

# **SPECIAL EDUCATIONAL NEEDS POLICY**



## **DOWN HIGH SCHOOL**

### **SCHOOL AIM**

At Down High School, we aim to promote wellbeing by providing a safe, caring and supportive environment for every member of our school community. We believe that through high aspirations, perseverance and commitment every pupil can enjoy school life as they succeed and fulfill their potential.

### **CONTEXT**

This policy takes account of The Code of Practice on the Identification and Assessment of Special Educational Needs issued by the Department of Education under Article 4 of the Education (NI) Order 1996.

It also takes account of the Supplement to the Code of Practice issued because of the changes in legislation made in the Special Educational Needs and Disability (NI) Order 2005. The latter

- strengthens the right of children with special educational needs to be educated in mainstream schools
- introduces disability discrimination legislation
- places a duty on schools to work towards making school life more accessible to disabled pupils.

We also take into account the SEND Act (NI) 2016, part of the new SEN Framework and recognise that changes are expected to be fully implemented by 2023. Amendments will be made accordingly.

## **RATIONALE**

Down High 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 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.

SEND0 (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 SEND0 (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 SEND0 (NI) 2005. It places new duties on the school's Board of Governors, the Education Authority and Health and Social Care Trusts. It provides new rights for parents and children over compulsory school age. It is one element of the new SEN and Inclusion Framework which include new SEN Regulations and a new statutory Code of Practice as of 2021, awaiting ministerial approval.

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

## **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 Wendy Bell (Senior Teacher), assisted by Colin Ward (Medical Officer).

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**

1. To identify pupils with SEN/disability as early as possible using a variety of measures 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 and to encourage the development of pupil self-esteem.
4. 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.
5. 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.
6. To encourage parental partnerships in all aspects of SEN provision.
7. To consider the views of the young person when planning and implementing SEN provision, taking into account their age and capacity.
8. To support the young person in participating in making decisions in all aspects of their learning.
9. To strive for close co-operation between the EA and all other services and agencies concerned to achieve an effective multi-disciplinary approach to meeting SEN.
10. To educate pupils with SEN, wherever possible, alongside their peers.
11. To develop an effective system of assessment, record-keeping and evaluation so that each pupil's performance can be monitored and reviewed.
12. To encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.
13. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.

14. 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.
15. To promote collaboration amongst teachers in the implementation of the SEN policy.

## **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 the SENCo/LSC.

## **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.

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 relevant staff which will facilitate the provision of appropriate teaching and;
- allocate funding for special educational needs and disability.

## **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/LSC;
- liaise with parents and external agencies as required;
- delegate and monitor the SEN budget;
- ensure the senior leadership team (SLT) is actively involved in the management of SEN within the school;
- SLT members should ensure consistency of practice and contribute to the realisation of the school development plan; and
- provide a secure facility for the storage of records relating to special educational needs.

## **Vice-Principal (Pastoral) / Senior Teacher (Pastoral and Personnel)**

Responsible for overseeing the day to day implementation of the School's SEN policy and advising and assisting the SENCo where appropriate.

## **SENCo/LSC**

The Special Educational needs Co-ordinator (SENCo) should be responsible for:

- the day to day running of the School's Inclusion/SEN policy
- the coordination of SEN / Disability provision, involving liaison with the form teachers, pastoral staff and teachers who will teach the pupils.
- helping to identify and support children with special educational needs.
- providing support and advice to colleagues to ensure effective teaching.
- maintaining a SEN register
- maintaining records on pupils with special educational needs / disability.
- liaising with, colleagues and specialists in drawing up Education Plans for pupils.
- reviewing and monitoring the progress of pupils on the SEN / Disability Register,
- liaising with appropriate authorities and parents in the Annual Review of Statemented pupils.
- liaising with Examinations Officers regarding access arrangements and/or special consideration for external examinations.
- facilitating appropriate in-service training of staff.
- managing and developing appropriate resources.
- liaising with parents, support services and agencies.
- reviewing and evaluating the effectiveness of the school's policy.

The Assistant SENCO is initially responsible to the SENCO and will assist with the responsibilities above. The Assistant SENCO will be expected to understand the implications of the Code of Practice for pupils with special educational needs and work closely with the SENCO.

### **Subject Teacher/Form 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 IEPs in collaboration with the SENCo; and
- involve adult assistants as part of the learning team.

### **Head of Year/Head of School**

The Head of Year (HOY) should:

- be aware of current legislation;
- keep up to date with the SEN Register;
- assist Form Teacher in supporting pupils, monitoring progress and liaising with home;
- work closely with the SENCO/LSC, and
- update records as appropriate.

### **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; and
- discuss issues with subject teachers through departmental meetings and forward minutes to SENCO when appropriate;

## **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 their strengths;
- provide practical and emotional support;
- listen to the young person and speak to staff on their behalf if required;
- explain boundaries and operate these consistently and fairly;
- supervise/assist the pupil between classes, at break and lunchtime;
- give appropriate assistance to deal with medical condition, eg overseeing medication/use of specialist equipment
- liaise with form teachers, pastoral staff, SENCo and Senior Teacher
- keep records and attend meetings; and
- share good practice.

### **Medical Officer:**

- Oversee medication if required and assist in dealing with any medical problems which may arise
- Liaise with pastoral staff/Senior Teacher regarding medical issues concerning pupils with SEN/disability

### **Pupil views**

In school, as far as reasonably practicable, we seek the young person's views about their strengths, learning difficulties and education, taking into account their age and maturity. We listen to their views about how they learn effectively and then focus on the strategies that work for them. Opportunities to seek and listen to the pupil voice is achieved through encouraging them to:

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

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

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

It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN register or moving the child between stages. It is essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, essential information may need to be made available by a parent upon a child's entry to the school.

Parents should be invited as necessary to:

- 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**

Down High School is committed to ensuring full access to the curriculum for young people with a disability. This includes the following:

- Consideration of teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure, and cultural activities;
- Commitment to improving 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
- Delivery to disabled pupils of the information which is provided in writing to pupils who are not disabled. This will be completed within a reasonable time and take into account their disability and any preferences expressed by them or their parents.

Physical access. At present the following facilities are provided:

- A lift to the first floor of the main school;
- Hand rails and safety rails installed where directed;
- A ramp at the main entrance of the school and canteen;
- Ramps at all the entrances to most of the temporary classrooms and where deemed appropriate;
- Provision made in Home Economics and Technology rooms for SEN pupils;
- Disabled toileting facilities;
- Disabled parking spaces;
- Provision of a 'safe room'.
- Medical room.

## **Access to the curriculum**

It is the policy of Down High School to provide full access to the N. I. Curriculum for pupils with special educational needs or a disability.

Exemptions may, however be made with regard to P.E. where medical opinion deems this appropriate.

Special timetables may also be negotiated under the direction of medical advice.

The school is always ready to make reasonable adjustments in line with the Special Educational Needs and Disability Order.

## **Reasonable Adjustments**

It is the desire of Down High School to be anticipatory in its duty towards disabled pupils and so we will be open and willing to making Reasonable Adjustments in terms of access to facilities and curriculum.

## **Annual Report**

The Board of Governors reports 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.

This report is made available in June.

## 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 Down High School, the following may be used to identify pupils' needs:

- information from transferring school;
- teacher observation;
- standardised scores from Educational Psychologist's reports;
- diagnostic assessments;
- whole school assessment (e.g.: CAT);
- class tests/school examinations;
- individual education plans;
- care plans;
- personal education plans for children who are looked after;
- statements of special educational need;
- annual reviews;
- professional reports;
- parental contributions;
- pupil contributions;

## **The Management of Special Educational Needs**

When a teacher has concerns, they should report these via a 'Record of Concern' to the SENCO.

On receipt of a "Record of Concern", the SENCO will consult with the Form Teacher and the Year Head.

The following steps will then be taken:-

- Additional information collected
- Consultation arranged with Head of School or Year Head and SENCO
- Subsequent action decided. This may involve, for example, internal testing, placing pupil on the SEN register, arranging for extra support for pupil etc.
- Parents contacted if necessary
- Staff informed of action taken and support and guidance offered.

## **The Three Stages of Special Education Provision**

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

### **Stage 1 includes:**

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

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

**Stage 2 includes:**

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

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

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

**Stage 3 includes:**

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

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

The pupil's PLP (IEP) should be revised to reflect the content of the statement. This should include:

- the SEN category (or categories);
- the intended outcomes based on the objectives of the special educational provision and the nature and extent of the EA's provision including any relevant service and treatment the HSC Trust are to provide and

- any additional school provision or modifications to the curriculum, as itemised in the statement;

The pupil's PLP (IEP) will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the annual review of the statement.

### **Exceptional Cases**

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

### **The Annual Review**

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

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

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

The Review will take place in school and is chaired by the SENCo.

### **Record Keeping**

The SENCo/LSC 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 commended whenever possible.

## **Access Arrangements for Examinations**

“Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working.” ([Joint Council for Qualifications](#))

There are two types of Access Arrangements

- arrangements put in place by the school ; and
- arrangements that require prior JCQ approval.

Pupils with special educational needs, disabilities or temporary injuries may need Access Arrangements to allow them to access the assessment. These arrangements are put in place without changing the demands of the assessment. For example, readers, scribes and modified question papers.

- Dr K Napier, in the role of SENCo liaises with, and is fully supported by teaching staff to ensure that full supporting evidence is in place before an online application is processed. This will ensure the candidate meets the published criteria for the respective access arrangements/reasonable adjustments process within the centre.

- Dr K Napier is the in-house designated assessor who holds the post-graduate Level 7 certificate for educational testing. The role of the assessor includes the process of collecting information for the purpose of making decisions about students. The use of standardised tests is a method to compare students to a national sample of same age peers. Tests scores may be needed to apply for access arrangements
- Mrs L Henderson is the Access Arrangements and Special Considerations Manager and will process applications online and hold the evidence for inspection purposes for GCSE and GCE qualifications. The Access Arrangements Manager 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 SENCo (LSC) 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 SENCo (LSC), oversees the professional development of all staff in their school. It is essential that all staff are kept-up-to date with SEN developments to provide effective teaching and support for pupils.

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

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

### **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. This may include:

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

### **Other Support Services**

- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Counselling Service for Schools (Familyworks)
- Cedar Foundation
- Careers Service

### **Other Educational Settings**

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

Down High School's Privacy Notice (which is on the school website under GDPR and Data Protection) allows for the sharing of information about a child in order to meet statutory need.

### **Complaints**

All complaints regarding SEN in Down High School will be dealt with 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 EA (South Eastern Division). 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: \_11 \_/\_01 \_/\_2023 \_ \_ \_

Signature of Principal:.....

Signature of Chairperson of Board of Governors: .....

Review Date: \_ \_/\_/\_/\_ \_ \_ \_

**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 \(SENDO\). \(PDF, 761 KB\)](#)
- [Department of Education Northern Ireland \(2009\) \*Every School a Good School – a policy for school improvement\*, Bangor: DENI. \(PDF, 706KB\)](#)