

LARNE GRAMMAR SCHOOL  
**SPECIAL EDUCATIONAL NEEDS AND**  
**INCLUSION POLICY**

**Introduction and Rationale**

Larne Grammar School, through this policy document, seeks to ensure that the needs of all the pupils with special educational needs and/or disability will be addressed and provision made available to them throughout or at any time during their school career. In addition the school acknowledges their right to have access to a broad and balanced curriculum, including maximum possible access to the NI Curriculum and accordingly we will endeavour to facilitate these opportunities.

As any policy must be personal to our school and be developed as the result of a consultation process between all interested parties, the following groups had an input into its formulation:

- Staff;
- Parents;
- a group of SEN learners.

The policy is deemed to be robust, fit for purpose and linked to a compliant School Development Plan.

This policy is based on the following documentation:

***Code of Practice 1998 (DE)*** [http://www.deni.gov.uk/the\\_code\\_of\\_practice.pdf](http://www.deni.gov.uk/the_code_of_practice.pdf)

***Supplement to the Code of Practice 2005 (DE)*** <http://www.deni.gov.uk/supplement.pdf>

***Every School A Good School 2009 (DE)*** [http://www.deni.gov.uk/index/85-schools/03-schools\\_impvt\\_prog\\_pg/03-every-school-a-good-school-a-policy-for-school-improvement.htm](http://www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/03-every-school-a-good-school-a-policy-for-school-improvement.htm)

***Good Practice Guidelines 2009 (Inter-Board)***

<http://www.neelb.org.uk/parents/specialeducation/publications>

***The Freedom of Information Act*** entitles parents to copies of all information on request. It is therefore essential that documentation is up to date, accurate and transparent. It is also vital to safeguard the confidentiality of all children.

**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 paragraphs: 1.4 & 1.5*)

***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)*

***Gifted & Talented***

‘The term Gifted and Talented is used to describe those students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group inside their particular school. Gifted and Talented pupils may also present with a learning difficulty.’

*(Guidelines for Teachers NCCA/CEA 2007)*

‘The term dual or multiple exceptionality (DME) is used to describe a group of educationally vulnerable pupils who belong characteristically to both the SEN and G&T groups. In many instances it is the features of SEN that are dominant and the other gifts, talents and

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exceptional abilities may be hidden or partially hidden.' (*Guidance on preventing underachievement*  
DCFS Ref: 00061-2007BKT-EN)

SEN Provisions of SENDO

'The new law will strengthen the right to an ordinary school place for children with a Statement, 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*

Key Principles of Inclusion

The following areas will encompass all aspects of SEN/Disability as highlighted in the Code of Practice (*Appendix - page 69 of Code of Practice 1998*)

- Learning difficulties
- Specific learning difficulties
- Social, emotional and behavioural difficulties
- Physical disabilities
- Sensory impairments
- Speech and language difficulties
- Medical conditions

*'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school.'* (*Removing Barriers to Achievement, 2004*)

In order to embed an inclusive ethos within our school, this policy links closely with all other policies in supporting all pupils, including those with Additional Needs who may also have Special Educational Needs.

For example: A pupil may be gifted or talented in one area yet have communication difficulties.

Policy Aims

1. To identify children with SEN/Disability as early and thoroughly as possible through a variety of means 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 so that they can reach their full potential and enhance their self-esteem.
3. To ensure that all children with SEN/Disability, in line with the ethos of the school, feel valued and have a positive self-image. To offer curricular, pastoral and extra-curricular experiences and opportunities which allow pupils to develop their knowledge, understanding and skills so ensuring progress and promoting success and self-confidence.
4. To liaise with parents and pupils 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.

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5. To educate pupils with SEN/Disability, wherever possible, alongside their peers within the 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 and reviewed appropriately.
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 e.g. 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 Larne Grammar School the following will be used to identify pupils' needs.

- Baseline testing (e.g. PIE,PIM,CATS,YELLIS)
- Information from transferring school
- Parental information
- Teacher observation
- School assessment (e.g. Class Tests/School Examinations)
- Standardised tests
- Diagnostic assessment
- Psychological Reports
- COP Stage 3 Reports
- Statements of Special Educational Need
- Medical Advice
- Care Plans

It may also be appropriate to include information from social workers, health visitors, therapists and/or other supporting professionals.

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Arrangements for Co-ordinating SEN Provision - Roles and Responsibilities

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:

- SENCO;
- Assistant SENCO;
- Heads of Year.

*Board of Governors*

The Board of Governors 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;
- report annually to parent/carers of all pupils of SEN;
- ensure that appropriate funds and resources are delegated to SEN.

*Principal*

The Principal should:

- keep the Board of Governors informed about SEN issues;
- work in close partnership with the SENCO/Assistant SENCO;
- where necessary liaise with parents and external agencies;
- delegate and monitor the SEN budget;
- ensure the SLT are actively involved in the management of SEN within the school. SLT members should ensure consistency of practice and contribute to the realisation of the SDP.

*SENCO*

The SENCO should:

- co-ordinate the day to day provision of the school's SEN (and Inclusion) Policy;
- liaise with, and delegate responsibility to, the assistant SENCO;
- 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;
- liaise with external agencies;
- contribute to the in-service training of staff;
- utilise Classroom Assistant expertise in staff development.

*Pastoral & Academic Leaders*

Heads of Year should:

- be aware of current legislation;
- keep up to date with the SEN Register;
- liaise with Class Tutors/Subject Teachers regarding pupils on the SEN register who are experiencing difficulty;
- work closely with the SENCO/Assistant SENCO;
- update records as appropriate.

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Subject Leaders should:

- be aware of current legislation, keep up to date with the SEN Register and ensure new members of department are familiar with the SEN (and Inclusion) 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;
- discuss issues with subject teachers through departmental meetings and forward appropriate minutes to the SENCO.

*Teachers*

Subject Teachers/Class Tutors 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;
- liaise with Head of Department/Head of Year;
- discuss issues with Head of Department through departmental meetings and forward appropriate minutes and/or concerns to the SENCO;
- discuss issues with Head of Year through Pastoral meetings and forward appropriate minutes and/or concerns to the SENCO;
- contribute to, manage and review IEPs in consultation with the SENCO/Assistant SENCO;
- work closely with and involve classroom assistants as part of the learning team.

*Support Staff*

Classroom Assistants should:

- work under the direction of the subject 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;
- share good practice;

Reference should be made to the documents titled 'Guidance on the Management, Deployment and Development of Assistants in School'.

*Pupils*

'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;

*Parents/Carers*

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‘The relationship between the parents of a child with SEN and their child’s school has a crucial bearing on the child’s educational progress and effectiveness of any school based action.....

Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important.’(Code of Practice 2.21)

It is therefore essential that parents inform the school of any specific identified needs as early as possible on entry to the school.

It is the school’s responsibility to inform parents when considering placing the child’s name on the SEN register and invite them to:

- 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 Larne Grammar School

In Larne Grammar School 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.

*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.*

**Stage 1**

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

- Subject teacher informs Head of Department/Head of Year following school procedure.
- Subject teacher informs SENCO and/or Assistant SENCO and together they will decide if the child’s name should be recorded on the Special Needs register.
- Head of Year invites parent and pupil to a meeting.
- Subject teachers provide the necessary information to write an effective Action Plan which will be reviewed after a specified time.
- Subject teachers organise class groupings/resources etc in order to help the child achieve the targets set.
- Subject teachers will monitor and review progress.
- Subject teachers will report back to SENCO/Assistant SENCO/Head of Year.
- SENCO/Assistant 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.

- Head of Year discusses concerns with SENCO who registers child’s needs and agrees that Stage 2 support is appropriate.
- SENCO/Assistant SENCO and relevant teachers work together using all available information to agree way forward.

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- SENCO/Assistant SENCO and relevant teachers draw up IEP and discuss targets with child and parent.
- IEP implemented and reviewed with pupil and parental involvement.
- SENCO will decide whether to continue at Stage 2 or move the pupil back to Stage 1 or on to Stage 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 contacts 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.

EA Stage 3 Support Services (NE region)

- ASD (Autistic Spectrum Disorder)
- Audiology
- Behaviour Support
- LTSS (Literacy Teaching & Support Service)
- Speech and Language
- Visual Impairment

Other Support Services

- CAMHS (Child & Adolescent Mental Health Services)
- CDC (Child Development Clinic)

### **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;
- IEPs will be drawn up and implemented;
- the Annual Review and Transition process will take place.

<http://www.neelb.org.uk/parents/specialeducation/forms/?assetdet=8431>

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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 assessment of the child's progress.

The annual review:

- will assess the child's progress towards meeting the objectives specified in the statement;
- will review the special provision made for the child, including placement;
- will consider the appropriateness of maintaining the statement.

The school will undertake the Review on behalf of the Board.

The review meeting will take place in school and will be chaired by the Principal (or SENCO)

Annual Review form (AR) and Transition Plans will be forwarded to the EA (NE Region) following this meeting.

### Learning & Teaching

All children have the right to a broad and balanced curriculum.

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:

- work should be stimulating;
- work should be differentiated so that the pupils can experience success yet challenging enough to promote progression in learning;
- work should allow pupils to progress at their own rate, yet encourage them to take responsibility for their own learning;
- staff should give positive feedback and the achievements of pupils with SEN celebrated;
- staff should be sensitive to pupils' literacy and numeracy difficulties and how this impacts on communication. This needs to be taken into consideration when giving instructions;
- lessons should be structured in a series of simple clearly defined steps;
- the classroom environment should be inclusive, stimulating and attractive, featuring as much pupil work as possible.

### Special Arrangements for Examinations

Special Arrangements for Examinations are designed to provide access for pupils with specified learning difficulties.

- Pupils will be only considered in accordance with the national regulations agreed by the Joint Council for Qualifications (JCQ) [www.jcq.org.uk](http://www.jcq.org.uk).
- Such arrangements should be the normal way of working.
- The final decision regarding this remains with the Principal.
- Once it has been agreed that a pupil qualifies for special arrangements it is the responsibility of the examinations officer to ensure these are implemented.

### Continued Professional Development

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It is essential that all staff keep up to date with current developments in order to best provide for pupils with Special Educational Needs.

All INSET will be organised in consultation with the SENCO.

Annual Report

The SENCO will report to the Board of Governors each year on SEN provision in LGS.

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 EA as required.

Complaints

All complaints 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 EA (NE Region) to support parents of children with Special Educational Needs.

This can be accessed by telephoning 028 25662562/560.

Dispute Avoidance and Reconciliation Service (DARS)

This service was established and came into effect on 1st 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 EA 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 Education Authority (North Eastern Region)

County Hall

182 Galgorm Road

Ballymena

BT42 1HN

028 2566 2391/028 2566 2387

Special Educational Needs and Disability Tribunal (SENDIST)

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Where agreement cannot be reached between a parent and the EA 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 EA 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

3rd Floor

Bedford House

16-22 Bedford Street

Belfast BT2 7DS

Telephone: 028 9072 8757

Fax: 028 9031 3510

Email: [SENDTribunal@courtsni.gov.uk](mailto:SENDTribunal@courtsni.gov.uk)

**Monitoring and Evaluation**

The Policy will be reviewed annually and amended in the light of feedback from stakeholders, changes in legislation, advice from statutory bodies such as the Department of Education or other external agencies, or best practice guidance. Input from pupils, staff and parents will be used to evaluate the effectiveness of both the policy and its implementation in Larne Grammar School.