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**Special Educational Needs (SEN) Policy**

**Policy ratified by BOG, 13.06.18. Amended 09.01.19. Next Review: September 2019**

**NB. This Policy will be further updated to reflect the SEN Framework to be implemented in 2019/2020. There will be four elements to the new framework:**

**1. Primary Legislation - Special Educational Needs and Disability Act (Northern Ireland) 2016**

**2. Secondary Legislation - New SEN Regulations**

**3. Guidance - a new statutory Code of Practice**

**4. SEN capacity building (training) on the new SEN framework**

**SEN Policy Outline**

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**‘GROWING TO EXCELLENCE’**

**WHAT IS SPECIAL NEEDS?**

* 1. **ADDITIONAL LEARNING NEEDS:**

A pupil who has additional learning needs above those of his peers is in this policy referred to as having special educational needs. Special educational needs refer to children who have physical disabilities, social emotional and behavioural difficulties, sensory impairment, speech and language difficulties, specific literacy difficulties, numeracy difficulties or medical difficulties which may impact on educational attainment and progress. Provision for children with special educational needs should be made by the most appropriate agency which in most cases will be the child’s mainstream school, working in partnership with the parents.

* 1. **FOUNDATIONS OF SPECIAL EDUCATION:**
* Remove barriers to learning
* Intervene early
* Provide quality educational opportunities
* Build quality relationships between pupil and educator
* Build the evidence base

**1.3 AIMS:**

* Every child has the opportunity to participate in high quality education
* Every child achieves literacy and numeracy levels that enable their success
* Every child has the skills and qualifications to contribute to their future
* Every child enjoying educational success

**2. INTRODUCTION**

**2.1 SEN DATA**

There are currently 950 pupils enrolled in De La Salle College. 567 pupils (59.6%) are recorded on the SEN register as having additional educational needs. 85 pupils (8.9%) have a *“Statement of Special Educational Needs”.*

**2.2 LEGISLATION**

This document outlines the policy of De La Salle College for the identification and assessment of and the provision for children with Special Educational Needs. This policy is based on the Code of Practice on the Identification and Assessment of Special Educational Needs 1998 (thereafter referred to as the Code of Practice) and The Supplement of the Code of Practice 2005, and The Special Educational Needs Disability Order 2005. The Code of Practice and Supplement are substantial documents which address in fine detail many issues of relevance to the assessment and education of children with Special Educational Needs. Where a topic is not dealt with in detail in the policy the reader may assume that the policy of De La Salle College will be to have due regard to any guidance given in the Code of Supplement.

**3. GUIDING PRINCIPALS**

De La Salle College’s statement of ethos and aims is supported by the Special Needs Policy. The aims of education for students with Special Educational Needs are the same as those for all students. We seek in meeting Special Educational Needs to provide a safe, supportive environment, founded on high expectation, mutual respect and enjoyment of learning.

We value all students in our school equally and all young people within our community have equal rights to the opportunities offered by education. The Special Educational Needs Policy has a significant contribution to make towards ensuring that opportunities are available for every student to experience success and achieve their full potential. By working in a range of partnerships, we aim to provide learning experiences that meet the needs of students with Special Educational Needs and enable them to develop the knowledge, skills and confidence needed in adult life.

All students are entitled to experience success. We want to identify and break down possible barriers to learning. Consideration of Special Educational Needs and inclusion across all curriculum areas and all aspects of teaching and learning, and good special needs practice is often good practice for all students.

We encourage students to take responsibility for their learning and behaviour and seek to develop students’ understanding of their rights and responsibilities as active students within the school community. As such we value, care and consideration for others, as well as independence and determination.

**4. DEFINITIONS**

**4.1 THE EDUCATION AUTHORITY**

The Education (Northern Ireland) Order 1996 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:

* Has a significantly greater difficulty in learning than the majority of children of the same age.
* 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’.

Special educational provision means *‘provision which is additional to or different from the provision made generally for children of the same age in ordinary schools’*.

**4.2 THE SPECIAL EDUCATIONAL NEEDS DISABILITY ORDER (SENDO)**

Strengthens the rights of all children with Special Educational Needs to be educated in mainstream schools.

Under SENCO De La Salle College has a duty:

* Not to treat disabled pupils and prospective pupils less favourably for a reason related to their disability.
* To make reasonable adjustment to all policies, procedures and practices to ensure that a disabled pupil/prospective pupil is not placed at a substantial disadvantage compared to pupils who are not disabled.

**4.3 DEFINITION OF DISABILITY**

*‘A child is disabled if he/she is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be described.’*

Students with a disability will have Special Educational Needs if they have any difficulty accessing education and if they need any special provision made for them. (See Appendices 1 and 2)

**5. OBJECTIVES**

The specific objectives of this policy are to:

* Identify students with Special Educational Needs and Disabilities and to ensure that their needs are met.
* Ensure that all students have equal access to a broad balanced curriculum, which is differentiated to meet individual needs and abilities.
* Offer high quality support to ensure that the needs of students with Special Educational Needs are recognised and addressed.
* Maximise the opportunities for students with Special Educational Needs to join in with all activities of the school.
* Seek the views of the child and take them into account.
* Acknowledge and draw on ‘parent/careers’ knowledge and expertise in relation to their child.
* Seek and ensure that all learners make the best possible progress.

This policy will contribute to achieving these objectives by ensuring that the provision for pupils with Special Educational Needs is a matter for the whole college and is part of a continuous cycle of assessment and review.

**6. DEVELOPMENT**

We intend to build on existing good practice by:

* Improving the college’s ability to meet Special Educational Needs by utilising classroom assistants to deliver more interventions to include literacy, numeracy and behaviour support.
* Developing classroom assistants’ expertise in supporting students with Special Educational Needs and strengthening the development of classroom assistants in curricular areas.
* Developing classroom assistants’ expertise in supporting students with Asperger’s Syndrome in association with Autism Advisory Intervention Service. (Level 1 Training in ASD, Friendly Groups).
* Developing the extension of support programme in Key Stage 4 for Literacy and Numeracy.
* Developing early intervention for pupils with Social, Emotional and Behavioural difficulties through counselling from Family Works, the school counsellor and also from the SPSS Support.
* Developing the skills and knowledge of teachers by in service training so they can adapt their practices to allow all students to access and participate in the learning.
* Developing specialist teachers’ expertise in supporting students with Special Educational Needs.

**7. HOW IS A STUDENT IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEEDS?**

**7.1 CODE OF PRACTICE**

A child is identified as having Special Educational Needs via the stages of the Code of Practice, as set out in The Education (Northern Ireland) Order, 1996.

**7.2. SCHOOL BASED STAGES**

**Stage 1**: *A need has been identified by a teacher.* Appropriate action is taken through the child’s parents. The Special Needs coordinator and principal should be informed of teacher’s concerns.

**Stage 2**: *School based intervention.* If action taken at Stage 1 does not remedy the situation, the teacher in the school with responsibility for SENCO becomes involved. A programme should be drawn up and the child’s progress monitored regularly. The school moves onto Stage 3 if the problem persists.

**Stage 3**: *External agency involvement.*  Specialists help or advice from outside the school is requested e.g. educational psychologist. Following further consultations, parents and the professionals involved may ask the board to make a statutory assessment.

**7.3 EDUCATION AUTHORITY BASED STAGES**

**Stage 4:** *Statutory Assessment.* The Education Authority in cooperation with the child’s school, parents and other appropriate agencies will decide if this is necessary and if so will conduct the assessment. The Education Authority will request written advice on the child from the school, medical officer, educational psychologist and any other relevant agency. Parents are also invited to make a submission. Following the receipt of information, the Education Authority will decide whether to draw up a statement. Statutory assessment does not always lead to a statement.

**Stage 5:** *Statement of Special Educational Needs.* The issuing of a statement involves the Education Authority either in making additional resources available to mainstream school or indicating that a change of placement may be necessary for the child.

**7.4 STATEMENT OF SPECIAL EDUCATIONAL NEEDS**

There are recorded currently 937 pupils enrolled in De La Salle College. 595 pupils (63.5%) are recorded on the SEN register as having additional educational needs. 85 pupils (9%) have a *“Statement of Special Educational Needs”*. The statement is a legal document that describes a student’s needs and the provision and support that **must** be provided to help meet their needs. This document is valid until a child leaves school or until the age of 19 (if still in school).

A copy of each student’s statement of Special Educational Needs is retained in the SENCO office (F8). The statements should be read in this room and not be removed in order to ensure records are stored securely and safely to maintain confidentiality.

**7.6 INDIVIDUAL EDUCATION PLANS (IEP)**

This is a written record of targets and strategies to meet the needs of a student with SEN. Only students at stages 2-5 of the Code of Practice require an IEP. Whilst this is not a legal document, it is an important way for the school to monitor the progress of a child. The targets should be SMART and reviewed regularly. A copy of each student’s IEP is retained in the SENCO office (f8) and are available on the school network for staff. Each pupil is provided with a copy of their targets and it is the responsibility of all staff to help support the pupils with IEP’s to achieve these targets in their curricular/pastoral care.

**8.1 EVERYONE’S RESPONSIBILITY**

Provision for students with Special Educational Needs is a matter for the school as a whole. In addition to the governing body, the principal, SENCO and Learning Support Team which includes the Deputy SENCO, Specialist Teachers, General Assistants and Classroom Assistants, all other members of staff have important roles and responsibilities. All teachers are teachers of pupils with Special Educational Needs. Teaching such students is therefore a whole school responsibility requiring a whole school response. The college is aware that specific English Language support for Newcomer pupils is not a special educational need but provision is made to enhance curriculum access and pupil wellbeing.

**8.2 SENCO**

The Special Educational Needs Coordinator (SENCO) in collaboration with the Principal and Governing Body plays a key role in helping to determine the strategic development of the Special Educational Needs Policy and provision in the school to raise the achievement of pupils with Special Educational Needs. The Special Educational Needs Coordinator (SENCO) takes day to day responsibility for the operation of the Special Educational Needs Policy and co-ordination of the provision made for pupils with Special Educational Needs, working closely with staff, parents and outside agencies.

**8.3 PRINCIPAL**

The Principal has responsibility for the day to day management of all aspects of the College’s work, including provision for students with Special Educational Needs. The Principal keeps the Governing Body fully informed and ensures Senior Leadership Team support for the Special Educational Needs Coordinator (SENCO) and The Special Educational Needs Support Team.

**8.4 GOVERNING BODY**

The College’s Governing Body has specific responsibilities to:

* Do its best to ensure that the necessary provision is made for any student who has Special Educational Needs.
* Ensure that student’s needs are made known to all who are likely to teach them.
* Ensure that teachers in the college are aware of the importance of identifying and providing for, those students who have Special Educational Needs.
* Ensure that the students with Special Educational Needs join in the college’s activities, together with students without Special Educational Needs, so far as is reasonably practical and compatible with their receiving special provision their learning needs call for and the efficient education of others.
* Ensure that parents are notified of a decision by the college that Special Educational Needs provision is being made for their child.

In doing so the Governors will have regard to the Special Educational Needs Code of Practice and the Special Educational Needs Disability Order.

**8.5 THE SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO) ROLE:**

* Overseeing the day to day operation of the College’s Special Educational Needs Policy.
* Liaising with and advising fellow teachers.
* Managing the Special Educational Needs team of teachers and classroom assistants.
* Co-ordinating provision for pupils with Special Educational Needs.
* Overseeing the records on all pupils with Special Educational Needs.
* Contributing to the in-service training of staff.
* Liaising with external agencies.

**8.6 CLASSROOM/SUBJECT TEACHER**

All teachers are teachers of children with Special Educational Needs and with support from the Special Educational Needs department do their best to adapt the curriculum to meet their needs. We recognise that it is the teachers’ responsibility to meet the needs of all children in their class through their management of classroom assistants, classroom organisation, teaching material, teaching style and differentiation.

Therefore, all teachers should:

* Be aware of those in your class who are recorded on the SEN Register as having Special Educational Needs.
* Set suitable learning targets.
* Work to overcome potential barriers to assessment and learning.
* Use available diagnostic data (CATs/PIEs/PIMs/Dyslexia Portfolio) to help all students achieve their potential.
* Report any concerns about pupils with Special Educational Needs in writing to the SENCO.
* Contribute to Individual Educational Plans from Stage 2 onwards.
* Monitor, assess and review progress.
* Listen to the concerns of students with Special Educational Needs and adopt an individual approach if needed.
* Follow specific recommendations from external agencies (Eg, Oakwood, Peripatetic Services) to meet pupils needs.
* Provide feedback to the SENCO/Deputy SENCO on individual progress when requested.
* Meet with parents when necessary, listen to concerns and provide feedback.

All staff are aware of the college’s Special Educational Needs Policy and of the procedures for identifying and making provision for students with Special Educational Needs.

**8.7 HEADS OF DEPARTMENTS**

A Head of Department is responsible with departmental colleagues for developing policies, procedures and teaching strategies which ensure access to the mainstream curriculum for all children. The Head of Department must:

* Support Individual teachers in maintaining high expectations for pupils with Special Educational Needs.
* Develop and manage resources which support efficient and effective teaching strategies that meet the individual needs of pupils and which implements differentiation.

**8.8 FORM TEACHERS**

The Form Teacher plays a key role in overseeing the wellbeing of students in their form class. As he/she supports pupils with Special Educational Needs, the form teacher should:

* Be cognisant of the contents of pupils’ IEPs within their form group.
* Collect information from parents pertaining to the pupil health, development, progress and factors contributing to any difficulties and liaise with the SENCO and the Learning Support Team, Head of Year and Vice Principal of Pastoral Care to ensure the pupils need is met.
* Provide information about pupil progress in a timely manner to the SENCO, Deputy SENCO or SEN Specialist Teacher(s) when requested.
* Liaise with subject teachers as necessary.
* Encourage students with Special Educational Needs to develop self-esteem, to praise and acknowledge all achievements and to meet with the student and discuss feelings, difficulties and issues.

**8.9 HEAD OF YEARS**

The Head of Year plays a key Pastoral role in supporting pupils with Special Educational Needs, through his/her daily contact with pupils and staff. Heads of Year are in a unique position where he/she can collate information from the staff and pupils as from parents/carers (and external agencies) and convey this to the Special Educational Needs Coordinator (SENCO). Head of Years are invited to attend and to contribute to the Annual Review Meetings of pupils at Stage 5 of the Code of Practice.

**8.10 CLASSROOM ASSISTANTS AND GENERAL ASSISTANTS:**

The Assistants play a pivotal role as he/she has a unique relationship with his/her designated pupil(s). He/She can act as a bridge between the pupil and the teachers and the mainstream curriculum. In their role the Classroom Assistant:

* Works under the direction of the classroom teacher to agree their role within learning and teaching.
* Develop their knowledge and understanding of all areas of Special Educational Needs to include pastoral, curricular and medical.
* Encourage independence and peer interaction by their designated pupils/classes.
* Follow their timetable and keep daily monitoring records on their designated pupil(s)to be made available to the SENCO and Deputy SENCO on a weekly basis.
* Report any concerns or issues promptly about a designated child’s progress or wellbeing to the appropriate member of staff (Eg: Subject Teacher, Form Teacher, Head of Year, SENCO, Pastoral Vice Principal or Safeguarding Team).

**8.11 PUPILS**

Our pupils are encouraged to be independent learners and therefore it is important that to develop and progress that they strive to:

* Take responsibility for their own learning and report any concerns or issues.
* Be aware of their targets created on their IEPs.
* Work respectfully with their Classroom or General Assistant.

**8.12 PARTNERSHIP WITH PARENTS/CARERS**

Partnership with parents/carers plays a key role in enabling students with Special Educational Needs to achieve their potential. The school recognises that the parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child’s needs and the best way of supporting them.

Parents are invited to share information with their son’s Form Teacher at their initial meeting at the beginning of Year 8. This information is passed onto the Special Educational Needs Coordinator (SENCO) and in conjunction with information received from feeder primary schools, initial procedures are put in place.

Parents/Carers should provide information when necessary and alert the school to any changes in a student’s medical needs or family circumstances which may impact on their learning.

Parents/Carers with children with Statements of Need should attend Annual Reviews and Transition Meetings held in February/March. Interpreting Services can be available if necessary.

Parents/Carers should help implement targets from IEPs.

Parents/Carers should be aware that the Newcomer pupils will be monitored using the Common European Framework of Reference (CEFR) using the English Benchmarking Kit.

**9. TRIGGERS FOR INTERVENTION**

**9.1 TEACHER CONCERNS UNDERPINNED BY EVIDENCE**

Interventions are triggered by a teachers’ concern (underpinned by evidence) as a result of a differentiated learning opportunities showing that the student:

* Makes little or no progress even when teaching approaches are targeted particularly in a student’s identified area of weakness.
* Shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas
* Presents persistent emotional and or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed by the school.
* Has communication and/or interaction difficulties and continues to make little or no progress despite provision of a differentiated curriculum.

**9.2 IDENTIFICATION ASSESSMENT AND MONITORING OF SPECIAL EDUCATIONAL NEEDS**

Pupils make progress at different rates, not all students learn in the same way and may need to be taught at different levels and by different methods. The majority of pupils have their needs met through normal classroom arrangements and appropriate differentiation.

The Special Educational Needs Coordinator (SENCO) works with staff to ensure that those students new to the school who may need additional or different support are identified at an early stage. A range of evidence is collected by liaison with parents, feeder primary schools, CAT tests, Vernon Spelling Tests (first week of school term), external agencies and statements. Additional Diagnostic testing will also contribute to the identification of pupils needing support. This will involve using data from the PIEs, PIMs and for some pupils, the Dyslexia Portfolio battery of tests.

The identification and assessment of the Special Educational Needs of young people whose first language is not English requires particular care. It is necessary to consider the young person within the context of their home, culture and community. Lack of competence in English must not be equated with Learning Difficulties as understood in the Code of Practice. The pupil’s performance in different subjects will be used to establish whether problems they have in the classroom are due to limitations in their command of the language that is used there or arise from Special Educational Needs.

The college has a duty to inform a student’s parents that Special Educational provision is being made for their child because the child has Special Educational Needs.

**9.3 INTERVENTIONS**

The College offers several levels of intervention; this support available to students may include (although this is not an exhaustive list):

|  |  |
| --- | --- |
| **Literacy Support within school** | Withdrawal for specific literacy tuition for one hour per week to follow the Literacy Support Programmes in Year 8, Year 9 and Year 10. This includes small group tuition in reading, writing, spelling, punctuation, grammar, comprehensions and ICT activities. It may also include paired reading support, Linguistic Phonics, THRASS Spelling Programme. It is delivered by members of the Learning Support Team.  |
| **Support for Newcomer Students** | Withdrawal support specific for English Language development for Newcomer pupils. This is provided by a member of the Learning Support Department experienced in developing literacy skills and techniques to help access the mainstream curriculum. Support is also provided by Glenmona staff trained in TEFL. Support is also provided by outside agencies for example: Intercultural Education, Chinese Welfare Service, Interpreting Services and school counselling.  |
| **TSPC Programme** | Withdrawal to follow a Behaviour Support Programme with a focus on Thinking Skills and Personal Capabilities. It is delivered by the Behaviour Support Specialist Teacher.  |
| **Numeracy Support** | This is delivered by the Maths Department. Two specialist classes in year 9 and 10 are offered for the Gifted and Talented and SEN pupils. A small group of Year 8 pupils are supported with 1 to 1 specialist Maths support.  |
| **Key Stage 4 Support** | Targeted in class support under the direction of the Key Stage 4 Manager, Heads of Year, Heads of Department and subject teachers. Some pupils will be withdrawn for additional GCSE Literacy support but only in exceptional circumstances to minimise disruption to their learning at this important part of their education. The SENCO and Head of English will liaise to identify pupils who could benefit from targeted withdrawal support to raise achievement and will provide a 6 week programme of intensive support. |
| **Classroom Assistant Support** | Targeted in class support under the direction of classroom teacher and SENCO to support the individual pupil needs of pupils who have a Statement of Need.  |
| **St Gerard’s Outreach Support**  | Specialist individual Literacy Support from Mr Niblock from St Gerard’s Resource Centre (8 hours per week). This is prioritised for Year 8 pupils.  |
| **SPSS Support** | Specialist individual anger management and social, emotional and behaviour support provided by Mrs Stark and Mr Donnelly from the Link Centre. (8hours per week). This is prioritised for Year 8-12 pupils.  |
| **Autism Advisory Intervention Service** | Transition support and advice is provided by Autism Advisory Intervention Service specialist teachers and assistants to help support the needs of pupil with a diagnosis of ASD. This includes individual 1 to 1 support for pupils, meeting with parents and training for staff to help support pupils and to implement recommendations.  |
| **Peripatetic Support for pupils with Sensory Impairment** | Peripatetic support is provided by teachers from the Education Authority of Visual Impairment (Mr Porter) and Hearing Impairment (Mrs McGreevy). This support takes the form of meeting with the SENCO, pupils with sensory impairment and classroom assistants as appropriate and in some cases providing individual teaching support. Guidance and specialist equipment is provided by the SENCO who passes the information to all staff involved in the education of children with sensory impairments.  |
| **Cedar Foundation**  | Transition Support for pupils is provide by the Cedar Foundation. This is offered to a small number of pupils with specific need (Eg. Physical disability or sensory impairment) who are in their final year of school and who do not plan to return to school. It will involve the pupil having support with post school placement application forms and funding applications and visits to open days. |
| **Counselling** | Confidential counselling is provided four days per week in school. Family works (ICSS) provides one day (Tuesday) of counselling per week by Ms Mc Glinchey. Counselling is provided on Monday, Wednesday and Friday from the school counsellor Ms Thompson. |
| **Pupil Welfare Officer & Medical Room**  | Pupils with specific medical needs are supported by access to a fulltime pupil welfare officer, Mrs Brennan. All medication is stored securely and safely in the Medical Room. Paper and Electronic records are kept to record the administration of all medication, first aid and medical interventions.  |
| **Education Psychology**  | The school’s designated Education Psychologist, Ms Vikki Bratten, provides support by conducting observations and diagnostic assessments of pupils who are presenting with needs that cause concern or need additional support to access the curriculum.  |
| **Access Arrangements** | A profile of evidence is collated on pupils who require special examination conditions known as ‘Access Arrangements’. Diagnostic testing is conducted using the Dyslexia Portfolio battery of Tests. Access arrangements are applied for online. Access Arrangements must replicate the internal provision provided by classroom teachers. This will include adjustments such as extra time, reader, scribe, prompter, assistive technology, modified papers, supervised rest breaks and separate invigilation. The SENCO is the school’s Specialist Assessor.  |

**9.4 OUTSIDE AGENCIES**

External Support Services play an important part in helping the school identify, assess and make provision for students with Special Educational needs. Support is provided by the external agencies listed below (although this is not an exhaustive list):

|  |
| --- |
| **DEL Careers****Education Authority****Educational Psychology****Transition Co-Ordinator** **St Gerard’s Resource Centre****Autism Advisory Intervention Service****Newstart** **Tullymore****Alternative Education Provision** **Secondary Pupil Support Services (SPSS)****Link Centre** **Education Welfare Officer****EWO****Family Works Counselling Service** **School Counsellor** **The Cedar Foundation (Careers Service)****Intercultural Education Service** **Interpreting Services** |

**9.5 STATEMENTS OF SPECIAL EDUCATIONAL NEEDS**

The progress of students who have statements of Special Educational Needs will be reviewed annually. The specific support outlined in their statement will be discussed with parents/carers and other necessary agencies to ensure that the student’s needs are being met.

The SENCO liaises with the Education Authority and Careers Service to arrange transition plans for students with Statements in Year 10 and above ensures that those transition plans are reviewed annually and amended appropriately. The Cedar Foundation works alongside DEL Careers and Transition Officer to provide one to one transition support and also a range of transition work-shops in the school for Stage 5 pupils who are in their final year of education in the College.

If a student demonstrates significant cause for concern, the school may request in consultation with parents/carers and external agencies, a statutory assessment. A report will then be sent to the required Education Authority.

**9.6 PROVISION OF INTIMATE CARE TO PUPILS**

The Intimate Care Policy and Guidelines Regarding Children and Safeguarding Vulnerable Groups (Northern Ireland) Order 2007 will be adhered to.

Intimate Care can involve: Feeding/ Oral Care/ Washing/ Dressing/ Undressing/ Toileting/ Menstrual Care/ Treatments such as enemas, suppositories, enteral feeds/ Catheter and Stoma Care/ Supervision of a child involved in intimate self-care.

All staff undertaking intimate care will be given appropriate training. The child centred focused principles of intimate care dovetail our Medication Policy and our Child Protection and Safeguarding Policy and indeed underline our core Lasallian ethos in the school whereby every child has the right to be safe, have personal privacy, be valued and treated with dignity and respect. They have the right to be involved and consulted in their own intimate care to the best of their abilities.

Pupils who would require regular assistance with intimate care will have an IEP which will be agreed and reviewed as required.

**10. ADMISSION ARRANGEMENTS**

As outlined in our Admissions Policy students with Special Educational Needs are admitted to the school on the same basis as any other child, according to the Special Educational Needs Disability Order 2005. An application for placement in De La Salle College for pupils with a Statement of Need is made by Advisory Officer in Special Education in the Education Authority. The applications are received by the Principal and an intake meeting is held by the Principal, SENCO and Advisory Officer from the Education Authority. At this meeting a consultation form is completed detailing if the school is able to meet the pupil’s specific needs. Consultation Forms are returned to the Education Authority and the applicants are notified of the outcome by the Advisory Officer from the Education Authority.

**APPENDIX 1**

**THE RATIONALE OF ACCESS ARRANGEMENTS**

The Special Educational Needs and Disability Code of Practice states:

***‘All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage’***

In making reasonable adjustments *‘Access Arrangements’* are one of the ways that De La Salle College ensures that children with persistent difficulties such as a learning disability, physical disability or medical need are not ‘*being put at a substantial disadvantage’* when sitting exams in comparison with their peers. Access arrangements are the agreed mechanism for exam candidates that will be based on an individual’s level of need and normal way of working. Evidence needs to be gathered in the school about the pupil’s usual methods when completing classwork, homework, AFLs, Internal exams, controlled assessments and coursework. This evidence will be used to apply for Access Arrangements form the awarding body and will ensure that each pupil can access exams and demonstrate their subject knowledge without being disadvantaged in comparison to their peers.

The Equality Act 2010 ensures that the centres make ‘*reasonable adjustments’*. These ‘*reasonable adjustments’* include (although not an exhaustive list) separate invigilation, readers, scribes and prompters. It is important to note that reasonable adjustments will be determined depending on the specific needs of each candidate. Some adjustments may not be possible or considered reasonable, for instance if they would involve an unreasonable cost to the school or would affect the integrity of an exam. The available resources in the school needs to be taken into account including the number of available exam rooms and the number of available invigilators.

There are a range of reasons as to why a child will need access arrangements: the JCQ Regulations document clarifies that the key factors that are expected to have a substantial adverse effect include:

* Persistent and significant difficulty in reading and understanding written material where this is in the person’s native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment:
* Persistent distractibility or difficulty concentrating;
* Difficulty understanding or following simple verbal instructions.

(taken from <http://www.jcq.org.uk/exams-office/access-arrangments-and-special-consideration>)

The Specialist Assessor’s role in access arrangements is crucial as the Specialist Assessor is needed to conduct diagnostic testing and collate information on a pupil’s normal way of working to ascertain eligibility of candidates for access arrangements. The diagnostic testing will be accurate as this data is often integral in determining a candidate’s eligibility for access arrangements.

The ‘*Form 8’* is the document that provides a profile of the learner’s difficulties and it must be used to collate the evidence and to be available in exam centres for inspection purposes. It is essential that Form 8s are competed accurately and fully and that online permission by JCQ is granted for access arrangements to go ahead. It is essential that the specialist assessor keeps updated on the regulations set out by JCQ for access arrangements as these change on an annual basis. It is also crucial that under Data Protection Laws that the specialist assessor keeps access arrangements documentation in a secure locked cabinet for confidentiality.

Access arrangements can be split into two categories, some can be delegated by the exam centre such as ‘supervised rest breaks’ and others have to follow a specific process that requires evidence gathering and approval by the JCQ awarding body such as ‘*Extra time up to 25%*”. Access arrangements must be in place in a timely manner prior to exam season commencing. However, it is vital that the specialist assessor and exams officer are prepared for fluid situations when candidates will present for exams with potential afflictions that would impact on their ability to access the exam such as temporary injury. It would be important that an additional invigilator and appropriate exam space could be available for unexpected and extenuating circumstances. Special consideration is available as a post examination adjustment to a candidate’s result which may be necessary to reflect something personal to the pupil at the time of his exam such as a temporary injury, illness or bereavement which will have impacted on his overall performance.

In conclusion, access arrangements are there to enable all candidates to perform in examinations which they may not be able to do, unless ‘*reasonable adjustments’* are made. It is not a method to give a candidate an unfair advantage over peers but to allow candidates with learning disabilities, medical issues and/or extenuating circumstances the ability to complete examinations on the same level as everyone else and to demonstrate their knowledge in the exam. The rationale behind access arrangements promotes fairness of opportunity for all candidates to demonstrate subject knowledge and to be provided with an even ground to complete the same examination as peers and to ultimately have the same opportunity to succeed.

**Appendix 2**

**How Disability impacts on Examination Access Arrangements**

In line with the JCQ Exam regulations the following outlines how Disability impacts on Examination Access Arrangements:

**Definitions**

**Disability:** This means*‘limitations going beyond the normal differences in ability which may exist among people’*

**Substantial:** meaning, more than minor or trivial and can be determined by looking at the effects on a person with the impairment in comparing those to a person without the impairment to judge the difference between the two is more than minor or trivial.

**Long-term:** The impairment has existed for at least 12 months or is likely to do so.

*Factors that may reasonably be regarded as having a substantial adverse effect on normal day to day activities include:*

* Persistent and significant difficulty in reading and understanding written material where this is the person’s native language for example because of a mental impairment, learning difficulty or sensory or multi-sensory impairment.
* Persistent distractibility or difficulty concentrating.
* Difficulty understanding or following simple verbal instructions.

*Factors that might reasonably not be regarded as having a substantial adverse effect on normal day to day activities include:*

* Minor problems with writing or spelling.
* Inability to fill in long detailed technical documents in the person’s native language.
* Inability to concentrate on a task requiring application over several hours.

SENDO which is the Special Educational Needs and Disability Order 2005 (Northern Ireland), came into operation on the 1st September 2005. SENDO was amended and added to the existing Education (Northern Ireland) Order 1996 and it brought Northern Ireland into line within the scope of the Disability Discrimination Act 1995. SENDO legislation protects young people with disabilities in education from being discriminated against and ensures that schools make reasonable adjustments where appropriate for pupils with disabilities as SENDO ‘*makes it unlawful to treat disabled people less favourably for a reason related to their disability’* to make ‘*reasonable adjustments’*, to ensure, where reasonable, education is fully accessible to disabled people and to ensure ‘*victimisation does not occur’.*