

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

ST. PATRICK'S COLLEGE
'BEARNAGEEHA'

Mission Statement

"We welcome each boy for what he is;

We educate each boy from where he is;

We empower each boy to what he can become."

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SCHOOL CHARACTERISTICS

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| Location: St. Patrick's College is located on the Antrim Road in North Belfast. |
| Type: We are a maintained college for boys with a roll of over 700 pupils. |
| Culture and Ethos: <ul style="list-style-type: none">• We provide quality schooling for all boys aged 11-18 in North Belfast.• Our stated aim is to ensure the for each and every boy who gains a• It is our philosophy that pupils of all abilities can be educated together and each realise his full potential.• We believe that such educational delivery requires visionary management, competence and commitment in teaching staff, unwavering support of parents and, not least, growing pupil self-belief. |
| We are a child-centred school and are committed to providing the highest standard of education and the fullest and widest possible experience of Catholic education to all our boys. |

POLICY RATIONALE

The purpose of this policy is to outline the procedures used to identify and meet the Special Educational Needs of pupils within the school.

This policy is for:

1. Staff
2. Children
3. Parents
4. All involved in the education of the children in the school.

OBJECTIVES

- To outline the procedures for the identification of pupils with special educational needs and /or disability;
- To outline how the school will manage the school based stages of the Code of Practice;
- To outline the Board based stages of the Code of Practice.
- To define Special Educational Needs, Learning Difficulties and Disability.
- To inform all concerned about complaints procedures and services available.

Principles

The principles which underpin this policy are:

- To work in partnership with parents in the best interests of the child.
- To listen to the voice of the child
- To ensure each child reaches full potential
- To follow the Social Model recognising the child's strengths and building on them with the child at the centre of planning.
- To aim towards the adoption of the School Improvement Model over time in order to remove barriers to child's achievement.

DEFINITIONS

A pupil is regarded as having **Special Educational Needs** if they have a learning difficulty which calls for special educational provision to be made.

Learning difficulty - a child has a learning difficulty if he has significantly greater difficulty in learning than the majority of children of his age and/or has a disability which either prevents or hinders him from making use of educational facilities generally provided for children of his age in ordinary schools.

A pupil is regarded as having a **Disability** if he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

SCHOOL BASED STAGES - SEN

IDENTIFICATION

- 1 How will pupils be identified as having SEN?**
 - a. Admissions information and testing
 - b. Class teacher concern
 - c. Parental notification / concern
 - d. Information from Primary School
 - e. Undergoing Statutory Assessment on arrival in school
 - f. Having a Statement of SEN

2 What happens?

Pupils identified as having Learning Difficulties may:

- a. Be placed in a Core Class with their Form Teacher for a number of subjects.
- b. Receive a differentiated timetable with a literacy and numeracy focus.
- c. Receive Outreach Support from St. Gerard's when provided by the Belfast Education and Library Board (BELB).
- d. Receive additional Literacy support where feasible.
- e. Receive in-class support from teaching assistant.

Pupils identified as having Behavioural Difficulties may:

- a. Move through the school's Report Card system.
- b. Be placed in the school's Curriculum Support Centre (CSC).
- c. Receive SPSS support from Mary Boylan.
- d. Receive counselling from Contact Youth or the school Chaplain.
- e. Receive in-class support from teaching assistant.

ASSESSMENT

Testing will take place in the June before pupils start Year 8.

Re-testing will take place in April/May of following year or as necessary in further years.

Tests to be used are Suffolk Reading Test and Vernon Maths Test. Other tests used are Group Reading Test II and Vernon Spelling. Other tests may be used from time to time as appropriate.

The tests are used initially to help place children in appropriate classes in conjunction with information supplied by the primary school. Re-testing is used to ensure children are correctly placed and to check progress for future planning.

DATA PROTECTION

Parents can have copies of information held by the school on their son on request. This may include:

- Test results and reports
- Individual pupil records

STAGES

Stage 1

The following procedures will be used at this stage:

- Led by Class teachers, Form teachers or Heads of Year.
- Action: Class teachers and Form teachers to monitor learning/behaviour.
- Criteria: Concern expressed about pupils learning or behaviour and their progress.
- Parents notified / involved / meeting / telephone call
- Board advice service may be used.
- Dispute and Resolution Service (DARS) information given to parents.

Stage 2

The following procedures will be used at this stage:

- Led by Form teacher or Head of Year in conjunction with Special Educational Needs Coordinator (SENCO).
- Action: Core class, Literacy withdrawal, Report Card, Curriculum Support Centre (CSC).
- Criteria: No progress/behaviour change from Stage 1, literacy/numeracy test results, school exam results.
- Parents notified / involved / meeting / telephone call /
- BELB advice service may be used.
- DARS Service information given to parents.
- Support: Core class with focused literacy and numeracy support, Report Cards.

Stage 3

The following procedures will be used at this stage:

- Led by Heads of year and SENCO.
- Action: Educational Psychology Referral, Secondary Pupil Support Service (SPSS).
- Criteria: No progress/behaviour change from Stage 2, literacy/numeracy test results, school exam results.
- Parents notified / involved / meeting / telephone call /
- BELB advice service may be used.
- DARS Service information given to parents.
- Others Involved: - Educational Psychologist, Educational Welfare Officer (EWO), SPSS, Medical Officer
- Support: St. Gerard's Outreach, SPSS and the Link, Core class with focused literacy and numeracy support, CSC.

BOARD BASED STAGES

Stage 4

- BELB based Statutory Assessment
- Referral Forms to be completed on child by class teachers and SENCO.
- Forms to be forwarded to Educational Psychologist.
- School Psychology Service carries out assessment of child.
- Psychologist meets with parents either at home or in school to complete assessment and discuss provision for the child.
- Support: As at Stage 3

Stage 5

- After pupil has been assessed by School Psychology Service a **Statement of Special Educational Need** will be provided.
- The Statement provides an outline of:
 - The child's special educational needs and learning difficulties.
 - The objectives which the special educational provision for the child should be able to meet.
 - The special educational provision which the BELB considers appropriate to meet the child's needs.
 - The arrangements to be made for regularly monitoring progress in meeting the objectives specified
 - The school which the BELB considers appropriate for the child.
 - Provision for the non-educational needs of the child.
- Support: Depends on outcome of Psychological assessment
- Seek to meet the needs of pupils with statement – where compatible with efficient education / etc.
- School will make Reasonable adjustments to meet the needs of each pupil.

ANNUAL REPORT

The Board of Governors (BOG) will report each year on SEN Provision in school.

ACCESSIBILITY

As the school has a number of pupils with physical disabilities, some reasonable adjustments have been made to make the school more inclusive. However, the entire school building is not fully accessible. Plans for a lift have been with the Department for some time.

The school is prepared to make Reasonable Adjustments in the three areas covered by the Special Educational Needs and Disability Order (SENDO) to make the school accessible to all potential and current pupils.

The three areas are:

- physical access
- curricular
- information and communication

CRITERIA

The criteria used by the school at each stage are as follows: -

Stage 1

ENTRY

Behaviour

Concern – social / fitting in / coping with work

Learning

32/34 pupils with lowest literacy/numeracy scores in their year upon entry to school.

Falling behind / poor exam results.

Lack of progress.

EXIT

Obvious improvement in behaviour or learning.

Positive feedback to Form Teacher.

Stage 2

ENTRY

Learning and behaviour

Failure to respond to meaningful and purposeful measures at Stage 1 after agreed time.

Concern – social / fitting in / coping with work

32/34 pupils with lowest literacy/numeracy scores in their year upon entry to school.

Falling behind / poor exam results.

Lack of progress.

EXIT

Obvious improvement in behaviour (report card) or learning.

Positive feedback to Form Teacher.

Improved exam results.

Stage 3

ENTRY

Learning

Failure to respond to meaningful and purposeful measures at Stage 2 after agreed time.

Major physical traumas.

Carrying Outreach Support from Primary School.

Behaviour

Failure to respond to meaningful and purposeful measures at Stage 2 after agreed time.

Behaviour – isolated incidents of extreme behaviour.

Major social/emotional issues evident.

Major physical traumas.

EXIT

Obvious improvement in behaviour (report card / CSC) or learning.

Positive feedback to Form Teacher / HOY / SENCO.

Withdrawal of Outreach Support.

SUPPORT OFFERED AT EACH STAGE

LEARNING

BEHAVIOUR

1 Class teacher support.

Form Teacher support.

2 Core class.
Withdrawal for literacy support with
SENCO.
Education Plan.

Report Card system.
Curriculum Support Centre (CSC)
School counselling
Behaviour Plan / Target Diary.

3 Core class.
St. Gerard's Outreach Support.
Education Plan.

Report Card system / Target Diary.
Curriculum Support Centre (CSC)
Behaviour Plan / Target Diary.
SPSS.

4 Continued from Stage 3.

Continued from Stage 3.

5 Linked to outcome of Referral to
School Psychologist.

Linked to outcome of Referral to
School Psychologist.

COMPLAINTS

Complaints about Special Educational Needs provision will be dealt with by the relevant person depending on the nature of the complaint.

The normal route would be:

- Form Teacher
- Head of Year
- SENCO
- Head of Senior School
- Head of Pastoral Care
- Principal

Any combination of this personnel could be involved in the resolution of issues. **At all times we will act professionally and in the best interest of the child.**

DARS

Should a complaint fail to be resolved to the satisfaction of all concerned, parents may wish to contact the Education Library Board **Dispute Avoidance and Resolution Service**.