regarding this remains with the Principal.
* Once it has been agreed that a pupil qualifies for special arrangements it is the responsibility of the examinations officer to ensure these are implemented.
* See Appendix re Exam concession guidance

**Monitoring the Progress of Pupils with SENs**

The LSCo/Asst LSCo monitor to the progress of pupils on the SEN register.

* IEPs are monitored and reviewed in consultation with staff via IEP review/interim reports.
* Quality reviews of IEPs and other relevant and purposeful measures that focus on educational outcomes to inform future planning and inform movement either up or down through the Code of Practice Stages

**Professional Development**

The Principal oversees the professional development of all staff in his/her school in consultation with the LSCo/ Asst LSCo.

The LSCo/ Asst LSCo should keep a record of all training relating to SEN. (Staff area)

It is essential that all staff keep up-to-date with developments in the whole area of SEN in order to provide effectively for pupils.

Any staff attending INSET should disseminate the training with colleagues.

All INSET will be organized in consultation with LSCo/Asst LSCo

**Partnerships**

In Holy Trinity College we have developed partnerships with each of the following:

**EA Stage 2 Support Services** (for example)

Autism advisory and Intervention service (AAIS) -Autistic Spectrum Disorder (ASD)

Behaviour Support (BST)

EA Hearing Impairment Service

EA Vision Impairment service

Language & Communication (Speech and Language)

Specific Literacy Difficulties (SPLD)

EA Literacy service

**Other Support Services** (for example)

Child & Adolescent Mental Health Services (CAMHS)

Social Services

EA Special Education

EA Special needs teacher adviser

New Life Counselling

EA Transition Service and Transition officers

Dept of Health School Nurses/Community Paediatrics

Under the entitlement framework where links are established with other schools, FE 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 by Liaison teacher for EF Mrs. G Haughey.

**Complaints**

All complaints regarding SENs is dealt with in line with Holy Trinity College’s existing complaints procedures.

**SEN Advice and Information Service**

An SEN Advice and Information Service to provide support in relation to children with Special Educational Needs can be accessed by telephoning Special Educational needs advice and information service at **#028 37415355**

Further details of this service can be found on the E.A website. www.eani.org.uk/specialeducation

**Dispute Avoidance and Resolution Service (DARS)**

DARS was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or E.A.’s 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 separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from Special Education Section.

Involvement with DARS will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). Parents/Guardians may contact this service directly.

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

Where agreement cannot be reached between a parent and the E.A with regard to a child’s special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). This body considers parents’ appeals against decisions of EA and also deals with claims of disability discrimination in schools.

**Monitoring and Evaluating the Policy**

Our policy is to be reviewed annually and in light of any changes in legislation or practice.

***Policy Date: 21 March 2022***

***Signature of Principal:***

***Signature of Chairperson of Board of Governors:***

***Review Date: March 2023***

**Appendix**

1. Referral procedure
2. Action Plan Pre-stage 1
3. Holy Trinity College teacher/staff referral
4. Learning Support Dept. communication document
5. Learning support document trawl information template
6. Assistive technology/Use of equipment agreement-EA template
7. Assistive technology policy (to be drawn up)
8. Access arrangements guidance- Asst LSCo

**Appendix 1: HOLY TRINITY COLLEGE**

**PROCEDURE TO FOLLOW ON RECEIPT OF A REFERRAL**

**ADMINISTRATION:**

* **Update SEN section of SIMS, update status termly.**
* **Update staff via email with SEN Communication document and attach this to linked documents of SIMS.**
* **Update the SEN register termly.**



**1. Action Plan at Pre Stage 1**

|  |  |  |
| --- | --- | --- |
| **Student’s Details** | | |
| **Name:** | **Date of Birth:** | |
| **Teacher/Leader:** | **Keyworker (if applicable):** | |
| **Nurture Provision:** | **Medical:** | |
| **Strengths/Interests:** | | |
| **Area of Concern [Please tick as appropriate]** | | |
| **Cognition & Learning** | |  |
| **Social, Behavioural, Emotional Well-being** | |  |
| **Speech Language and communication** | |  |
| **Sensory** | |  |
| **Physical** | |  |
| **Reason for Concern** | | |
|  | | |
| **Target(s) & Further Action (To be monitored over a 12 week period and adjusted accordingly- Good Practice Guidelines)** | | |
| **WEEK 1-6 TARGETS** | | |
|  | | |
|  | | |
|  | | |
| **Planned Review Date 1:** | | |
| **Comments on progress towards targets.** | | |
| **WEEK 7-12 TARGETS** | | |
| **1.** | | |
| **2.** | | |
| **3.** | | |
| **Planned Review date 2 :** | | |
| **Comments on progress towards targets.** | | |
| **Parent/Carer consulted on date :**  **Signed(Staff):** **Date:** | | |

|  |  |
| --- | --- |
| **Action : Please tick as appropriate** | |
| **No further action required [Please save to pupils SIMS]** |  |
| **Place pupil on Register at Stage 1** |  |
| **Parent/Guardian consulted on** |  |
| **Signed** | **Date** |

**Forward to LSCo:**

**1] Holy Trinity College referral and**

**2] Action Plan at Pre- stage 1**

**3] Please save to students SIMS**

**Appendix 2: HOLY TRINITY COLLEGE TEACHER/STAFF REFERRAL**

**Student: Class: Subject:**

**Please indicate the nature of your concern.**

**Please outline the strategies you have already employed (from the Good Practice Guidelines document) to address this concern.**

**Time frame: Strategies implemented on until**

**Please indicate and/or attach evidence (if possible) of progress/or lack of progress made following teacher intervention (for example, a spelling test).**

**Teacher signature Date**

**Appendix 4.**

**Learning Support Communication**

**Learning Support Communication**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Student: DATE:**  **Class:**  **SEN:**   1. **Email 2. Phone call 3. Meeting** | | | |
| **Issue:** | | | |
| **Action:**  **1.**  **2.**  **3.**  **4.** | | | |
| **Resolved/Unresolved** | | | |
| **CATS:**  V:  NV:  Q: | **SPG:** | **PTE/PTM** | **NARA** |
|  | | | |

**Appendix**

**Appendix 1: Referral procedure**

**Appendix 2: Action Plan Pre-stage 1**

**Appendix 3: Holy Trinity College teacher/staff referral**

**Appendix 4: Learning Support Dept. communication document**

**Appendix 5: Learning Support trawl document**

**Appendix 6: Assistive Technology agreement**

**Appendix 7: Assistive Technology Policy (to be drawn up)**

**Appendix 8: Access Arrangements guidance/policy available**

Special Educational Needs Policy

**Signed:  (Chairman of Board of Governors)**



**Signed: (Principal)**

**Date: 4 May 2022**

**Board of Governors Meeting held on 4 May 2022**

**Next Review Date: September 2022**