

Our Lady and St Patrick's College, Knock



Special Educational Needs Policy

Policy Details

Legal Status	Adopted	Version Date	Last Review	Next Review	Responsible
Statutory	7 th October 2021	August 2021	May 2019	August 2024*	Miss Fox

* or earlier. Awaiting full implementation of the Special Educational Needs and Disability Act (Northern Ireland) 2016.

Related Documents and Location

1. Pastoral Care Policy
2. Child Protection/Safeguarding Policy
3. Anti-Bullying Policy
4. Intimate Care Policy
5. Administration of Medication in School Policy
6. Functions and Roles of the Learning Support Team
7. Literacy Policy
8. Numeracy Policy
9. Positive Behaviour Policy
10. Community Relations, Equality and Diversity (CRED) in Education Policy
11. Assessment, Recording and Reporting Policy

All policies are available on the College Website and Private Folders.

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1. Introduction

Our Lady and St Patrick's College, Knock is a Catholic Co-educational Grammar School. In accordance with the aims of the College and to implement the Code of Practice on the Identification and Assessment of Special Educational Needs (DE, September 1998), the Supplement to the Code of Practice (September 2005), the Special Educational Needs and Disability Order 2005 and the Special Educational Needs and Disability Act (Northern Ireland) 2016, this policy aims to ensure Special Educational Needs provision for all students who require it. It is the intention of Our Lady and St Patrick's College, Knock that its Special Educational Needs Policy will be compatible with the relevant legislation and guidelines as outlined in Appendix 1.

2. Aims

The aims of Our Lady and St Patrick's College, Knock's Special Educational Needs Policy are to:

- Ensure the College's Special Educational Needs provision reflects current legislation and DE/EA guidance;
- Ensure that the Special Educational Needs of students are identified and supported as early as possible;
- Ensure that the provision for students with Special Educational Needs is met by the most appropriate agency;
- Encourage and support staff to seek the child's views (mindful of age, maturity and capability) and involve him/her in all decisions about his/her education
- Provide professional support to parents, students, teachers and other staff involved with Special Educational Needs provision;
- Work effectively with primary schools and outside agencies;
- Use resources effectively and efficiently;
- Promote inclusion within our College community in line with the Community Relations, Equality and Diversity (CRED) in Education Policy.

3. Definitions

Definition of Special Educational Needs: A student will be regarded as having Special Educational Needs if he/she meets the criteria of The Education (Northern Ireland) Order 1996 which defines Special Educational Needs as follows:

"A child has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her."

"A child has a learning difficulty if he or she:

- (a) has a significantly greater difficulty in learning than the majority of children of the same age;
- (b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in ordinary schools."

Definition of Special Educational Needs Provision: Special Educational Needs provision means, "provision which is additional to or different from the provision made generally for children of the same age in ordinary schools". (Education (NI) Order 1996, Part 2, Article 3)

Definition of Disability: A pupil is regarded as having a disability if he/she has a physical or mental impairment which has a substantial long-term adverse effect on his/her ability to carry out normal day-to-day activities. (1995, Disability Discrimination Act)

4. Duties, Roles and Responsibilities

The duties of the **Board of Governors** are to:

- Ensure that an Individual Education Plan (IEP) is prepared for all students with an identified Special Educational Need;
- Designate a teacher as having responsibility for coordinating SEN provision;
- Tell the Education Authority about change of circumstances affecting a child getting EA support;
- Inform parents and students (over compulsory school age) of the arrangements relating to disagreements between them and the Board of Governors;
- Ensure teachers take “all reasonable steps” to identify and provide for students with SEN;
- Ensure those concerned with the student’s education all know about the student with SEN.

The **Principal** has the responsibility to ensure that Special Educational Needs and Additional Learning Needs provision is implemented in the College.

The **Vice Principal (Pastoral Care)** leads the structure, working closely with the Learning Support Coordinator.

The **Learning Support Coordinator (LSC)**:

- develops and oversees the day-to-day operation of the College’s Special Educational Needs Policy;
- provides information about matters relating to SEN;
- identifies SEN related training requirements;
- coordinates special educational provision;
- encourages and supports staff to seek the child’s views (mindful of age, maturity and capability) and involve him/her in all decisions about his/her education;
- facilitates teacher engagement through partnership, working with parents of children over compulsory school age;
- provides advice to staff in relation to actions to address issues identified through Teacher Notes of Concern;
- maintains the SEN register and oversees all the records of children with SEN;
- advises and guides staff on the creation, monitoring and review of IEPs/ILPs/IMPs;
- liaises with EA and other external agencies to secure access to resources, advice and support.

The **Assistant Learning Support Coordinator**:

- works cooperatively with the Learning Support Coordinator in fulfilling her responsibilities;
- undertakes the duties of the Learning Support Coordinator as required.

Heads of School coordinate information on those students who require or may require additional provision, keep parents informed of procedures, liaise with the Learning Support Coordinator and attend Annual Reviews.

Heads of Year update confidential information on students to keep subject teachers informed.

Heads of Faculty, under the direction of the **Vice Principal (Curriculum)**, are responsible for ensuring that their subject departments adhere to the College’s Special Educational Needs Policy.

Heads of Department implement the policy within their subject areas and help subject teachers develop strategies for students with Special Educational Needs.

Subject Teachers are responsible for the day-to-day teaching and learning of all children in their classroom. They also identify students who may have Special Educational Needs and employ strategies within their subject areas in initial stages or refer to the Learning Support Coordinator for direction. Where relevant, they employ strategies from the student's Individual Education/Learning Plan which apply to their subject area.

The **Tutor**, under the Code of Practice, has a significant role in the monitoring and reviewing of progress of a student with Special Educational Needs. The Tutor will pass on important information to the Head of Year and Learning Support Coordinator.

The Learning Support Team (LST) is a whole school planning and support mechanism for students. It is formed with the purpose of identifying and addressing the learning support needs of individuals and groups of students through the coordination, development, implementation, monitoring and evaluation of educational support programmes. A prime function of the Learning Support Team is to ensure that the needs of all students in the College are being met. This will be achieved through the Team facilitating collaborative planning and strategic implementation of provision between teachers, support staff, outside agencies, parents and students.

Classroom Assistants (CA) are key members of staff in the lives of those students with classroom assistant provision written into their Statement of Special Educational Needs (Stage 3 of the Code of Practice). They provide in-class support and some also have a supervisory role at break and lunch. The role and duties of classroom assistants will be determined by the Learning Support Coordinator/Head of School in consultation and liaison with parents, the student, subject teachers and the Pastoral Team under the guidance of the Education Authority.

General Care Assistants (GCA) will assist those students with a Statement of Special Educational Needs (Stage 3 of the Code of Practice) requiring adult support to move safely around the College. This may include carrying their schoolbag and other materials.

The **College First-Aider** has responsibility for managing medical conditions for students with Special Educational Needs, as they arise. She liaises with the Learning Support Coordinator.

5. The Learning Support Team (LST)

Learning Support Coordinator	Miss Antoinette Fox
Assistant Learning Support Coordinator	Ms Emma McGlone
Acting Literacy Coordinator	Mrs Elena McCausland
Numeracy Coordinator	Mrs Claire O'Callaghan

6. Identification of Special Educational Needs

The early identification and application of effective interventions are essential to ensure our young people meet their potential. Therefore, the identification of Special Educational Needs (SEN) will occur through a number of pathways.

1. **Students with a recognised SEN** may be offered a place in the school and their parents or primary school may provide the College with information.

2. **Subject Teacher/Head of Department/Head of Year concern:** Teacher completes a Learning Support Team - Teacher Note of Concern pro forma (Appendix 3) and gives a copy to the Learning Support Coordinator and Head of Department. The Learning Support Coordinator informs the LST/Head of School and informs parents using the appropriate pro forma.

The Learning Support Coordinator should direct the subject teacher regarding strategies to use in the classroom for a period of 4-6 weeks.

If the strategies are unsuccessful, the student may proceed to Stage 1, where individualised support is given and the student's record is amended by the Learning Support Coordinator.

3. **Parental Concern:** Parents are advised to contact the Learning Support Coordinator directly to discuss any parental concerns with regards to Special Educational Needs or to request testing by the Learning Support Coordinator.

An Individual Learner Profile (ILP) may be put in place for students with a diagnosed medical need/learning difficulty who do not meet the threshold for Stage 1 on the Code of Practice. These students are normally in receipt of reasonable adjustments through whole school provision and the ILPs make teachers aware of the students' needs and appropriate strategies to support their learning.

Draft ILPs for the forthcoming academic year are issued to Year 9-14 parents/students for consultation in June and implemented in September.

Draft ILPs for the forthcoming academic year are issued to Year 8 parents/students for consultation by the end of September and implemented as soon as possible.

7. Stages of the Code of Practice

Stage of Code of Practice	Explanation of Stage
Stage 1	School delivered SEN provision. IEP required.
Stage 2	School delivered SEN provision plus external provision. IEP required.
Stage 3	Statement of SEN. Both school and Education Authority delivered support and as appropriate any relevant treatment or service identified by Health. IEP required.

Stage 1

Written parental permission is required for individual tuition or testing by the Learning Support Coordinator. A standard letter will be issued by and returned to the LST and the Head of Year/School will be informed.

The Learning Support Coordinator assesses the student's difficulties and, if appropriate, will draw up an Individual Education Plan (IEP) in consultation with subject teachers, the student and parents. A copy of the

IEP will be provided for relevant subject teachers and parents. Subject teachers are to implement the IEP in classroom teaching, using the strategies listed (as deemed appropriate per subject area).

Draft Term 1 IEPs are issued to Year 9-14 parents/students for consultation in June for implementation in September of the new academic year.

Draft Term 1 IEPs are issued to Year 8 parents/students for consultation by the end of September and implemented as soon as possible.

Draft Term 2/3 IEPs are issued to Year 8-14 parents/students for consultation in January for implementation in Term 2/3.

The Learning Support Coordinator reviews progress after the period of time specified in the IEP. The student may then continue on Stage 1 or be removed from the SEN Register as they no longer need individualised learning support. The Learning Support Coordinator informs the Head of Year/School, subject teachers and parents when withdrawal is finished. The student's record is then amended accordingly by the Learning Support Coordinator.

For a child with Stage 1 medical needs, the College First-Aider/Learning Support Coordinator will devise an Individual Medical Plan (IMP) in consultation with the student's parents.

Stage 2

If action taken at Stage 1 is not sufficient, the College will consult parents about the student moving to Stage 2. If external support is provided for the student, the Learning Support Coordinator will record the support accessed and any recommendations made.

The Learning Support Coordinator will amend the student's IEP where appropriate, with the help of external specialist services (where provided), and in consultation with subject teachers, the student and parents. A copy of the IEP will be given to all relevant subject teachers and parents. Subject teachers will implement the IEP in classroom teaching.

Specialists may be involved in working with the student directly and/or may act in an advisory capacity supporting subject teachers in implementing the IEP.

The Learning Support Coordinator, together with parents, reviews the student's progress after the period of time specified in his/her IEP.

The student may then continue at Stage 2 or revert to Stage 1 and action appropriate to those stages is taken.

If the student continues at Stage 2 and has not made satisfactory progress by the second Stage 2 review, the Learning Support Coordinator should consider advising the Education Authority that a statutory assessment may be necessary. The Learning Support Coordinator and the Head of School/Year will consult parents about referral for statutory assessment.

The College First-Aider/Learning Support Coordinator will devise a Stage 2 Individual Medical Plan in consultation with parents for a student who attends a clinic to access support for his/her condition.

Stage 3

The Education Authority will draw up and issue a Statement of Special Educational Needs for the student.

8. Provision for Newcomer Students

Definition: Newcomer students are children who do not have “satisfactory language skills to participate fully in the school curriculum and who do not have a language in common with the teacher” (Every School a Good School - Supporting Newcomer Pupils, April 2009).

Increasingly, there are children for whom English may not be their first language and who may come from a different culture. The College is committed to protecting the existence and the national, ethnic, cultural, religious and linguistic identity of minorities.

The identification and assessment of the Special Educational Needs of young people for whom English is not a first language requires particular care. It is necessary to consider the young person within the context of his/her home, culture and community. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. The student’s performance in different subjects will be used to establish whether problems he/she has in the classroom are due to limitations in his/her command of the language that is used there or arise from Special Educational Needs. The College will liaise with the Intercultural Education Service (IES), where appropriate.

9. Procedures for Supporting Students with Learning Difficulties - Statemented and Non-statemented

Information on students with learning difficulties will be passed on by the Head of School to the Learning Support Coordinator. This information will be added to confidential/medical files in the College. The Learning Support Coordinator assesses the student’s difficulties and draws up a Stage 1-3 Individual Education Plan (IEP) using teacher reports and consultation with parents/student. A copy of the student’s IEP will be provided for all subject teachers and parents. Subject teachers will implement the IEP in classroom teaching. The Learning Support Coordinator will initiate the appropriate stage on SIMS.

The Learning Support Coordinator reviews progress after the period of time specified in the IEP.

10. Procedures for Supporting Students with Medical Conditions/Physical Disabilities

Information on medical conditions/physical disabilities are recorded when students transfer to the College at Key Stage 3, 4 or 5. The College First-Aider/Learning Support Coordinator will devise a Stage 1-3 Individual Medical Plan (IMP) for the student after consultation with parents/student/outside agencies.

Draft IMPs for the forthcoming academic year are issued to Year 9-14 parents/students for consultation in June and implemented in September.

Draft IMPs for the forthcoming academic year are issued to Year 8 parents/students for consultation by the end of September and implemented as soon as possible.

This information is disseminated to the classroom teacher as necessary through the Heads of Year and the Pastoral Team.

The College First-Aider manages medical conditions as they arise within the College and supports students identified with Medical Needs.

The Learning Support Coordinator, in consultation with the Head of School, will also draw up an Individual Education Plan (IEP) for students with a Statement of Special Educational Needs who have a medical condition/physical disability. A copy of the IEP will be provided for relevant subject teachers and parents.

If necessary, Ms McCarthy (Vice Principal) will inform the Education Welfare Service of a medical condition/physical disability which affects a student's school attendance. Exceptional Teaching Arrangements and special transport may be recommended, if required.

The Examination Officer/Learning Support Coordinator will advise the Examination Boards of students who need special consideration or access arrangements because of a medical condition/physical disability.

11. Annual Reviews

The Learning Support Coordinator collates information for Annual Reviews which is issued to parents prior to the Annual Review meeting in Term 2. She then arranges meetings with the parents of students with a Statement of Special Educational Needs in February-March each academic year. Representatives from the Education Authority's Transition Service and the Careers Service (Department for the Economy) may attend Annual Review meetings in Year 10, 12, 13 and 14.

12. Integration and Access to the Curriculum

Students identified as having Special Educational Needs will be integrated with peers and have access to the curriculum.

Specific environmental needs of identified students will be addressed with the Department of Education, the Education Authority and outside agencies.

13. Resources

Provision for Special Educational Needs within the College is provided by a budget allocated by the Finance Committee. This provision is reviewed annually. Timetables are also reviewed annually in light of requirements.

14. Liaison with Parents

Clear lines of communication between parents and the College are welcomed. Parents are encouraged to become involved in the education of their children with Special Educational Needs.

Parent/Teacher meetings, reports and ongoing liaison with relevant staff enable parents to be consulted and informed of any procedures involving Special Educational Needs.

Classroom Assistants/General Care Assistants will communicate with parents via email.

15. Staff Development

The College is committed to an ongoing INSET programme updating staff on relevant legislation and developing expertise in the use of appropriate Special Educational Needs strategies.

16. Admissions Arrangements - Students with a Statement of Special Educational Needs

Upon receiving an application from a parent and after consultation with the College, the Education Authority may name the College in Part 4 of the Amended Statement unless:

- (a) The school is unsuitable for the student's age, ability or aptitude or to his/her special educational needs,
or
- (b) The attendance of the student at the school would be incompatible with the provision of efficient education for the children with whom he/she would be educated or the efficient use of resources.

A student with a Statement of Special Educational Needs will be admitted to the College with the approval of a sub-committee of the Board of Governors.

17. Monitoring and Evaluation

The strategies, procedures and practices of the Special Educational Needs Policy will be reviewed regularly in light of the needs of the College and its students.

The Annual Report of the Board of Governors will include updated information on the implementation of the Special Educational Needs Policy in the College.

18. Complaints Procedures

Parents who are dissatisfied with the College's Special Educational Needs provision for their child should, in the first instance, consult the Learning Support Coordinator, Miss Fox.

If this consultation process does not resolve the matter, the parent should then consult the Vice Principal (Pastoral Care), Ms McCarthy.

Parents who wish to make a formal complaint should consult the Complaints Procedure on the College website.

Parents should be aware that they may access the Independent Dispute Avoidance and Resolutions Service (DARS) which has been set up to deal with disputes relating to Special Education Provision.

If a student or parent feels that disability discrimination has occurred, the parent can make a complaint on behalf of the student to SENDIST (Special Educational Needs and Disability Tribunal).

19. How to Raise a Concern or Make a Complaint about the Administration of this Policy

If you have a concern or complaint about the administration of this policy, please contact Ms McCarthy, Vice Principal, in the first instance. If necessary, you may then access and follow the College's Complaints Procedure which is available on the College website at www.knock.co.uk. Should you remain dissatisfied with the College's response after completing the internal complaints procedure, you can bring your complaint to the Northern Ireland Public Services Ombudsman within six months. Contact details for the Northern Ireland Public Services Ombudsman are provided on Page 11 of the Complaints Procedure.

Signed: Mr Leo O'Reilly
(Chairperson of Board of Governors)

Date: 7th October 2021

Signed: Miss Deborah McLaughlin
(Principal)

Date: 7th October 2021

Relevant Legislation and Guidelines Pertaining to Special Educational Needs

- The Children (Northern Ireland) Order 1995
- Disability Discrimination Act 1995
- The Education (Northern Ireland) Order 1996
- The Code of Practice for the Identification and Assessment of Special Educational Needs (1998)
- The Special Educational Needs and Disability (Northern Ireland) Order 2005
- The Education (Special Educational Needs) Regulations (Northern Ireland) 2005
- The Special Educational Needs and Disability Tribunal Regulations (Northern Ireland) 2005
- Supplement to the Code of Practice (2005)
- Disability Discrimination Code of Practice for Schools
- Every School a Good School - Supporting Newcomer Pupils (April 2009)
- The Special Educational Needs and Disability Act (Northern Ireland) 2016
- DE Circular 2017/04 (24/04/17) - Safeguarding and Child Protection - A Guide for Schools
- DE Circular 2018/19 (22/11/18) - Recording Children with SEN
- DE Circular 2019/03 (17/01/19) - SEN and Medical Categories Guidance
- DE Guidance for Schools (17/01/19) - Recording SEN and Medical Categories
- ETI - Report of a Survey of Special Educational Needs in Mainstream Schools (February 2019)
- DE: Suspension and Expulsion Scheme/SEND0 (05/03/21)
- DE Circular 2021/06 (08/03/21) - Recording Children with Special Educational Needs in Schools – New Guidance - Move to Three Stages of Special Educational Provision
- Other legislation and regulations that may be made during the life of this policy

Glossary

CA	Classroom Assistant
CRED	Community Relations, Equality and Diversity in Education Policy
DARS	Independent Dispute Avoidance and Resolution Service
DE	Department of Education
EA	Education Authority
GCA	General Care Assistant
IEP	Individual Education Plan
IES	Intercultural Education Service
ILP	Individual Learning Plan
IMP	Individual Medical Plan
INSET	In-Service Education and Training
LSC	Learning Support Coordinator
LST	Learning Support Team
SEN	Special Educational Needs
SENDIST	Special Educational Needs and Disability Tribunal

Learning Support Team - Teacher Note of Concern

Appendix 3

(Available in the LST folder in Private Folder 3)

Name of Student		Class	
Subject		Teacher	
Date		Key Stage	

Concerns	
Please give a brief description of the student's difficulties. <i>e.g. Organisation, lack of concentration, ability to engage with tasks set, gaps in knowledge</i> (Ref: pg 7-8 LST doc.)	
What strategies have you tried? Student should receive one cycle of time bound (4-6 weeks) additional support in class. (Ref: pg 5 LST doc.)	
What strategies have been beneficial?	
What is the student's view of his/her difficulties?	
Please detail any liaison you have had with the student's parents regarding this matter.	
Please detail any liaison you have had with the Pastoral Team regarding this matter.	

Signed: _____

Date: _____

Please complete this form in as much detail as possible and email to the Learning Support Team (LST). Consideration will then be given by the LST as to how best to proceed and whether or not the child's name will be added to the SEN register. Please ensure that you have relevant data/evidence to support this Note of Concern.