

# SPECIAL EDUCATIONAL NEEDS

## Policy Statement



- Replacement policy for our original 'Special Needs Policy'
- Written as a result of consultation between NEELB and SENCO
- Incorporates recommendations by the Department of Education in their document 'Pastoral Care in Schools'

### Summary:

Guidance and procedures in relation to the Special Education Needs provision within the college.

**E G Martin**  
**Principal**

### *Additional Notes*

**Policy Number:** 1998/8

### *Board of Governors*

**Approved: September 1998**

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*Completely revised  
September 2004*

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# **ULIDIA INTEGRATED COLLEGE SPECIAL EDUCATIONAL NEEDS POLICY**

## **1. Introduction**

This policy is intended to be of practical use and to make explicit the philosophy, aims, organisation and resources that are deployed to staff in meeting the needs of pupils with special educational needs. It conforms to the recommendations of the Code of Practice on the identification and assessment of special needs.

## **2. Philosophy**

The Special Needs Policy for Ulidia Integrated College is based on the founders' vision. Ulidia Integrated College was founded in 1997 to educate the sons and daughters of Catholics, Protestants and others of goodwill under the same roof. We acknowledge that *"the needs of all pupils who have SEN, either throughout or at any time during their school careers, must be addressed, and their rights to have access to a broad and balanced curriculum, including maximum possible access to the national curriculum, should be recognised"*.

The expressed statement of Ulidia Integrated College is to give each pupil:

- An education, which will enable them to develop to their full potential academically, personally, socially and spiritually.
- The opportunity to become a confident and creative adult able to take an effective and positive place in the world.
- A safe and happy environment, which is conducive to the learning process.

We believe that:

- All pupils have an entitlement to access all areas of the curriculum and school life.
- All pupils can experience success in learning, provided the work they are asked to do is set at an appropriate level.
- All teachers are responsible for assessing the suitability of material in their lessons.
- All pupils should, wherever possible, be educated together in their teaching groups. However, for some pupils, limited withdrawal may be more appropriate to enable them to concentrate on identified targets.
- Pupils' needs can be met more effectively when the approaches of subject teachers, pastoral staff, parents and other relevant outside agencies are carefully co-ordinated, and result in a collaborative approach.

### **3. The Policy**

#### **3.1: The aims of the Policy**

In meeting the Special Educational Needs of our pupils, we aim to:

- Create a flexible and responsive system, which is able effectively, to promote and support students' learning.

We will endeavour to recognise those pupils who:

Have special Educational Needs or Disabilities as categorised by the Department of Education. These can be:

- Cognitive or Learning
- Social, emotional and behavioural
- Communication and interaction
- Sensory
- Physical
- Medical conditions/Syndromes
- Other

We will:

- Promote a whole school approach to meeting the needs of pupils.
- Recognise the value of individual and small group withdrawal for specific needs
- Co-ordinate the work of outside agencies within the school to the maximum benefit of pupils and staff
- Work in partnership with parents by holding regular meetings and discussions.

### **4. Organisation**

It is the responsibility of the Special Needs Co-ordinator (SENCO), to co-ordinate the provision within the college for pupils with special educational needs. He/she is responsible for maintaining the school Special Needs Register and overseeing the records on all pupils with special educational needs, liaising with parents, external agencies, including the Educational Psychologist and other support agencies.

The allocation of support teaching is based on the following priority:

- Statemented pupils whose needs are prescribed by their statements and for whom the Education Board is under a statutory obligation to provide support.

- Individual pupils, who are not statemented, but whose learning needs are difficult to meet in the context of the classroom by the subject teacher.
- Teaching groups that are usually withdrawn with pupils from their own class.

## **5. Provision**

Ulidia Integrated College is an all ability integrated college. Each subject teacher is responsible for the special educational needs of each pupil in the classroom. The Learning Support Department has a full time SENCO/Learning Support teacher, one part-time Learning Support teacher and 12 classroom assistants and 2 general assistants.

## **6. Assessment and Monitoring**

The importance of early identification, assessment and provision for any pupil who may have a special educational need cannot be over-emphasised. Much information will be gleaned from primary transfer records and liaison with parents. This will provide the necessary background information to ensure the continuity of educational provision.

To assist in the early identification of pupils with special educational needs, nationally recognised and approved tests will be administered to assess the reading and numeracy ages of all Year 8 students.

Each classroom teacher also makes a series of classroom observations. This information, along with test results, will be collated and a decision taken as to which stage of the Code of Practice they should be placed on.

In many cases, action taken at one stage will mean that the child will not have to move onto the next stage. Only for those children whose progress continues to cause concern, at any one stage, will the school need to move on to the next stage. The school-based stages should be seen as continuous and systematic action planning and review process within the school, enable the pupil with special educational needs to learn, and to progress. Parents will always be involved in consultation at all five stages. All special needs records are treated confidentially.

### **6.1: STAGE 1**

A concern that a pupil may have special needs, together with some evidence supporting that concern, Subject Teachers/Form Teachers in consultation with the SENCO/Year Co-ordinator, will be responsible for setting targets and monitoring/reviewing progress and the pupil's name will be placed on the Special Needs Register.

## **6.2: STAGE 2**

The SENCO will take responsibility in co-ordinating the match between provision and pupils' needs. An Education Plan will be drawn up, for each pupil at Stage 2, which sets out targets for the pupil. Parents and pupil will be involved in the consultation process.

## **6.3: STAGE 3**

For the pupil with more complex needs, the SENCO/Year Co-ordinator/Pastoral Co-ordinator will liaise with the Educational Psychologist to draw up an education plan.

## **6.4: STAGE 4**

If the Education Board considers the need for a Statutory Assessment, there is a multi-disciplinary assessment at this stage.

## **6.5: STAGE 5**

The Education Board issues a Statement, if appropriate, and makes joint arrangements with the school to maintain and monitor the statement.

## **7. ENSURING EFFECTIVENESS**

We welcome the views of the parents on our effectiveness and we will monitor our success in the following ways:

- Regular reviewing of children with special needs
- The monitoring of movements within our staged approach
- Regular assessment of pupils
- Annual reviews for all statemented pupils
- Review the success of the policy by observation and evaluation of behaviour in and out of the classroom

It is intended that this should be a working policy. It will be reviewed in the light of experience and the changing needs of pupils and staff. The policy will run in conjunction with the Special Needs Handbook, and together, will be reviewed annually by the Special Educational Needs Co-ordinator.

**8. Appendix 1: Stage One Action Plan**

Stage 1 Action Plan			Date:	
Name	DOB	Age	Year	Form Tutor
Pupil's strengths				
Concerns				
Targets				
School Support/responsibilities				
Parental Support				
Review				
Decision	Remain at Stage 1		Move to Stage 2	
Signatures				

**9. Appendix 2 Stage 2 Education Plan**

Name:		DOB:		Age:		Class:	
External agencies involved:						Date:	
Pupil's strengths:			Concerns:			Long term targets:	
<b>Provision</b> <i>(What we will do to avoid Stage 3)</i>							
Short Term Targets:		Who/when/where:			How:		Means of recording/assessing/reviewing progress:
Nature of parental support:							
Pastoral care or medical requirements:							

**9.1: Stage 2 Review**

Pupil's Name	DOB	Age	Year	Class Teachers
<u>Participants in Review</u>				
Parents <input type="checkbox"/> SENCO <input type="checkbox"/> Class teacher <input type="checkbox"/> Other <input type="checkbox"/>				
<u>Details of assessments/other relevant information</u>				
<u>Pupil's input</u>				
<u>Form teacher/class teacher input</u>		<u>Parental input</u>		
<u>Evaluation of the plan to date</u>		<u>Comments on the new plan/proposals</u>		
<u>Decision</u>				
Revert to Stage 1 <input type="checkbox"/> Continue at Stage 2 <input type="checkbox"/> Refer to Stage 3 <input type="checkbox"/>				

**10. Appendix 3                      Stage 3 Education Plan**

Name:		DOB:		Age:		Class:	
External agencies involved:						Date:	
Pupil's strengths:			Concerns:			Long term targets:	
<b>Provision</b> <i>(What we will do to avoid Stage 4)</i>							
Short Term Targets:		Who/when/where:			How:		Means of recording/assessing/reviewing progress:
Nature of parental support:							
Pastoral care or medical requirements:							

### 10.1: Stage 3 Review

Pupil's Name	DOB	Age	Year	Class Teachers
<u>Participants in Review</u>				
Parents <input type="checkbox"/> SENCO <input type="checkbox"/> Class teacher <input type="checkbox"/> Other <input type="checkbox"/>				
<u>Details of assessments/other relevant information</u>				
<u>Pupil's input</u>				
<u>Form teacher/class teacher input</u>		<u>Parental input</u>		
<u>Evaluation of the plan to date</u>		<u>Comments on the new plan/proposals</u>		
<u>Decision</u>				
Revert to Stage 1 or 2 <input type="checkbox"/> Continue at Stage 3 <input type="checkbox"/> Request statutory Assessment <input type="checkbox"/>				

