



CAMPBELL  
COLLEGE

EST 1894

# LEARNING SUPPORT (SEN) POLICY

Revised: June 2017  
Next Revision: June 2019

## LEARNING SUPPORT DEPARTMENT

Head of Learning Support (SENCO)	Mrs K Sheppard
Learning Support Assistant	Miss S Johnson
Learning Support Teacher	Mrs S Johnston

### 1. AIMS OF THE POLICY

To ensure that the educational needs of all pupils are met. Pupils with SEN will have access to a full, broad and balanced curriculum and will be offered equal opportunities to achieve.

- To identify pupils with SEN as early as possible and make adequate provision for them
- To meet the needs of individual pupils who may have special educational needs
- To provide effective communication between all staff of the College, pupils and parents to recognise the core role of educating the boys to the highest standard
- To ensure close liaison among College staff, including subject teachers, tutors, Year Heads and Heads of department, Vice-Principals and classroom assistants when providing for pupils
- To involve, where necessary, external agencies in determining the best support for pupils and evaluating its effectiveness

### 2. LINKS TO OTHER POLICIES

This Policy links closely with many of the College Policies including:

- Pastoral Care
- Positive Behaviour
- Safe Handling
- Educational Trips and Visits

Like all policies, the Learning Support (SEN) Policy seeks to create a safe and caring environment in which effective teaching and learning can take place and that all pupils are given the opportunity to develop to their full potential.

### **3. DEFINITIONS**

#### **Special Educational Needs (SEN)**

A pupil has SEN if he has 'a learning difficulty which calls for special educational provision to be made for him'. Some pupils with SEN have a statutory assessment of their needs and statement of provision; others have their needs assessed and met within school.

#### **Learning Difficulty**

A pupil has a learning difficulty if he has

- A significantly greater difficulty in learning than the majority of pupils his age; or
- A disability which hinders his use of everyday educational facilities

#### **Special Educational Provision**

Special Educational provision means 'educational provision which is different or additional to provision made generally for children of comparable age in mainstream schools'.

#### **Disability**

Disability is defined as being 'where a pupil has a physical or mental impairment which has a substantial or long-term (more than one year) adverse effect on his ability to carry out normal day to day activities'.

### **4. LEGISLATIVE FRAMEWORK**

This policy is written in accordance with

- Education(NI) Order 1996: Code of Practice in the Identification and Assessment of Special Educational Needs (1996 Order)
- Education (NI) Order 1996 as amended by the Special Education Needs and Disability (NI) Order 2005 (SEND0) – supplement to the Code of Practice. September 1995.

### **5. FACILITIES**

The College has a designated Learning Support Department comprising two classrooms, an individual study room and office space.

The Learning Support Department has full computer and WiFi access along with iPads available for use within teaching and learning.

Within the Learning Support Department there are facilities for external agencies to work with pupils on site.

### **6. ADMISSIONS TO THE COLLEGE**

The admission arrangements with respect to pupils with SEN are consistent with the College's general admissions criteria as detailed in the prospectus.

### **7. ROLES AND RESPONSIBILITIES**

#### **Head of Learning Support (HoLS) / SENCo**

The HoLS has responsibility for the day-to-day operation of the SEN policy and this includes:

- The day-to-day operation of the College's SEN policy
- Responding to requests for advice from other teachers
- Coordination of SEN provision and ensuring appropriate liaison with the various teachers who will teach any pupil with SEN
- Maintaining the SEN register, with records on pupils with special educational needs
- Establishing the SEN in-service training requirements of the staff, and contributing to their training
- Liaising with external agencies

## **Head of Year / Head of Key Stage**

The Head of Year/HoKs have responsibility to:

- Work closely with the SENCO and Tutors to identify and support pupils with Special Educational Needs
- To lead the way in academic monitoring and ensure that problems identified by the process are followed up
- Collect and record information about concerns regarding a pupil, consulting teachers as appropriate
- To keep in close contact with pupil and parents.

## **Tutor**

Tutors have responsibility to:

- To act as a first point of contact for parents
- To be involved in academic monitoring and ensure that problems identified by the process are followed up and referred as appropriate
- To assist the HoY/SENCO in monitoring pupils who are on the SEN register.
- To liaise with the SENCO, writing Individual Education Plans for tutees who are on stage 2 of the SEN register.
- To monitor the success of IEP targets and amend as appropriate

## **Subject Teachers**

Teachers as a matter of course should work in conjunction with the Learning Support Department to monitor the learning of pupils within their class.

Each subject teacher has the responsibility to:

- Address the needs of pupils in his/her class who have special educational needs
- Work in conjunction with the tutor, HoY and HoLS/SENCO to identify a pupil's special educational needs
- Address the targets in a pupil's Individual Education Plan
- Ensure that work is appropriately differentiated
- Participate and contribute to reviews regarding a pupil's progress
- Attend or request training in SEN where necessary

## **8. CURRICULUM ACCESS**

All pupils, including those with SEN will be given full access to the statutory curriculum and to the full range of extra-curricular activities. For pupils on stages 1 to 3, all receive a broad and balanced curriculum in the normal classroom context. Where necessary, individualised help is provided and when appropriate special provision (e.g. extra time / access arrangements) is made when sitting examinations.

A risk assessment may be considered when there are concerns regarding a pupil's safety, and the need for reasonable adjustments will be assessed and implemented in accordance with SENDO legislation.

## 9. IDENTIFICATION AND ASSESSMENT OF SEN

The College endeavours to identify pupils with SEN as **early** as possible through:

1. Liaison with primary/secondary schools for new pupils joining the College
2. Details given by parents/guardians during enrolment
3. Staff referrals, whether through observation and/or assessment records. Teaching staff should be alert to the following:
  - Test results significantly below peer group or age norms
  - A mismatch between verbal and written performance
  - A change in behaviour which is a concern
4. Parental notification or concern
5. Specific input from external agencies
6. Screening - All Years 8, 9 and 10 undertake standardised reading and spelling tests. These are used :
  - to screen for literacy interventions
  - to identify those who may have Specific Learning Difficulties
  - to test for extra time in internal and external exams
  - to monitor progress for key students as they move up the school.

## 10. STAGES OF THE CODE OF PRACTICE

The Code of Practice sets out a five stage approach to the identification of pupils having learning difficulties.

The first three stages are school-based, with stage 3 having largely external support. Stages 4 and 5 are determined by the Education and Library Board

<b>STAGE 1</b>	School Based	Teachers identify and register a pupil's special educational need and consulting with the HoY and SENCO, take the initial <b>classroom-based action</b>
<b>STAGE 2</b>	School Based	The SENCO takes the lead responsibility for collecting and recording information and for coordinating the pupil's SEN provision. The SENCO will coordinate the production of an <b>Individual Education Plan</b> .
<b>STAGE 3</b>	School Based ELB involvement	<b>Specialists</b> from outside the College will support the teachers and the SENCO.
<b>STAGE 4</b>	ELB Shares Responsibility	The Education Board considers the need to statutory assessment and, if appropriate, makes a <b>multi-disciplinary assessment</b>
<b>STAGE 5</b>	ELB Shares Responsibility	The Education Board considers the need for a <b>statement of special educational needs</b> ; if appropriate it makes a statement and arranges, monitors and reviews provision.

## 11. IMPLEMENTATION OF THE SCHOOL-BASED STAGES

<p><b>INITIAL CONCERN</b></p>	<p>See Appendix 1 for the procedure for expressing concerns</p>
<p><b>STAGE 1</b></p>	<p><b>The HoY / Tutor take overall responsibility for stage 1; however, the SENCO will be kept fully informed.</b></p> <p>The HoY and SENCO will decide if a pupil needs to be placed on stage 1 of the SEN Register and if so will communicate this to staff. At stage 1 in-class provision is sufficient to support the needs of the pupil.</p> <p>It is possible that a pupil could remain on stage 1, or be removed from the register if progress has been made. If progress has not been satisfactory, the HoY and SENCO may decide to move the pupil to the next stage.</p>
<p><b>STAGE 2</b></p>	<p><b>The SENCO takes overall responsibility for pupils on stage 2.</b></p> <p>An <b>Individual Education Plan (IEP)</b> will be drawn up by the Tutor in liaison with the SENCO. Information gathered from teachers and possibly an Educational Psychologist's report is used to make appropriate targets. The plan will outline special provision required and should build on the curriculum the pupil is following alongside other pupils. This will be communicated to parents.</p> <p>The IEP will usually be implemented fully in the normal classroom setting. The IEP will also outline the nature of support at home, monitoring and assessment arrangements and review dates.</p> <p>During review, a decision is made whether the pupil</p> <ol style="list-style-type: none"> <li>1. no longer needs support and may be taken off the SEN register</li> <li>2. reverts to stage 1</li> <li>3. remains on stage 2</li> <li>4. progresses to stage 3</li> </ol>
<p><b>STAGE 3</b></p>	<p><b>The SENCO takes overall responsibility for pupils on stage 3 and will work alongside external specialists where appropriate.</b></p> <p>The SENCO will consult with outside agencies on the need for assessment. The SENCO uses advice to draw up the IEP and to make special provision if appropriate. The SENCO takes advice from external agencies as to whether a pupil should remain at stage 3 or progress to stage 4.</p> <p>Parents will always be included in any decision regarding the referral of a pupil for statutory assessment</p>

## **12. INDIVIDUAL EDUCATION PLAN (IEP)**

An Individual Education Plan (IEP) is drawn up for pupils by the College or sometimes by an external agency. The plan builds on the curriculum that the pupil is following and is implemented as far as possible within the normal classroom setting.

An IEP sets out:

- the nature of the pupil's difficulties
- targets to be achieved in a given time
- any academic, pastoral or medical support required
- the special educational provision required, including staff involved, frequency of support and any specific programmes, activities, materials and equipment
- the nature of the support required from parents at home
- review date and arrangements

Parents receive a copy of the IEP and have the opportunity for comment or amendment.

## **13. ANNUAL / TRANSITION REVIEWS**

Pupils at stage 5 require an Annual Review of their statement. This is chaired by the SENCO and takes place in the College.

The review involves inviting and requesting information from staff, parents, classroom assistants and external agencies involved with the pupil. The aim is to monitor the progress of the pupil and determine whether changes are required to his statement of special educational needs. If changes are suggested the Education Board are informed and will contact the College if the statement is to be updated or removed.

A Transition Review is carried out from age 14 (usually year 10) until the student leaves the College or the statement is removed. The Transition Plan will address the pupil's needs in relation to his eventual transition to GCSE, then further / higher education taking into consideration their career ambitions.

## **14. SEN REGISTER**

The SEN Register (held electronically on RM Staff) includes the names and stage of each pupil identified as having special educational needs.

Records are also maintained on the identification of need, the steps taken to meet the needs of the pupil and the progress which has resulted.

## **15. INVOLVEMENT OF PARENTS**

We believe that the relationship between the parents of a pupil with special educational needs and the College has a crucial bearing on the pupil's educational progress and the effectiveness of any school-based action.

Opportunities are provided for parents to meet with subject teachers at an annual parent-teacher consultation and parents may contact their son's tutor or Head of Year at any stage. Parents are also invited to speak with a member of the Learning Support Department should they have any questions or concerns regarding the College's provision for special educational needs.

Arrangements for involving parents include making them aware of

- The availability of the College's SEN Policy
- The provision and support offered by the College
- The support offered by the Education Board and external agencies
- Any concerns the College may have regarding their son's actual or potential special educational needs
- Their son's IEP (if appropriate)
- The importance of their contribution in terms of and decision made regarding their son's assessment

## **16. INVOLVEMENT OF PUPILS**

Considering first the level of maturity and understanding of the pupil, all reasonable efforts will be made to ascertain the views of the pupils on his own learning difficulties and education.

The College will endeavour to:

- Involve a pupil in the decision-making process which will affect his assessment, provision and progress
- Seek the pupil's views in identifying their difficulties, setting goals, agreeing a development strategy, monitoring and reviewing their progress
- Involve pupils in implementing their Individual Education Plan.

## **17. INVOLVEMENT OF THE ELB AND EXTERNAL AGENCIES**

Links between the SENCO and external agencies include:

- School Psychology Service
- Oakwood Autism Support Service
- Vision and Hearing Support Service
- Behaviour Support Service
- Special Educational Needs Advisors
- Children and Adolescent Mental Health Service (CAMHS)
- Medical Officers
- Health Trusts
- Social Services

## **18. STAFF DEVELOPMENT**

All SEN provision begins in the classroom, and it is essential that staff have appropriate training to allow them to meet the needs of all students.

Training is given to teachers and Classroom Assistants as part of the schools programme on Staff Development Days, through Twilight sessions and through individual advice and assistance.

They also have the opportunity to attend courses run by the Belfast Board Behaviour Support Team and Oakwood ASD service.

## **19. ARRANGEMENTS FOR DEALING WITH COMPLAINTS**

The 'Dispute Avoidance and Resolution Service' (DARS) exists to:

1. resolve disagreements between the Education Board / Governors of schools and parents about the way in which they carry out their responsibilities towards children with SEN
2. resolve disagreements between parents and schools about the provision being made for children with SEN

The 'Special Educational Needs and Disability Tribunal' (SENDIST) considers parents' appeals against the decisions of the Education Authority about children's SEN where parents cannot reach agreement with the Education Authority.

Further information and contact details are available from the College or directly from the Department of Education.

## **20. REVIEW OF POLICY**

Thus policy is reviewed annually by the Head of Learning Support and Leadership Team of the College. The review takes account of the monitoring and reporting carried out by the Learning Support Department and the benefits accrued by the pupils involved.



**PROCESS FOR RAISING A CONCERN THAT A PUPIL MAY HAVE SPECIAL EDUCATIONAL NEEDS**

