

**Crumlin Integrated College**  
**Special Needs & Inclusion Policy**  
**2019-20**



# Special Educational Needs and Inclusion Policy

## Rationale

Crumlin Integrated College is committed to the provision of a broad and balanced curriculum, which offers equal access for all children. As a school we recognise that some pupils during their school career may have special educational needs and/or a disability and we will make every possible arrangement to provide for their individual needs.

## Definitions

### **Special Educational Needs**

"Learning difficulty' means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. 'Special education provision' means educational provision which is different from, or additional to, the provision made generally for children of comparable age."

(Code of practice 1998 paragraph: 1.4)

### **Disability**

"Someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities."

Disability Discrimination Act (1995)

## **Key Principles of Inclusion**

The following areas will encompass all aspects of SEN/Disability as highlighted in the Code of Practice

- Learning difficulties
- Specific learning difficulties
- Emotional and behavioural difficulties
- Physical disabilities
- Sensory impairments
- Speech and language difficulties
- Medical conditions

(Appendix - page 69 of Code of Practice 1998)

### **Aims**

1. To ensure full entitlement and access for pupils with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential and enhance their self esteem
2. To identify children with SEN/Disability as early and thoroughly as possible through a variety of means and in consultation with appropriate personnel
3. To ensure that all children with SEN/Disability feel valued and have a positive self-image
4. To encourage parental and pupil involvement in the identification, assessment and support for SEN and to strive for close co-operation between all agencies concerned for a multi-disciplinary approach.  
When considering the wishes of the child, his/her age and powers of

understanding must be considered. The support of parents and pupils is crucial if an Individual Education Plan (IEP) is to be effectively implemented

5. To educate pupils with SEN/Disability, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs
6. To develop a system for recording continued assessment so that each pupil's performance can be monitored
7. To stimulate and/or maintain pupil interest and enjoyment in their own education
8. To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning
9. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs
10. To develop and utilise all resources in support of pupils with SEN/Disability
11. To enable pupils with SEN/Disability to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development in order that pupils can develop as valuable members of society both now and in the future eg pupils should develop a range of desirable qualities such as safety awareness, politeness, perseverance, initiative and independence

12. To meet the needs of all pupils who have SEN/Disability by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

### 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'

(Paragraph 5.12 - page 44 - Supplementary Guide of the Code of Practice)

In **Crumlin Integrated College** the following will be used to identify pupils' needs

- Whole school assessment
- Information from transferring school
- Parental information
- Teacher observation
- Class assessment
- Standardised tests
- Diagnostic assessment

On some occasions it may be appropriate to include information from social workers, health visitors, doctors and therapists.

For the purposes of this document the term SEN refers to those pupils who have Special Educational Needs and/or a disability which affects their learning.

(Remember in light of the Freedom of Information Act that parents can have copies of all information on request, therefore it essential to safe-guard the confidentiality of other children.)

## Arrangements for Co-ordinating SEN Provision

The SEN provision will be the overall responsibility of the Board of Governors and Principal of the school. However in order to facilitate the practical day to day running of the provision the Board of Governors have delegated responsibility for pupils with special educational needs to

**Jonathan Acheson (SENCO)**

### Role of the Board of Governors

The BOG should:

- ensure that all pupils' special educational needs are addressed
- have regard for the **Code of Practice**
- have regard for the school's SEN and Inclusion Policy
- ensure the policy is kept under review.

### Role of the Principal

The principal should:

- keep the Board of Governors informed about SEN issues
- work in close partnership with the SENCO
- where necessary liaise with parents and external agencies
- delegate and monitor the SEN budget

### Role of the SENCo

The SENCo should:

- co-ordinate the day to day provision of the school's SEN and Inclusion Policy
- liaise with and advise colleagues
- co-ordinate provision for children with special educational needs
- maintain the school's SEN register and oversee the records of all pupils with special educational needs
- organise necessary reviews and referrals
- liaise with parents
- contribute to the in-service training of staff
- liaise with external agencies.

### Role of Special Needs Teacher

The Special Needs teacher will work under the direction of the SENCO.

He/she should

- Be aware of current legislation
- Be familiar with the administrative process within the school
- Be involved in testing and recording data
- Work closely with all members of staff to identify pupils' needs
- Be responsible for planning suitable programmes to address needs
- Monitor and review progress
- Be involved in the review process
- Attend professional development training

### Role of Class Teacher

The class teacher should

- Be aware of current legislation
- 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 consultation with the SENCO
- Work closely with classroom assistants

#### Role of the Classroom Assistant

- Work under the direction of the class teacher
- Be involved in planning
- Look for positives by talking to the child about his/her strengths
- Provide practical support
- Listen to the child/speak to staff on the child's behalf
- Explain boundaries and operate these consistently and fairly
- Keep records and attend meetings
- Assist with examinations

#### Role of the Pupil

'The child should where possible according to age maturity and capability, participate in all the decision making processes which occur in education.'

(Supplement to the code of practice - para 1.19)

This includes

- Contributing to the assessment of their needs
- Contributing to education plans by the setting of learning targets
- Working towards achieving agreed targets
- Contributing to the review of IEPs, annual reviews and the transition process

#### Role of the Parent

It is the school's responsibility to inform parents of their child's special educational needs when the child's name is placed on the SEN register.

- Meet with staff to discuss their child's needs
- Attend review meetings
- Inform staff of changes in circumstances
- Support targets on IEPs

## The Structure of SEN in Crumlin Integrated College

In **Crumlin Integrated College** we follow the **five stage** approach as set out in **The Code of Practice**.

This approach recognises that there is a continuum of Special Educational Needs and that the requirements of the majority of pupils with SEN lie at Stages 1, 2 or 3. This means that their needs are met by the school with the help of outside agencies and/or specialists as required.

### **Stage 1**

When an initial concern is expressed following observation of classroom practice and on-going assessment.

- Subject teacher informs SENCO and together they will decide if the child's name should be recorded on the Special Needs register
- Subject teacher invites parent and pupil to a meeting
- Subject teacher provides the necessary information to write an effective Action plan which will be reviewed after a specified time
- Subject teacher organises class groupings/resources etc in order to help the child achieve the targets set

- Subject teacher will monitor and review progress
- Subject teacher will report back to SENCO
- SENCO will remove pupil's name from register/move to Stage 2

## **Stage 2**

Following Stage 1 review or when a concern is expressed by several teachers, parent, Health or Social Services professional

- SENCO registers child's needs and ensures that Stage 2 support is appropriate.
- SENCO and relevant teachers work together using all available information to agree way forward.
- SENCO and relevant teachers draw up IEP and discuss targets with child and parent.
- IEP implemented and reviewed with pupil and parental involvement.
- Continue at Stage 2 or move to Stage 1 or 3

## **Stage 3**

Following Stage 2 review or when further concern is expressed by teachers, parent, Health or Social Services professional

- SENCO registers child's needs and agrees, having consulted with parent and Principal that intensive action and specialist support is required
- SENCO reviews available information, consults Support Services and contact Education Board
- Stage 3 Referral Form is completed following consultation with parent, pupil and Educational Psychologist

- Stage 3 assessment carried out and recommendations made
- IEP drawn up, implemented and reviewed with all involved.
- Issues discussed with Principal
- Following review, pupil remains at Stage 3/reverts to Stage 2 /Principal requests Statutory Assessment

### **Stage 3 Support Services**

- ASD (Autistic Spectrum Disorder)
- Audiology
- Behaviour Support
- LTSS (Literacy Teaching & Support Service)
- Speech and Language
- Visual Impairment
- CAMHS (Child & Adolescent Mental Health Services)

### **Stage 4**

'In some cases schools will conclude that the child's needs remain so substantial that they cannot be effectively met within the resources normally available to the school.'

(Supplement to the Code of Practice - 4.64)

Should this be the case, the school will submit form SA1 to Special Education who will decide whether or not to proceed with a statutory assessment. The Board will consider

- The degree of the child's difficulty
- The nature of the provision required
- Whether the child's needs can reasonably be met by the resources normally available to the school

## **Stage 5**

Once the statement has been finalised:

- Provision and /or support will be arranged to meet the pupil's needs
- A Stage 5 Education Plan will be drawn up and implemented
- The Annual Review process will take place

In most cases any movement through the 5 Stage process will occur in a smooth linear fashion. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a further stage is necessary immediately.

### **Additional School-Provided Support**

In addition to an IEP, some pupils may benefit from further support in the key areas of literacy and/or numeracy.

Selection for additional support follows a programme of testing in the key areas of reading, spelling and numeracy. Pupils achieving standard scores of 85 or less are offered additional support through withdrawal from class - where possible pupils will not be withdrawn from English, Maths and Science.

Additional literacy and numeracy teaching classes for selected pupils are offered at one period per week, with bench mark testing taking place at the start and end of the topic to enable the charting of pupil progress. Pupils are taught in a small group setting eg 4 - 5 pupils where possible.

## Annual Report

The BOG will report each year on SEN provision in school.

## Accessibility

At present pupils with Special Educational Needs &/or Disabilities have equal access to all areas of the school building.

This will be reviewed on an annual basis and contact made to NEELB as required.

## Complaints

All complaints with regard to SEN/Disability will be dealt with in line with school's existing complaints procedures.

## Advice and Information Service

An Advice and Information Service has been set up by the NEELB to support parents of children with Special Educational Needs. This can be accessed by telephoning 028 25662407

## Dispute Avoidance and Reconciliation Service (Dars)

This service was established and came into effect on 1<sup>st</sup> September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO).

Dars aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or ELBs for pupils who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to Dars.

Members of the Dars team will facilitate the possible resolution of disagreements (in a neutral venue) but do not have the authority to resolve a dispute.

Agreement can only be reached with the approval of interested parties.

From referral to conclusion is approximately 40 working days.

Dars is separate and independent from Special Education Branch.

Involvement with the Dars will not affect the right of appeal to the Special Educational Needs Tribunal.

Parents/Guardians may contact this service directly.

Dars NEELB

County Hall

182 Galgorm Road

Ballymena

BT42 1HN

028 2566 2391/028 2566 2387

Email: [Dars.enquiry@neelb.org.uk](mailto:Dars.enquiry@neelb.org.uk)

Dars Officer : Mr David Lewers (Secondary)

## Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the ELB with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal or SENDIST.

SENDIST considers parents' appeals against decisions of ELBs and also deals with claims of disability discrimination in schools.

There is a two month time limit from the notified date of 'disputed decision' to appeal to the tribunal.

Various time limits apply for

- Board Compliance with Orders of the Tribunal
- Boards to Comply with in Unopposed Appeals  
([www.education-support.org.uk](http://www.education-support.org.uk))

Further information regarding the appeals procedure can be obtained from:

Special Educational Needs and Disability Tribunal  
Secretariat  
2<sup>nd</sup> Floor  
Albany House  
73-75 Great Victoria Street  
Belfast BT2 7AF  
028 9032 2894  
Email : [secretary@sentribunal.co.uk](mailto:secretary@sentribunal.co.uk)

**This policy will be reviewed in light of changes in legislation or practice. This will happen in consultation with all staff members.**