

St. Joseph's Grammar School

Scoil Iósaeif



Special Educational Needs Policy

2025 -2026

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SECTION 1

1A. Introduction

In St. Joseph's Grammar School, staff are committed to providing equal access for all our pupils to a broad and balanced educational experience based on the Northern Ireland Curriculum. We recognise that some pupils during their school career may have special educational needs and/or a disability. In the interests of these children, we will endeavour to make every reasonable arrangement to provide for their individual needs.

The legislation that currently governs practice regarding children and young people with special educational needs (SEN) is the Education Order (1996). The current Code of Practice on the Identification and Assessment of SEN provides guidance on how the legislation is to be delivered in schools and was published in 1998.

SENDO (2005) increased the rights of children and young people with SEN and/or disabilities to be educated in mainstream schools and aimed to ensure that children with disabilities were not disadvantaged compared to their peers in school. This included the school being proactive in areas such as ensuring that the school is prepared with an adapted environment and differentiated curricula for all children who may wish to attend, including those with SEN/Disabilities.

The Supplement to the Code of Practice was published in 2005 and updated parts of the 1998 Code of Practice to reflect the changes following SENDO (2005).

The most recent legislation, the Special Educational Needs and Disability Act (NI) 2016, strengthens and builds upon the duties contained within the Education Order (NI) 1996 and SENDO (NI) 2005. It places new duties on the schools Board of Governors, the Education Authority and Health and Social Care Trusts. It provides new rights for parents and children over compulsory school age. It is one element of the new SEN and Inclusion Framework which include new SEN Regulations and a new statutory Code of Practice as of 2021, awaiting ministerial approval.

NB: In the interim, schools have been advised that they must continue to adhere to all aspects of the Code of Practice (1998) and the Supplement to the Code of Practice (2005), except for recording children under the new three stages of the Code of Practice.

1B. Definitions of SEN and Disability

Definition of SEN

“Special Educational Need” is defined as “*a learning difficulty* which calls for special educational provision to be made.”

A child has a *learning difficulty* if he/she has significantly greater difficulty in learning than the majority of children of his/her age and/or has a disability which either prevents or hinders him/her from making use of educational facilities generally provided for children of his/her age in ordinary schools. (CoP Par. 1.4, 1998)

Definition of Disability

“Someone who 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.” Part 1 of Disability Discrimination Act (1995).

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 the 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.

1C. Aims of the School Policy

1. To identify pupils with SEN/disability as early as possible using a variety of measures 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.
3. To ensure that all pupils with SEN/disability feel valued.
4. To offer curricular, pastoral, and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.

5. To offer a broad curriculum which will promote intellectual, emotional, social, and physical progress in order that pupils can develop as valuable members of society both now and in the future.
6. To encourage parental partnerships in all aspects of SEN provision.
7. To consider the views of the child/young person when planning and implementing SEN provision considering their age and capacity.
8. To support the child/young person in participating in making decisions in all aspects of their learning.
9. To strive for close co-operation between all services and agencies concerned to achieve an effective multi-disciplinary approach to meeting SEN.
10. To educate pupils with SEN, wherever possible, alongside their peers.
11. To encourage and/or maintain the interest of pupils with SEN in their education.
12. To support Teachers and Learning Support Assistants in their continuing professional development to SEN. To encourage a range of teaching strategies that accommodates different learning styles and promotes effective learning. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
13. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
14. To meet the needs of all pupils who have SEN by offering appropriate forms of educational provision and the most efficient use of available resources.
15. To review (in line with new proposed arrangements for Annual Reviews) any special education provision arranged for individual students, alongside monitoring, and updating educational targets. Teachers should monitor and informally review a student's progress during the course of the year. If a child's special educational need(s) change, a review will be scheduled, and appropriate action implemented to ensure that appropriate provision is made.

1D. Key Principles of Inclusion

The Disability Discrimination Code of Practice for Schools (ECNI, 2006), states: “...*all pupils have a right to the same opportunities in the whole of their educational life.*”

All schools should have an inclusive ethos and actively seek to promote the inclusion of all children. Schools should approach inclusion as an integral part of all school policies including the school's SEN policy, school development plan, the school's accessibility plan and policies relating to e.g., discipline, bullying and pastoral care.

SEN and Medical Categories

The following is the list of the five overarching SEN categories and sub-categories taken from: [Department of Education Northern Ireland \(2019\) *Recording SEN and Medical Categories – Guidance for Schools*, Bangor: DENI](#)).

1. Cognition and Learning (CL) – language, literacy, mathematics, numeracy

- a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy
- b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy
- c) Moderate Learning Difficulties (MLD)
- d) Severe Learning Difficulties (SLD)
- e) Profound and Multiple Learning Difficulties (PMLD)

2. Social, Behavioural, Emotional and Well-being (SBEW)

- a) Social and Behavioural Difficulties (SBD)
- b) Emotional and Well-being Difficulties (EWD)
- b) Severe Challenging Behaviour associated with SLD or PMLD (SCB)

3. Speech, Language and Communication Needs (SLCN)

- a) Developmental Language Disorder (DLD)
- b) Language Disorder associated with a differentiating/ biomedical condition (LD)
- c) Communication and Social Interaction Difficulties (CSID)

4. Sensory (SE)

- a) Blind (BD)
- b) Partially Sighted (PS)

- c) Severe/Profound Hearing Impairment (SPHI)
- d) Mild or Moderate Hearing Impairment (MMHI)
- e) Multi-sensory Impairment (MSI)

5. Physical Need (PN)

- a) Physical (P)

Children with a medical condition

Children who have an identified medical condition will be recorded on the school's medical register. Those who do not require special educational provision will be recorded on the medical register only and will not be placed on the SEN register.

A pupil with a medical diagnosis or disability may, or may not, have a SEN but what is key is “does the pupil have a requirement for special educational provision to access the curriculum?”

A pupil can be recorded on both the SEN register and medical register if they have both a medical need and require special educational provision to be made for them.

The Medical Register is the responsibility of Mr. Niall Kelly.

The following is the list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population taken from [Department of Education Northern Ireland \(2019\) Recording SEN and Medical Categories – Guidance for Schools, Bangor: DENI](#)).

- Epilepsy
- Asthma
- Diabetes
- Anaphylaxis
- Autism Spectrum Disorder (ASD)
- Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- Dyspraxia/ Development Co-ordination Disorder (DCD)
- Developmental Language Disorder (Medical) (DLD)
- Global Developmental Delay
- Down Syndrome
- Complex Healthcare Needs
- Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
- Depression

- Eating Disorder
- Psychosis
- Other Medical Disorder
- Cerebral Palsy
- Spina Bifida – with Hydrocephalus
- Spina Bifida – without Hydrocephalus
- Muscular Dystrophy
- Acquired Brain Injury
- Visual Impairment
- Hearing Impairment
- Physical Disability
- Other Medical Condition/ Syndrome

1E. Management of SEN within the Policy

Roles and responsibilities:

Board of Governors:

- To determine school policy with the Principal, including staffing and funding arrangements;
- To report annually to parents on systems for identification, assessment, provision monitoring and record keeping, and use of outside Support Services.
- To consult the EA about policy when necessary.
- To have regard for the Code of Practice.
- To ensure appropriate provision is made.
- To ensure all staff know about children's special educational needs and the importance of identifying and providing for them.
- To appoint an SEN Sub-committee, or a named Governor.

Role of Principal:

- In co-operation with the Board of Governors, to determine the school's general policy and approach, to establish appropriate staffing and funding arrangements and to maintain a general oversight of the school's work.
- To work in close partnership with the SENCO.

- To have responsibility for the day-to-day management of all the school's work, including its SEN/disability provision, to keep governors informed and to work closely with the SENCO.

(Adapted from the Code of Practice on the Identification and Assessment of Special Educational Needs 1998 Pages 4 & 5)

- To ensure full staff participation in policy development.
- To ensure policy is delivered and monitored.
- To consult the EA about policy when appropriate.
- To establish quality provision which reflects policy.
- To ensure confidentiality of information as appropriate.
- To modify or dis-apply the N.I. Curriculum where appropriate.
- To assure continued responsibility during statutory assessment/statementing procedures.
- To keep the governing body informed on SEN issues.
- To ensure adequate INSET arrangements for all staff to encourage staff to increase their knowledge about working with students with SEN.
- To monitor and evaluate the school's continued progress in providing for Special Needs.
- To promote effective partnerships with parents.
- Provide a secure facility for the storage of records relating to special educational needs.

Role of the LSC (Learning Support Coordinator)/SENCO:

The SEND Act 2016 requires a Board of Governors of a school to designate a teacher on the staff as having responsibility for co-ordinating the provision of education for those pupils attending the school who have SEN.

SEN PROVISION IS A WHOLE SCHOOL RESPONSIBILITY

- the day-to-day operation of the school's special educational needs policy;
- responding to requests for advice from other teachers.
- co-ordinating provision for pupils with special educational needs.
- maintain the school's SEN register and oversee all the records on pupils with special educational needs.
- working in partnership with parents of children with special educational needs.
- establishing the SEN in-service training requirements of the staff, and contributing as appropriate to their training; and
- liaising with external agencies.

Role of class / subject teacher:

Each member of teaching staff has a key role in SEN provision through:

- Keeping up to date with the SEN Register and relevant IEPs;
- Teaching Function: to provide support in the classroom for SEN students through differentiation, group work and other appropriate teaching strategies (refer to SJGS Teaching & Learning Policy).
- Identifying barriers to learning; to raise initial concerns and identify a student with SEN. All relevant documentation should be forwarded to the SENCO (Appendix 2 & 3).
- Completing a relevant IEP detailing subject specific targets for students identified with a SEN; Implement this Educational Plan to address the needs of children; Discuss targets set with the child, where applicable, and ensure targets are SMART targets. Ensure this process is on-going and reviewed with the student to ensure progression.
- Contributing to Education Plans and Reviews, filling in progress review forms on request for a student with specific educational needs. This will assist with evidence if progression through the key stages is required.

- Keeping accurate, up-to-date records and assessments to monitor the student's progress; to provide a report on target progress bi-annually to students and parents.
- Providing positive reinforcement to develop student confidence, self-esteem, well-being and performance, ensuring the child does not feel disadvantaged in the classroom.
- Involving LSAs as an integral part of the teaching and learning process.
- Working with parents, Pastoral Manager, SENCO in decision making processes; To liaise with SENCO/SEN teacher/other support services if required.
- Ensuring that all documents are kept CONFIDENTIAL.

Form Teacher:

In addition to the points stated above for subject teachers, Form Teachers have a direct link with the school SENCO and parents. Their role is to liaise with parents and the SENCO through interactions with parents and the student. The form teacher is the first point of contact and will assist in dealing with all aspects of school life for a child with special educational needs.

Role of Year Head:

- To keep up to date with the SEN Register and relevant IEPs.
- To monitor and review student progress and to discuss issues of concern.
- To work with SENCO in disseminating and collecting information for IEPs at any stage required.
- To work with parents, Pastoral Manager, SENCO in decision making processes. This is to include both academic and behavioural concerns regarding any student with SEN.
- To liaise with the student, parents and other staff regarding students who are experiencing difficulties, to promote success and update records as appropriate.

Role of Heads of Department:

- To keep up to date with the SEN Register and relevant IEPs.
- To ensure all members of staff, permanent or temporary, are aware of students on SEN Register and have access to IEPs / Individual Health Plans (IHP).
- To ensure all members of department adhere to and use IEPs in their teaching and learning environment to benefit the student.
- To ensure that there is appropriate resource development for Special Educational Needs students within each department.
- To ensure that the issue of differentiation is addressed within the departmental schemes of work.
- To ensure that a range of teaching approaches are employed to facilitate students with SEN.
- To work with parents, Pastoral Manager, SENCO in decision making processes.
- To discuss issues with department members and discuss solutions and forward minutes to LSC when appropriate.

Role of Learning Support Assistant (LSA):

- To support teachers as required, by providing special assistance as directed, for the student(s) with special educational needs who is/are in the teachers' care;
- To attend to the social needs of the student(s) and in particular implement any training programmes especially devised for such individual(s);
- To carry out any authorized programmes of therapy and encourage child's participation in such programmes.
- To work with individual students on withdrawal programmes – literacy, numeracy, social skills under the direction of EA Support Services and SENCO.
- To prepare classrooms and students as appropriate for the various teaching programmes.

- To always support teachers with school activities where help is required in relation to students with special educational needs.
- To always take care that those children who are especially susceptible to risk, injury or mishap are adequately protected.
- To report any signs or symptoms that the children may require, or display bring to the immediate attention of the SENCO.
- To keep a report/record of each child in his/her care detailing how the LSA is assisting in the meeting of the student's needs and targets.
- To show good practice amongst staff, parents and other agencies.
- To attend regular meetings.

Examinations Officer:

Exam concessions/considerations will be sought for SEN students by Exams Officer/Mr J. McGrath for formal examinations, K.S.3, GCSE, AS and A2. Provision will also be made for in-house assessments/exams for relevant students.

Before the Exams Officer can process an application for Access Arrangements online the following is required:

1. The pupil's consent (**completed candidate personal data consent form**) to record their personal data on-line and when progressing from GCSE to GCE qualifications the pupil will need to sign a new candidate personal data consent form.
2. Paperwork determining the pupil's needs.
3. If the application is rejected, then a referral may be made to the Awarding Body and further details about any difficulties or impairment will need to be passed on electronically.

Detailed records must be kept, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the pupil's approved application, appropriate evidence of need (where required) and a **signed candidate personal data consent form**

(<https://www.jcq.org.uk/wp-content/uploads/2019/03/Data-Protection-Notice.doc>) for inspection by the JCQ Centre Inspection Service.

St. Joseph's Grammar school will adhere fully to JCQs regulations and guidance in relation to Access Arrangements and Reasonable Adjustments [file:///N:/Downloads/AA_regs_20-21_FINAL%20\(8\).pdf](file:///N:/Downloads/AA_regs_20-21_FINAL%20(8).pdf).

Pupil views

In school, as far as reasonably practicable, we seek and have regard to the child's/ young person's views about their strengths, learning difficulties and education, taking into account their age and maturity. We seek and listen to their views about how they learn effectively and then focus on the strategies that work for them.

Key decisions for a particular pupil might include:

- contributing to their own assessment, provision, and progress.
- working towards achieving agreed targets.
- contributing to the review of IEPs, Annual Reviews, the Transition process; and
- involving and supporting the pupils to participate in making decisions about matters affecting them.

Seeking their views and supporting them to participate in making decisions about their learning is good practice. The child's/young person's progress will be more effective when both they and, where appropriate, their parents are involved, and account is taken of their wishes, feelings, and perspectives.

Parent/person with parental responsibility

At St Joseph's Grammar Donaghmore we acknowledge that successful partnerships between parents, pupils and school play a key role in promoting a culture of co-operation, openness and transparency and have a crucial impact on the effectiveness of special educational provision. Seeking the views of the child or young person also plays a key role in helping us understand individual needs.

Teachers, pastoral staff, SENCOs (LSCs), and other school staff all have a significant role in developing positive and constructive relationships with parents and pupils. We encourage this participation and value its contribution.

It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN register or moving the child between stages. It is essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, essential information may need to be made available by a parent upon a child's entry to the school.

Parents should be invited as necessary to:

- meet with staff to discuss their child's needs.
- attend review meetings.
- inform staff of changes in circumstances; and

- support targets on IEPs.

1F. Admissions

The admission arrangements with respect to the many students with special educational needs are consistent with the school's general arrangements for all other students. Children with statements of special educational needs are placed in schools at the request of EA. When seeking to place a student with a statement, EA will consider the wishes of the child's parents and the provision of efficient education for other children in the class or school and the efficient use of resources to determine the suitability of the placement. This is in line with SENDO legislation.

1G: Accessibility

At present students with SEN/Disabilities have access to all areas of the school building. The school is accessible to wheelchair users, including a toilet adapted for use by persons with disabilities. Access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude, and attainments.

1H. Special Facilities/Resources

- "The Nest": A room for children with special educational needs to find comfort and de-stress if necessary.
- Stair Lift to Science Labs.

1I. Reference to other relevant Policies

The following policies are also relevant and in line with SENDO legislation:

- Admissions.
- Positive behaviour.
- Health and safety.
- Pastoral care.
- Child protection.
- Confidentiality.
- Teaching and Learning Policy
- Curriculum policy.

SECTION 2

2A. Identification

“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 para. 2.14)

SENCO, Head of Year 8, Transition Officer and prospective Year 8 Form Teachers liaise with primary schools. They gather relevant information relating to children with special educational needs. They will obtain any testing scores (CAT4/PTE/PTM) and copies of IEPs, Psychology reports and any other information deemed relevant.

All students are assessed on entry to Year 8 with CAT4, PTE and PTM. Standardised scores are obtained and in conjunction with any other relevant information, are used to determine any children that:

- May require numeracy¹ / literacy² support.
- May require an IEP and may be placed on the Code of Practice

Targeted children will be closely monitored and if, after intervention(s), they have not made significant progress they may to be placed on the SEN register with the implementation of an IEP, all in consultation with students, parents and teachers.

All staff are responsible for early identification of children with SEN through professional judgement. If a teacher feels that any child has a special educational need then a “Special Educational Need Concern” Form must be filled in detailing the concern and the strategies the subject teacher has implemented, with outcomes. This Form is to be forwarded to the SENCO. A progress report will be requested from all teachers detailing information on the child’s behaviour, application, performance, group work ability and homework. This information will be used to assess the next step for the child, which may be an intervention, new strategies, or the implementation of an IEP at a stage of the Code of Practice.

¹ Refer to English and Literacy Screening and Support

² Refer to Mathematics and Numeracy Screening and Support

The Management of Special Educational Needs

The Three Stages of Special Education Provision

In St Joseph's Grammar School, we adhere to the three stages of the Code of Practice. These stages focus on the level of intensity of the special educational provision required for a child to make adequate progress commensurate with their abilities and improve their outcomes. Responsibility for pupils with SEN at each stage lies with the school, given the day-to-day role of the school in a pupil's teaching and learning, with increasing EA involvement when required. A summary of the three stages of special education provision is set out below:

Stage 1 includes:

- School delivered special educational provision.
- A IEP is required
- The majority of special educational needs will be met at this stage.
- The responsibility lies with the school.
- Operates in mainstream schools and classes; and
- Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN.

The IEP should contain the core information/evidence of the school action to inform a request, if considered necessary, for access to EA SEN services at Stage 2. The child will only move to Stage 2 once any external special educational provision is being implemented.

Stage 2 includes:

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust.
- A currently IEP A smaller number of children will need this provision.
- The responsibility lies with the school plus external provision from EA.
- Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN.

In the event of a child not making progress, despite the external support from the EA, the child may require consideration for a statutory assessment. A new online form designed to guide the user through the process

is used to make a request for statutory assessment. The PLP (currently IEP) contains the core school information the EA will use to consider and if appropriate make, a statutory assessment.

The pupil will remain at Stage 2 when a request for a statutory assessment is being considered, is being made and, if appropriate until a Statement is made.

Stage 3 includes:

- Pupils with a statement of SEN.
- School and EA delivered special educational provision plus any relevant treatment or service identified by the HSC Trust.
- A IEP is required
- A smaller number of children will need this provision.
- The responsibility lies with the school and the EA –with input from the HSC Trust where relevant.
- Reasonable adjustments, the school delivered special educational provision are implemented plus EA provision as set out in the Statement.

At Stage 3, the child has a statement and is receiving special educational provision (as set out in the Statement).

The pupil's IEP should be revised to reflect the content of the statement (as it relates to the IEP) including the SEN category (or categories); setting intended outcomes based on the objectives of the special educational provision and the nature and extent of the EA's provision including any relevant service and treatment the HSC Trust are to provide; and any additional school provision or modifications to the curriculum, as itemised in the statement; the pupil's (IEP) will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the annual review of the statement.

Exceptional Cases

In most cases transition through the three-staged assessment process occurs in sequence. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a higher stage of need is necessary immediately.

The Annual Review

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 monitoring of the child's progress. The Annual Review procedure is designed to:

- gauge the child's/young person's progress towards meeting the objectives specified in the Statement.
- review the special provision made for the child, including placement.
- consider the appropriateness of maintaining the statement of special educational needs.

The annual review is carried out by the school on behalf of the EA.

The Review will take place in school and is chaired by the principal (or another person as delegated by the principal).

Relevant forms and the EA's guidance for this process are available by contacting the Statutory Assessment and Review Service (SARS) of the school's local EA office or they can be downloaded from the [EA website](#).

Key Points

- Special educational provision.
- Builds upon normal differentiation in the classroom.
- It intensifies whole school educational provision.
- It is targeted to support the individual pupil's need.
- It is a whole school responsibility.

What does Special Educational Provision provide?

This provision may include:

- specific interventions targeted to improve identified SEN areas of need.
- additional individually tailored approaches and strategies.
- individualised differentiation.
- individualised learning opportunities.
- training and advice from EA SEN pupil support services put into practice.

2D. Record Keeping

SENCO will hold all relevant records relating to each child on the register. These may include IEPs, statements, standardised tests, tracking reports, emails, reports from outside agencies and any other relevant information.

Each subject teacher is required to have updated IEPs for each child detailing subject specific targets and strategies.

- IEPs are updated as and when required and teachers informed.
- The SEN register updated as and when children are moved, removed or added to it;
- CAT4/PTE/PTM data and progress made available in CAT/PTE/PTM document on Staff Drive.
- Registers are kept of all training attended.
- Individual Online folders are kept on each individual child on the register.
- Minutes of meetings with parents are recorded and kept in these online files.

2E. Learning and Teaching

All children have the right to a broad and balanced curriculum, taking into account the entitlement framework. 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 experience of pupils. In order to facilitate this:

- Work set should be stimulating and differentiated so that pupils experience success yet challenging enough to promote progression in learning.
- Work set should allow pupils to progress at their own rate, yet encourage them to take responsibility for their own learning.
- Staff should be sensitive to pupils' literacy and numeracy difficulties and how these 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.

Please refer to the school's Teaching & Learning Policy for more detail.

2F. Monitoring Progress of Pupil's SEN

Monitoring will coincide with the School's Assessment procedures.

Academically

Students are monitored using a tracking system. This assesses performance at multiple stages of the academic year: November, January/February and June. If there is cause for concern for a child with SEN, the SENCO will meet with the child and discuss possible strategies and interventions and if relevant, relay this information back to all subject teachers and parents, where applicable. The SENCO will discuss their progress using Academic Reports (and behaviour/attendance records if necessary) alongside the use of standardised testing and scores and any other relevant information the SENCO may have.

Target-Setting

The SENCO will seek targets to be set, where applicable, in November and June for all children with special educational needs. All subject teachers will discuss any targets to be set with the student and consequently report on them. Each teacher will further discuss progress made regarding any targets set for their subject with the student (changing/adding/removing targets within their subject, depending on the need of each child). This will be in agreement with the student.

Each teacher will then monitor and review each target set by assessing their progress and completing an electronic proforma disseminated by the SENCO. This target setting evaluation report will be electronically sent out to parents, where targets have been set.

Progress Reports

Progress Reports may be issued to all subject teachers at times where a concern has been raised, a new student joins St. Joseph's or where SENCO deems appropriate, for school use or on request from external agencies. (Appendix 2)

External Review Forms (from any external agency

y)The SENCO/Form Teacher will request relevant information from any relevant teachers involved with the child in question.

Annual/Transitional Reviews

During this process the SENCO will meet with the student, parent and any external agencies that may be involved (AAIS, Careers, and Health Transition Officers for example). At each meeting the following will be discussed:

- Most recent report

- Behaviour Report
- Attendance
- Target Setting (Progress and Review)
- Subject Choices and Career Paths (Year 10, 12 & Year 14)
- Any interventions (that have been put in place and/or potential new ones)
- Parental Contribution
- Student Contribution (Strengths/Weaknesses/Worries/Careers)
- Assistance available for 3rd Level Education (where applicable)
- IEP
- Progress Reports from all subject teachers (if sought at any stage).

Pupil Survey

Each child on the SEN Register will be asked to complete a Pupil survey yearly (Appendix 4) as part of our commitment to pupil voice. All relevant information is relayed back to staff to aid progression and provide a personal insight of how school is for each child. Actions, if required, will be made to cater for any further required needs.

Pupil Pursuit/PRSD/Classroom Observations

Teachers are requested to include IEPs and other relevant information in their planning for viewing during a pupil pursuit/PRSD/ Classroom Observations.

2G. Evaluation of the School Procedures for SEN

The SEN Policy is regularly evaluated and will be amended and updated in the light of legislation and the perceived needs of the school community.

The school's success in meeting the Special Educational Needs of its students will be measured by:

- Students' self-esteem, attitude to work and relationships with staff and peers.
- Students' satisfaction with their own progress and experience of school life.
- Students' ability to integrate into all aspects of school life.
- Academic Tracking at Key Stages; Standardised Testing.
- Progress in academic achievement.
- Students' progress in mentoring programmes.

- Students' ability to cope in each subject.
- Parental and students' satisfaction at reviews.
- Success in meeting targets identified in Education Plans. Target setting evaluation reports sent home twice yearly where targets have been set.
- Movement of students off the register.
- Acceptance of SEN students by peers.
- Inclusion in all aspect of school life.

SECTION 3

3A. Professional Development

Principal oversees professional development of **all** staff in consultation with the SENCO. A record will be kept of all staff training.

Qualification/experience of staff

Staff are trained in any relevant areas of need to build upon previous knowledge and gain advice in implementing strategies to cater for children with additional needs.

Opportunities are made available to LSAs for training and accredited qualifications available to aid the learning of the child.

3B. Partnerships

Internal partnerships

Formal/Informal meetings between the Principal/SENCO/Subject Teachers and LSAs (daily) take place regularly and are crucial in the successful delivery of the curriculum.

External partnerships

External support services play an important part in helping the school identify, assess, and make provision for students with SEN. The school makes use of Teachers, facilities and services from outside the school, including links with support services for SEN, for example,

- EA - Curriculum & Advisory Support Services.
- AAIS (Autism Advisory Intervention Service).
- Behaviour Support Team.
- Education Welfare Service.
- Education Psychology Service.

- Special Needs Peripatetic Services.
- Health & Social Services Trusts.

Permission is sought from parents where their children's provision is supported by agencies outside the school.

Partnership with parents

We value the knowledge, experience and views of parents and seek to establish a partnership with them in making appropriate provision for all students.

Arrangements for responding to enquiries and questions from parents:

1. Parents initially contact the Form Teacher who then informs the SENCO when necessary. Appropriate action is developed between the three groups.
2. Parents may contact the SENCO directly once an initial contact has been established.

Arrangements for passing information to parents:

1. Information will be passed to parents through the Subject Teacher, Form Teacher or SENCO, or a combination of groups.
2. Communication channels will be both oral and written. Meetings will be arranged at appropriate times as and when necessary.
3. At parents request, additional progress reports can be arranged throughout the academic year.

Student Participation

The school acknowledges the student's role as a partner in their own education, developing their participation in the decision-making process by:

- Listening to and valuing their views.

- Promoting good relationships.
- Involving students in target setting and formation of IEPs.
- Involving students in Review meetings to discuss progress and future provision.
- Recording students' views as part of any review procedure.
- Effective communication.
- Providing the opportunity to experience and celebrate success.

Links with other educational establishments and transfer arrangements

Contact with / information from feeder schools:

All documentation from feeder primary schools concerning SEN is collected pre – Year 8 entry. Close liaison with feeder school's takes place.

Contact with / Information to follow-on schools:

- Availability of all term reports, progress reports, individual education plans and documentation of students placed on the SEN register.
- Liaison with follow-on school's Principal/SENCO/Class Teacher.
- Copies of appropriate records are made available.
- Where required, the SENCO/subject teacher will communicate with the SENCO/subject teacher of the receiving school.

3C. Complaints Procedures relating to SEN Procedures

Parents should express any concern, in the first instance, to the child's Form Teacher who will relay these concerns to the SENCO. If the matter is not resolved to their satisfaction, they can use EA's Information and Complaints Service regarding any specific concerns – Special Educational Needs Advice and

Information Services (SENAIS). The Dispute Avoidance Resolution Service is available to parents as an independent service when difficulties require independent mediation.

Dispute Avoidance and Resolution Service (DARS)

DARS was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards or 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 separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from Special Education Section.

Involvement with DARS will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). Parents/Guardians may contact this service directly.

Special Educational Needs and Disability Tribunal (SENDIST)

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 (SENDIST). This body considers parents' appeals against decisions of EA and deals with claims of disability discrimination in schools.

This policy will be reviewed considering changes in legislation or practice. This will happen in consultation with all staff members, the principal, and the Board of Governors.

Appendices

Appendix 1

List of overarching and specific SEN categories

Overarching SEN categories

1. COGNITION AND LEARNING (CL) – Language, Literacy, Mathematics, Numeracy
2. SOCIAL, BEHAVIOURAL, EMOTIONAL AND WELL-BEING (SBEW)
3. SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN)
4. SENSORY (SE)
5. PHYSICAL NEEDS (PN)

SPECIFIC SEN CATEGORIES

1. COGNITION AND LEARNING (CL) – Language, Literacy, Mathematics and Numeracy
 - 1a. Dyslexia (DYL) or Specific Learning Difficulty (SpLD) – Language / Literacy
 - 1b. Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) – Mathematics / Numeracy
 - 1c. Moderate Learning Difficulties (MLD)
 - 1d. Severe Learning Difficulties (SLD) 1e. Profound & Multiple Learning Difficulties (PMLD)
2. SOCIAL, BEHAVIOURAL, EMOTIONAL AND WELL-BEING (SBEW)
 - 2a. Social and Behavioural Difficulties (SBD)
 - 2b. Emotional and Well-being Difficulties (EWD)
 - 2c. Severe Challenging Behaviour (SCB) associated with SLD or PMLD
3. SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN)
 - 3a. Developmental Language Disorder (SEN) (DLD)
 - 3b. Language Disorder (LD) associated with a differentiating biomedical condition.
 - 3c. Communication and Social Interaction Difficulties (CSID)
4. SENSORY (SE)
 - 4a. Blind (BD)
 - 4b. Partially Sighted (PS)

4c. Severe/Profound Hearing Impairment (SPHI)

4d. Mild/Moderate Hearing Impairment (MMHI)

4e. Multi-sensory Impairment (MSI)

5. PHYSICAL NEEDS (PN)

5a. Physical (P)

LIST - MEDICAL DIAGNOSIS (INCLUDING PHYSICAL CONDITIONS) CATEGORIES

1. Epilepsy

2. Asthma

3. Diabetes

4. Anaphylaxis

5. Autism Spectrum Disorder (ASD)

6. Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)

7. Dyspraxia/Development Coordination Disorder (DCD)

8. Developmental Language Disorder (Medical) (DLD)

9. Global Developmental Delay

10. Down's Syndrome

11. Complex Healthcare Needs

12. Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)

13. Depression

14. Eating Disorder

15. Psychosis

16. Other Mental Disorder

17. Cerebral Palsy

18. Spina Bifida - with Hydrocephalus

19. Spina Bifida - without Hydrocephalus

20. Muscular Dystrophy

- 21. Acquired Brain Injury
- 22. Visual Impairment
- 23. Hearing Impairment
- 24. Physical Disability
- 25. Other Medical Condition/Syndrome

Appendix 2



Pupil Progress Report (there is an electronic alternative)

Progress Report

Please detail how _____ is performing in your class.

Subject: _____

Teacher Signature: _____

Date: _____

Application	
Behaviour	
Contribution in class (including group work)	
Homework	
Any other comments	

Please provide their marks and class average for recent assessments.

Assessment	1.	2.	3.
Mark and percentage			
Class Average (%)			

Appendix 3

SEN Concern form



St. Joseph's Grammar School



Special Educational Need Concern Form

Student:	
Form Teacher:	
Teacher	

Class:	
Year Head:	
Subject:	

Area/s of concern:

Strategies and outcomes that you have put in place:

<u>Area for concern</u>	<u>Strategy/Strategies</u>	<u>Outcome</u>

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Any other comments:

Please attach evidence in support of this concern.

Signed: _____

Date: _____

Please forward a copy to LSC

Appendix 4:

<https://docs.google.com/forms/d/e/1FAIpQLSfmju9bhEt4RpXvFW2Icne6pI1TaYGe5dgkTutAWmrjrJRgJg/viewform>

Pupil Voice

* Indicates required question

Name*

Your answer

Class*

Your answer

1. Overall, how much do you enjoy school?

*

I enjoy it a lot

I enjoy some parts of it

I don't really enjoy it

I find school difficult most of the time

2. What are the parts of school you enjoy the most? (Tick all that apply)

*
—

☐ Lessons

☐ Break/lunch time

☐ Clubs or extracurricular activities

☐ School trips

☐ Talking to friends

☐ Talking to teachers/support staff

☐ Quiet spaces or time to myself

Other:

3. Are there parts of the school day that you find stressful or difficult? (Tick all that apply)*

Getting organised for lessons

Understanding classwork or homework

Moving between rooms or busy areas

Speaking in front of others

Making friends or social situations

Sensory issues (e.g., noise, lighting)

Exams or assessments

☐ Other (please say): _____

Other:

4. Do you feel included in lessons and school activities? *

Always

sometimes

most of the time

never

5. Do you feel comfortable asking for help when you need it? *

Yes I always do

only when I need it

sometimes

no - no-one to help me

6. What helps you most in school when things feel challenging? *(Tick all that apply)*

*

☐ A quiet space to work or calm down

☐ Extra time or support in lessons

☐ Talking with someone I trust

☐ Visual aids or clear instructions

☐ Check-ins with a teacher or SENCO

Other:

7. What could school do to make your experience better or more enjoyable? *

Your answer

8. If you could change one thing about school, what would it be?

*

Your answer

9. Is there anything else you'd like us to know about how you feel at school or what you need? *

Your answer

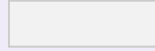
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Forms