



**DRAFT SEN LEARNING SUPPORT AND
INCLUSION POLICY
FOR
PRIORY INTEGRATED COLLEGE
HOLYWOOD**

To be reviewed 2013

This is Priory Integrated College's Policy for SEN, Learning Support and Inclusion.

Article 9 of the Education (Northern Ireland) Order 1996 requires that the Board of Governors of every grant-aided school must:-

- determine, and keep under review, its policy in relation to the provision of education for children with special educational needs. In doing so, when it seems necessary or desirable for co-ordinating provision for children with special educational needs, it should consult the Board and other Boards of Governors and, in the case of a Catholic maintained school, the Council for Catholic Maintained Schools (CCMS);
- have regard to its SEN policy in carrying out its functions; and
- report annually to parents/carers on the steps taken to implement the school's SEN policy.

Code of Practice, (1998) Part II para. 2.3

This policy document is intended to be of practical use and to make explicit the philosophy, aims, organisation and resources that are deployed to staff in meeting pupils' Special Educational Needs (SEN). It conforms to the recommendations of the Code of Practice on the Identification and Assessment of Special Needs.

This policy has been regularly amended as provision of SEN in the College has developed. This policy reflects current practice in the College and is in practical terms under regular review.

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1. School Aims

Priory Integrated College encourages respect for others and ourselves in order to build positive relationships. Priory Integrated College offers students of different abilities, religions and cultural backgrounds the opportunity to be educated together in a caring, trusting and inclusive community, which seeks to maximise their full potential and celebrate their achievements.

2. Aims of Policy for SEN, Learning Support and Inclusion

- To identify and monitor pupils individual needs from the earliest possible stage in order that appropriate provision can be made and attainment increased.
- To plan an effective curriculum that meets the needs of pupils with Special Educational Needs. IEPs will have specific, measurable, achievable, realistic and time bound targets that are regularly reviewed.
- To fully involve pupils and their parents/carers in the identification and reviewing of targets set within IEPs.
- To work in close partnership with parents and carers of pupils with Special Educational Needs.

This policy outlines the manner that we meet the needs of learners who may experience barriers to their learning. These may relate to sensory or physical impairment, learning difficulties or emotional or social development. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Priory Integrated College we aim to identify these needs as they arise and provide teaching and learning contexts that enable every pupils to achieve his or her full potential.

3. School philosophy regarding inclusion

Inclusion is about minimising *all* barriers to education for *all* students.

From its inception the governors, staff and parents of Priory Integrated College have held that integrated education means the educating together of all children. This includes a full role in the College for pupils with special needs and their families.

We believe that:

- all pupils, including those with Special Educational Needs, should have access to an integrated education.
- we endeavour to overcome barriers to learning between school structures (including curriculum) and the pupils.
- all pupils have an entitlement to participate in the full range of the Curriculum, including the Northern Ireland Curriculum.
- all pupils can experience success in learning, provided the work they are asked to do is set at an appropriate level.
- all teachers are responsible for assessing the suitability of material used in their lessons.
- all pupils should, wherever possible, be educated together in their teaching groups. However, for some students, limited withdrawal may be appropriate to enable them to concentrate on identified skills.
- pupils' needs can be met most effectively when the approaches of subject teachers, support teachers, pastoral staff, parents and other relevant agencies are carefully co-ordinated, and result in a collaborative approach.

4. Context

This Policy has been developed within the context of current legislation, policy and guidelines:

- The Education (Northern Ireland) Order 1996

The Education (Northern Ireland) Order 1996 established a framework for SEN into four main areas:

- defining children who have SEN
- establishing procedures for identifying and assessing children with SEN
- determining appropriate educational provision
- enabling parents to be involved in decisions regarding their child's education
 - The Code of Practice on the Identification and Assessment of Special Educational Needs. (DE, Operative date: 1st September 1998)
 - Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) (DE, Operative date: 1st September 2005)

The SENDO 2005:

- Strengthens the rights of children with SEN to be educated in mainstream schools
 - Prohibits disability discrimination
 - Requires responsible bodies to prepare accessibility strategies and plans for improved access to curriculum, premises and information for pupils.
- The Supplement to the Code of Practice on the Identification of Special Educational Needs (DE, 2005)
 - Guidance for schools: Recording Children with Special Educational Needs (DE, 2005)
 - Disability Discrimination Code of Practice for Schools (Equality Commission, 2006)
 - "Supporting Pupils with Medication needs", guidance document from the Department of Education and the Department of Health, Social Services and Public Safety (2008)

- Provisional Criteria for Initiating Statutory Assessments of Special Educational Need. (ELBs Regional Operative date: 1st September 2009)
- Good Practice Guidelines (ELBs Regional Operative date: 1st September 2009)
- The Resource file to support children with Special Educational Needs (DE 2010)
- ASPIRE (Self Study Module to support the implementation of the Resource File), (2012)
- The SEN Review
 - The Way Forward for Special Educational Needs and Inclusion (DE 2009) Proposals
 - Special Educational Needs and Inclusion (The Northern Ireland Assembly Committee for Education Official Report (Hansard), January 2012).

(The development of the SEN Review proposals).

- Special Educational Needs and Inclusion (The Northern Ireland Assembly Committee for Education Official Report (Hansard), May 2012).

(The development of the SEN Review proposals).

5. Definition of Special Educational Needs (SEN) and other terms

The Code of Practice 1998 was issued by the Department of Education under Article 4 of the Education (NI) Order 1996 and became operative in September 1998.

The term “Special Educational Needs” is defined in the legislation as “a learning difficulty which calls for special educational provision to be made.”

“Learning Difficulty” means that the child has significantly greater difficulty in learning than the majority of children of his age, and / or has a disability which hinders his or her use of everyday educational facilities (or, where the child is below school age would hinder such use if the child were of school age).

“Special educational provision” means educational provision which is different from, or additional to, the provision made generally for children of comparable age.

(Ref: Code of Practice 1998, page 1)

“Inclusion” is the process whereby integration is achieved. Inclusion is about minimising *all* barriers to education for *all* students

The term “Additional Educational Need” is defined as “a learning difficulty which calls for Additional Educational provision to be made”.

“Learning difficulty” means that a child has significantly greater difficulty in learning than the majority of children of comparable age, or has a disability which hinders his or her use of the kind of facilities generally provided in ordinary schools. A “specific learning difficulty” relates to a learning difficulty in one particular area e.g. a child with dyslexia has a specific learning difficulty with regard to literacy.

“Additional Educational provision” means educational provision which is different from or additional to, provision made generally for children of comparable age.

“Access Arrangements”, formerly called “Special assessment needs” is a term applying to pupils who require special exam arrangements in order to demonstrate their understanding of the curriculum.

6. Categories of Special Educational Needs

The Department of Education has identified seven “areas” of Special Educational Need. Within each area there are a number of SEN categories which are as follows:-

1. Cognitive and Learning
 - a) Dyslexia/SPLD (DYL)
 - b) Dyscalculia (DYC)
 - c) Dyspraxia (DCD)
 - d) Mild Learning Difficulties (MILD)
 - e) Moderate Learning Difficulties (MLD)
 - f) Severe Learning Difficulties (SLD)
 - g) Profound and Multiple Learning Difficulties (PMLD)
 - h) Unspecified (U)

2. Social, Emotional and Behavioural
 - a) SEBD
 - b) ADD/ADHD (ADD)

3. Communication and Interaction
 - a) Speech and Language Difficulties (SL)
 - b) Autism (AUT)
 - c) Aspergers (ASP)

4. Sensory
 - a) Severe/profound hearing loss (SPHL)
 - b) Mild/moderate hearing loss (MMHL)
 - c) Blind (BD)
 - d) Partially sighted (PS)

e) Multi-sensory Impairment (MSI)

5. Physical

- a) Cerebral Palsy (CP)
- b) Spina bifida and/or hydrocephalus (SBH)
- c) Muscular dystrophy (MD)
- d) Significant accidental injury (SAI)
- e) Other (OPN)

6. Medical conditions/Syndromes

- a) Epilepsy (EPIL)
- b) Asthma (ASTH)
- c) Diabetes (DIAB)
- d) Anaphylaxis (ANXS)
- e) Down' Syndrome (DOWN)
- f) Other Medical conditions/syndromes (OCMS)
- g) Interaction of complex medical needs (ICMN)
- h) Mental Health Issues (MHI)

7. Other

- a) Other (OTH)

(Ref: Guidance for Schools: Recording Children with Special Educational Needs, Dept Ed. 2005)

7. Definition of Disability (DIS)

The term “disability” refers to 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.

(NB – “long term” = a period of more than 12 months)

(Ref: Disability Discrimination Act (1995), SENDO (NI) (2005))

8. Admission Arrangements

Priory Integrated College is an inclusive, all-ability 11 to 18 school.

For pupils transferring from P7 to year 8 without a statement of Special Educational Need, admission procedures apply as per the school's admissions policy. Criteria are published in the SEELB transfer handbook. Special Educational Needs and/or disability are not factors in determining whether a pupil is admitted.

For pupils transferring into the school during an academic year without a statement of Special Educational Need, the college's admissions policy for such pupils applies.

For pupils with a statement of Special Educational Need, the Principal and the SENCo/BASE Staff, in consultation with school staff, SEELB officers, parents/carers and other relevant professionals, make decisions regarding admissions.

They assess whether:

- the school can meet the child's needs; and
- educating the child at Priory Integrated College would be compatible with the provision of efficient education for the children with whom she or he would be educated.

They take into account the efficient use of resources.

These two criteria must be met for a child with a statement of Special Educational Need to be admitted.

With the support of the SEELB, the school will make all reasonable adjustments to ensure that a child's needs are met at Priory Integrated College. However, if after reasonable adjustments are considered, the school

cannot meet the child's needs, or educating the child at Priory Integrated College would be incompatible with the provision of efficient education for the children with whom she or he would be educated, the child will not be admitted.

This is in line with the Code of Practice for SEN and the SENDO.

Additional information relating to Priory Integrated College Base

Purpose of the centre

The purpose of the centre is to meet the educational needs of pupils of Key Stage 3 age who have difficulties with social communication and adaptation (including autistic spectrum disorder/ Asperger's Syndrome) and are capable of some social and functional integration in mainstream classes, given suitable preparation and support. The provision is made at Stage 5 of the Boards Special Educational Needs Procedures.

Aims of Priory Integrated College BASE

- A. To provide specialised teaching and support for key stage 3 age pupils who have difficulties with social communication and adaptation (including autistic spectrum disorder/ Asperger's Syndrome)
- B. To develop individual education programmes for these pupils
- C. To promote the integration of the pupils within mainstream Key Stage 3 classes and the wider aspects of post-primary school life

Referral Criteria To Priory Integrated College BASE

Referral to the Centre will be considered where the Board is satisfied that the following conditions apply:

- A. The pupils priority special educational need relates to social communication and adaptation (including autistic spectrum disorder/ Asperger's Syndrome).
- B. The pupils score on a standardised test of verbal or non-verbal learning ability is within the range generally catered for within mainstream post-primary classes.
- C. Justification has been provided why the pupil's needs would not be best met through full-time placement in mainstream post-primary classes, with access to non-teaching and advisory support if necessary.
- D. The pupil has the potential for a realistic amount and quality of social and functional integration in mainstream Key Stage 3 classes with appropriate preparation and support
- E. The pupil is not likely to present, within the Centre or mainstream classes, difficulties of behavioural disruption of such severity as to impede his/her own access to the support provided, or interfere significantly with the progress of other pupils.

Enrolment

The number and age distribution of pupils attending the Centre will be controlled to ensure viable teaching and social opportunities for all pupils. Pupils beyond this number will be placed on a waiting list until a suitable place becomes available, and other special provision arrangements will be made until a place becomes available.

In the event that there are more eligible pupils than places available, places will be allocated in priority order to pupils residing closest to the

school, as measured in a straight line on an Ordnance Survey map from the front gate of the school.

Extra Criteria

The continued attendance of pupils in the Centre will be monitored through the Annual Review procedures. A pupil will be deemed ready to discontinue attendance in the Centre where the Board is satisfied that:

- A. The pupil has achieved a reasonable period of successful social and functional integration within mainstream classes and the wider aspects of post-primary school, with access to non-teaching and advisory support if necessary.
- B. The pupil's academic progress is broadly contiguous with the curriculum provision and academic expectations within Priory Integrated College.
- C. It has become evident that the pupils priority educational need does not relate to social communication and adaptation (including autistic spectrum disorder/ Asperger's Syndrome), and an alternative form of special educational provision may be required.

The Principal and the SENCo/BASE Staff require access to as full records as possible from the SEELB and Primary Schools to make this decision

Practical limitations may be placed on the number of pupils in a year group by, for example, the legal limits on the size of classes in practical subjects. Therefore it is possible that the College would not be able to meet the needs of all pupils with statements of SEN who apply. In such instances, pupils will be admitted using the following criteria:

- pupils whose needs cannot be met at any other local post-11 school;

- pupils who meet the current admissions criteria as set out in the College prospectus and SEELB transfer information literature;

Up to a number of pupils whose needs the College can successfully meet

9. Identification and assessment

The importance of early identification of SEN/DIS

- Raising concerns
- Gathering information

Diagnostic assessment

If information suggests that a child has Special Educational needs, we may make use of assessments.

Assessments currently used include:

- Diagnostic Reading Analysis;
- Raven's Progressive Matrices (assessing ability i.e. "I.Q.")
- Speed of writing assessment
- Dyslexia Portfolio

The purpose of these assessments is to inform us of the nature of any SEN. They will be supplemented by further observation of e.g. the pupil's handwriting.

From here we may be able to proceed with an educational plan for the pupil.

Occasionally we may believe the pupil may have special needs which our information and assessments suggest but cannot confirm, e.g. specific learning difficulties. Alternatively we may need advice from experts outside of the College. In such instances we seek advice from other agencies such as the Board's SEN support services.

This information is kept on files maintained by the SENCo/BASE staff. The SENCo/BASE staff have a duty to maintain confidentiality whilst ensuring the team of teaching staff; support staff, pastoral staff, parents, pupil and appropriate external agencies are fully informed in order to make decisions about supporting the pupil's learning. These files are kept in the SEN Resource Base, as are folders of information on various SEN.

Source of information.	How data is usually presented.	Gathered by whom.
Primary feeder schools.	Key Stage 2 IEPs; Primary school records.	Head of Year 8 and SENCo.
Post-primary schools from which pupils may transfer to Priory Integrated College.	IEPs and previous school's records.	Head of relevant year and SENCo.
Information from parents.	Transfer data forms; Parental replies to draft IEPs; parental written contributions to annual reviews; assessments and reports from medical and other professionals.	Head of relevant year and SENCo.
Teacher / assistant observations.	Staff circular. School reports.	Form tutor and SENCo.
Baseline assessments and screening tests, from English and Maths depts.	Progress in English tests; Parallel Spelling Tests; Group Reading Assessments; Progress in Maths tests.	Subject teachers and SENCo.
End of Key Stage assessments.	Key Stage 3 assessments.	Head of English, Head of Maths and SENCo.
Advice from external professionals and experts.	Reports, esp. from educational psychologists, occupational therapists, health professionals, social services, private tutors.	Heads of Year, Form Tutors and SENCo.

10. Structure of Special Educational Needs / Disability Provision (see Code of Practice 1998)

The five stages of the Code of Practice can be summarised as follows:

- Stage 1 Special Help from subject teacher / form tutor.

- Stage 2 Education Plan, now involving SENCo.

- Stage 3 Education Plan, now involving outside specialist(s).

- Stage 4 Statutory Assessment from the Education & Library Board.

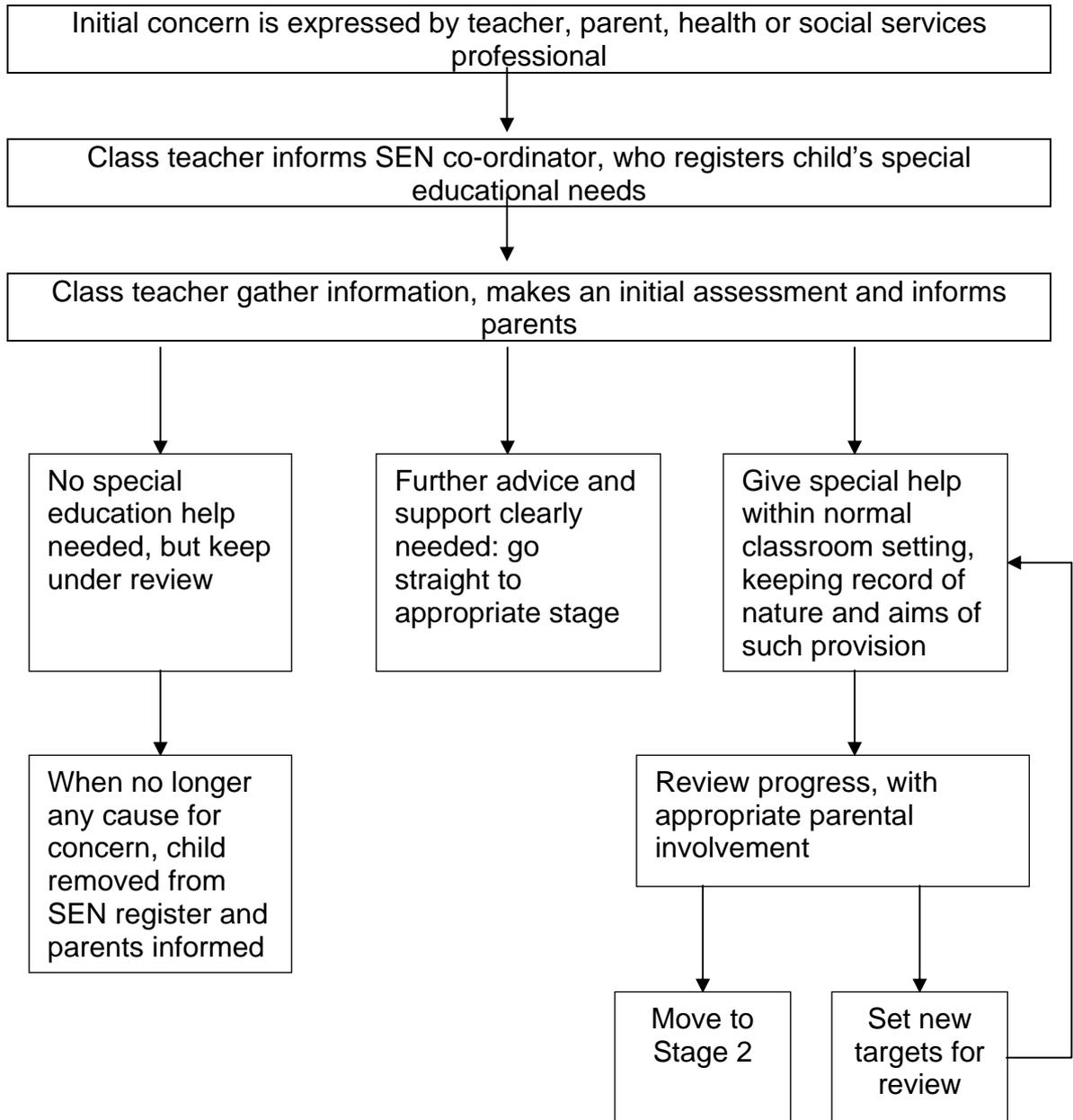
- Stage 5 Statement of SEN from the Education & Library Board.

Statements of SEN are reviewed annually. The review is the responsibility of the Principal. Carrying out reviews is delegated to the SENCo/BASE Staff.

Parents / guardians are consulted before reviews and invited to the review meeting, along with any other relevant parties.

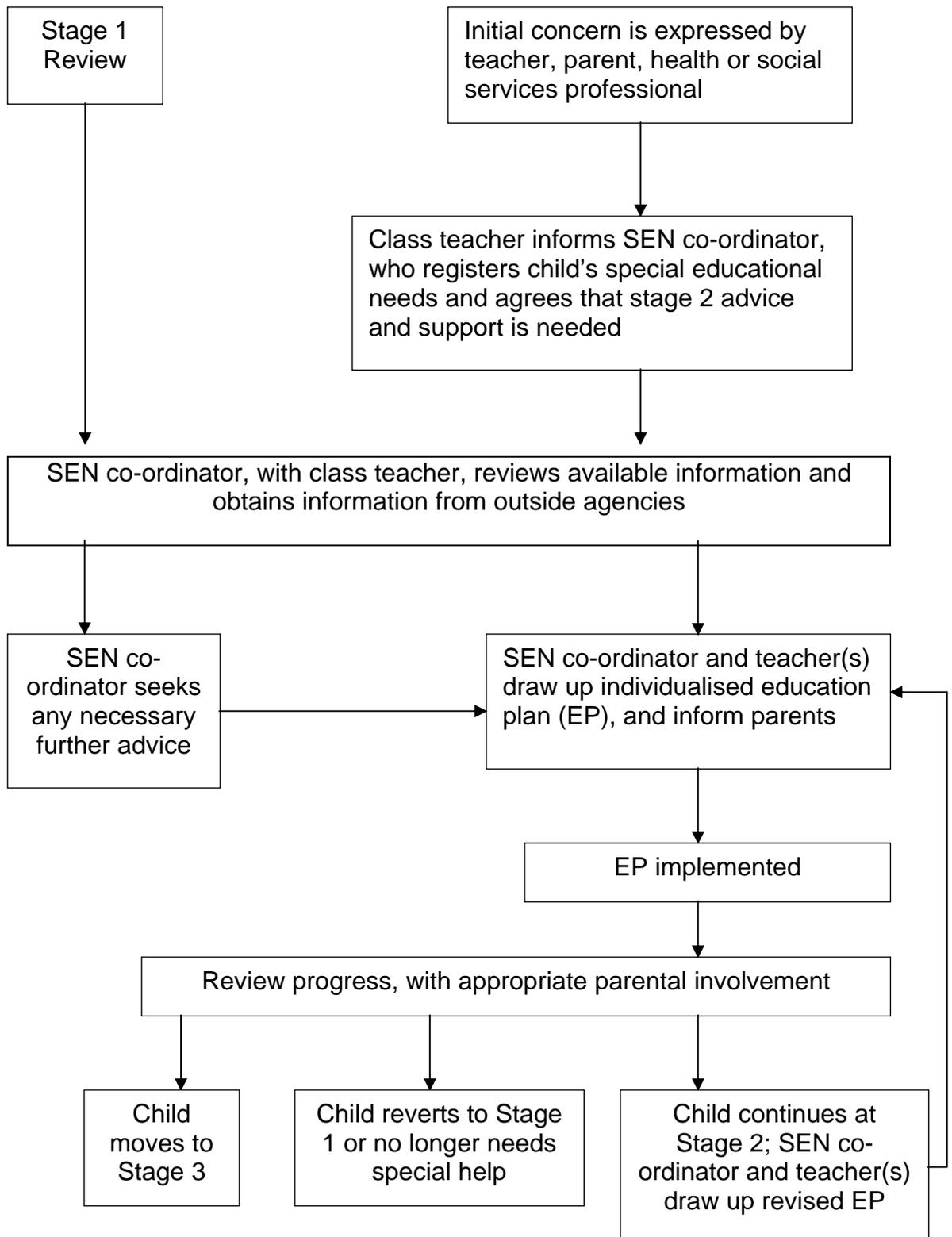
Careers advisers and transition officers are invited to review meetings for pupils from years 10 to 14. These pupils have a Transition Plan, drawn up at the review meeting, to aid their transition to post-school.

School Based Stages: Stage 1



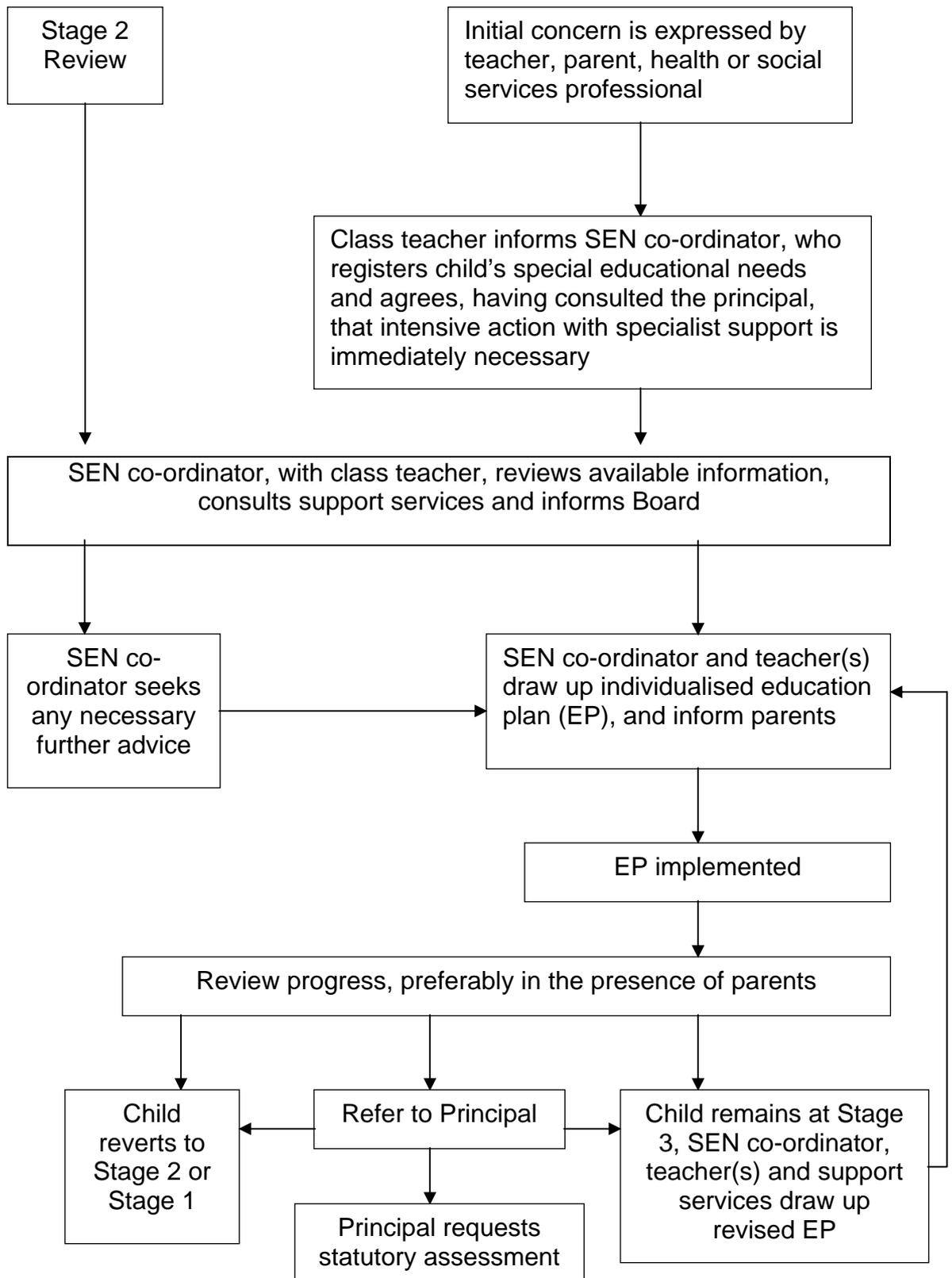
(Ref: COP 1998 p22)

School Based Stages: Stage 2



(Ref: COP 1998 p23)

School Based Stages: Stage 3



(Ref COP 1998 p24)

11. Arrangements for co-ordinating provision

There follows descriptions of the roles of College governors and staff with regard to SEN and Inclusion. We believe that all have a crucial role in meeting the aims of the College with regard to SEN and Inclusion as stated above.

The role of the Governors.

The College's Board of Governors has a responsibility to:

- ***determine and keep under review the school policy for Special Educational needs;***
- ***have regard to its policy in ensuring that the pupils' Special Educational needs are met;***
- ***report annually to parents on provision for pupils with Special Educational needs;***
- ***ensure that all statutory requirements regarding Special Educational Needs are met;***
- ***through all the above, to promote the shared values of Priory Integrated College.***

A member of the Board of Governors is to be appointed with special responsibility for SEN. This Governor has a responsibility to ensure the above points are included on Board of Governors' agendas, and should work actively with the SENCo/BASE Staff to ensure the Governors are supported in fulfilling their responsibilities.

The role of the Bursar.

The College Bursar has a responsibility to:

- apply to DENI for financial support for statemented pupils' needs where appropriate;
- include financial data on SEN, i.e. extra funding provided by DENI to meet cost of Code of Practice, staffing, equipment et cetera in reports to the Board of Governors;
- through all the above, to promote the shared values of Priory Integrated College.

The role of the Principal.

The Principal has a responsibility to:

- manage provision for pupils with Special Educational needs;
- keep governors fully informed about Special Educational provision, including new Governors by inclusion of this policy in their induction pack;
- work closely with the SENCO/BASE staff;
- keep informed of statutory developments regarding SEN;
- co-ordinate staff development and INSET for SEN
- fulfil statutory responsibilities, delegating the co-ordination of these to the SENCO/BASE Staff as appropriate, e.g. annual reviews for pupils with statements of SEN;
- through all the above, to promote the shared values of Priory Integrated College.

The role of the SENCO.

The Special Educational needs co-ordinators have a responsibility to:

- oversee and co-ordinate the operation of school policy for SEN;
- provide support and advice for colleagues;
- maintain a register of pupils with Special Educational needs;
- maintain records on each pupil on this register;
- liaise with external professionals;
- support class teachers in the compilation of appropriate resources;
- keep informed of statutory developments regarding SEN and ensure that the College meets its obligations;
- help to identify needs for and contribute to the professional development of all staff;
- ensure communication between all involved in supporting the learning of each pupil with SEN;
- work with teaching staff, support staff, parents, pupils and appropriate external agencies and experts to draw up educational plans, including targets, for pupils with SEN;
- co-ordinate support in the classroom and withdrawal support for pupils with SEN.
- participate in and contribute to reviews of progress for pupils with SEN;

- work with the College's Examinations Co-ordinator to co-ordinate special arrangements for pupils who require Access Arrangements;
- co-ordinate the day-to-day appointment of classroom assistants;
- timetable the work of classroom assistants;
- through all the above, to promote the shared values of Priory Integrated College.

The Role of the BASE Staff

- in collaboration with TIC of BASE to create and implement IEPs for BASE pupils and to ensure that Mainstream teachers have a copy;
- create a positive learning environment in the BASE, enabling each pupil to achieve their potential;
- ensure that pupils in the BASE have access to the Northern Ireland Curriculum at a level appropriate to their ability and employ strategies for teaching, learning, assessment and integration;
- in collaboration with TIC of BASE produce a "Risk Assessment Plan" for each pupil.

Role of Teacher in Charge of BASE

- chair departmental meetings;
- maintain a register of pupils within the BASE and contact parents/carers on second day of absence
- to establish and maintain contact with other involved professionals
- to provide support and advice for all staff with respect to ASD
- to promote and provide a timetable of integration into mainstream classes, that will enhance the academic ability of each pupil
- to apply when necessary for access arrangements for examinations and ensure that these arrangements are put in place
- report regularly to SLT

The role of the Head of Year.

The Head of Year has a responsibility to:

- meet with the SENCo/BASE staff regularly to discuss the year group's pupils with Special Educational needs;
- pass relevant pastoral information to the SENCo and be in receipt of information from the SENCo;
- work with the SENCo/BASE staff to support and advise tutors and teachers;
- maintain SEN as a standing agenda item for pastoral team meetings and if issues, ideas or concerns are raised to forward minutes to the SENCo;
- through the above, to promote the shared values of Priory Integrated College.

The role of the Head of Department.

The Head of Department has a responsibility to:

- ensure schemes of work are differentiated to meet the needs of all pupils;
- work with the SENCo to support and advise subject teachers;
- maintain SEN as a standing agenda item for departmental meetings and if issues, ideas or concerns are raised to forward minutes to the SENCo;

- consult the SENCo regarding differentiated resources and inform the SENCo of any resources purchased;
- through all the above, to promote the shared values of Priory Integrated College.

The role of the Subject Teacher.

The subject teacher has a responsibility to:

- address the needs of pupils in his / her class who have Special Educational needs;
- work in conjunction with the SENCO to identify pupils' Special Educational needs;
- consult the SENCo regarding differentiated resources and inform the SENCo of any resources purchased;
- address the targets in pupils' education plans through the medium of his / her own subject;
- ensure that work is appropriately differentiated;
- participate and contribute to reviews regarding a pupil's progress;
- work with Classroom Assistants to address the targets in pupils' educational plans;
- through all the above, to promote the shared values of Priory Integrated College.

The role of the Classroom Assistant Mainstream and BASE

The Mainstream Classroom assistant and BASE Classroom Assistant has a responsibility to:

- address pupils' educational plans by providing in-class pupil support under the direction of the subject teacher;
- undertake supervision of pupils with SEN, for example in the playground, during movement between classes, during integration into mainstream classes or in transit to and from school transport;
- assist with class work preparation and classroom organisation, for example, photocopying (not bulk photocopying, but work that reflects the need to differentiate the curriculum for pupils with SEN), record keeping, wall displays, where this supports the integration of pupils with SEN and addresses their educational plans;
- oversee the safety and well-being of pupils with SEN;
- assist with motivating and encouraging pupils as required;
- ensuring the pupils are able to use equipment and materials required;
- assist pupils with SEN in organising materials and equipment and moving about the school (as appropriate);
- give input to reviews of pupils' educational plans and statements of special needs;
- under the direction of the teacher, and following an appropriate risk assessment, assist with off-site activities

- through all the above, to promote the shared values of Priory Integrated College.

The role of the Reading Support Teacher for pupils with statements of SEN.

The Reading Support Tutor has a responsibility to:

- in consultation with the SENCo and external agencies, identify pupils' needs;
- provide tuition to meet these needs;
- assist in drawing up education plans to meet these pupils' needs;
- provide support and advice for colleagues;
- liaise with external professionals;
- support and advise class teachers in teaching these pupils;
- keep informed of statutory developments regarding SEN;
- participate in and contribute to reviews of progress for pupils with SEN;
- through all the above, to promote the shared values of Priory Integrated College.

12. Accessibility

The school / college will endeavour to make reasonable adjustments and take relevant and purposeful measures to ensure accessibility for all members of the school / college community in relation to:

- Accessing the premises
- Accessing the curriculum
- Accessing information – e.g. written, verbal, technological

In the case of pupils with statements of SEN starting the school, the SENCo and / or pastoral staff will meet with the pupil, their parents / guardians, the primary / previous school, SEELB officers and other relevant professionals to plan for the pupil's starting and to ensure that reasonable accessibility adjustments are made ahead of the start date.

13. Integration and access to the curriculum

Integration at Priory Integrated College means integration across religion, gender, social background academic ability and communication ability. This includes the integration of all pupils with any of the special needs as set out in section 4 above.

As far as possible, Special Educational provision is made in normal classroom settings where children will experience learning across the breadth of the curriculum in whole class groups, streamed ability groups, mixed ability groups and through individual teaching. In some cases BASE pupils will be initially in BASE classrooms until an appropriate time for integration into mainstream classrooms.

Some provision may take the form of additional teacher support in the mainstream classroom or through withdrawal of pupils from mainstream/BASE classes for special tuition. When this happens, support staff work closely with subject teachers, following agreed programmes of work.

Withdrawal from subject classes, BASE and MAInstream is temporary and is followed up by in-class support in the subject areas from which pupils were withdrawn, in order to ensure the core skills learnt during withdrawal lessons are transferred to all areas of pupils' learning.

Some Classroom assistants and Sixth Form volunteers are trained Reading Partners. They see selected pupils with literacy delay twice a week for twenty minutes at a time from different subjects each time.

We take all steps to ensure that withdrawal and in-class support do not affect pupils' social integration. Withdrawal only takes place with parental and pupil consent. Support teaching and learning support assistance will naturally work with all pupils in a class.

Specialist Staff.

Two of the College's teaching staff are designated Special Educational Needs Co-ordinators (SENCO). One for Key Stage 3 and one for Key Stage 4 & 5. The SENCOs are appropriately qualified and experienced to provide support for pupils with Special Educational Needs in line with the Code of Practice. The Snior School SENCo carries out assessments for access arrangements.

Specialists external to the College's staff provide advice to staff and parents and work with pupils with SEN as required (see below).

The SEELB provides funding for the College to employ classroom assistants to support the learning of pupils with statements of SEN.

Rooms.

Learning Support has a teaching room for small groups of pupils or one to one work.

The BASE consists of three Classrooms and one quiet room. It is staffed by appropriately qualified and experienced specialist teachers.

14. Allocation of resources, specialisms and special facilities ctd.

Book resources.

The Learning Support Base contains teenage interest reading material (e.g. Ginn Impact series, Livewire series, Fast Lane, Barrington Stoke) at a reading age suitable for pupils with literacy delay. There are worksheets and other support materials to complement these books.

Specialised equipment.

The SEELB recommends and the Department of Education funds specialised equipment for some pupils whose statements of SEN require it (e.g. laptops).

15. Special Assessment Needs and Access Arrangements

A BASE pupil or Mainstream pupil requires Access Arrangements if their assessed literacy levels, needs arising from conditions such as dyspraxia or physical needs are such that alternative arrangements have to be made for their College and external tests and examinations for the pupil to successfully demonstrate their aptitudes, skills and levels of understanding.

These arrangements might include extra time, rest breaks, alternative rooms, readers, amanuenses (scribes), use of lap tops, modified papers for the visually impaired, and other arrangements as appropriate. The external examinations boards determine which arrangements are appropriate for which pupils, and circulate updated details of these yearly to the College.

It should be noted that a pupil's being on the College's SEN Register, even having a Statement of SEN, does not automatically entitle them to special arrangements. Eligibility is as defined in the current Joint Council on Qualifications handbook. The SENCo applies for these via a secure online portal, and receives confirmation in the same way. Priory Integrated College strictly applies eligibility criteria when applying for access arrangements.

Pupils are assessed during Key Stage 4 or Key Stage 5.

Examination boards request that a pupil have had appropriate special arrangements made in previous tests and exams, e.g. internal College examinations, Key Stage 3, modular examinations. This ensures a pupil actually requires their special arrangements and that they are familiar with their operation. Hence the College seeks to set a precedent by making special arrangements for pupils through their College career. The criteria for these arrangements are the same literacy delay criteria required by exam boards. If pupils do not demonstrate a need for or an ability to use access arrangements these may be withdrawn, after consultation with the pupil and parents / guardians.

16. Partnerships with parents/carers

We value the support, knowledge, experience and views of parents and seek to maintain the College's record of close partnership with parents in making appropriate provision for all pupils. Parents are key parties in the partnerships mentioned in the College's aims for SEN provision.

Form Tutors often have the closest working relationship with a pupil's parents and may be best placed to answer parents' initial concerns. The SENCOs are available for responding to queries from parents regarding SEN provision and their child's learning.

Parents are informed of any assessments of their child's needs and will complete a consent form when pupils enter year 8 giving their consent for assessments to take place.

Educational Plans are drafted in consultation with parents, either via meetings such as Parents' Evenings, or the pupil's taking home their Educational Plan for parental comment. There is a section for parental support in each Educational Plan.

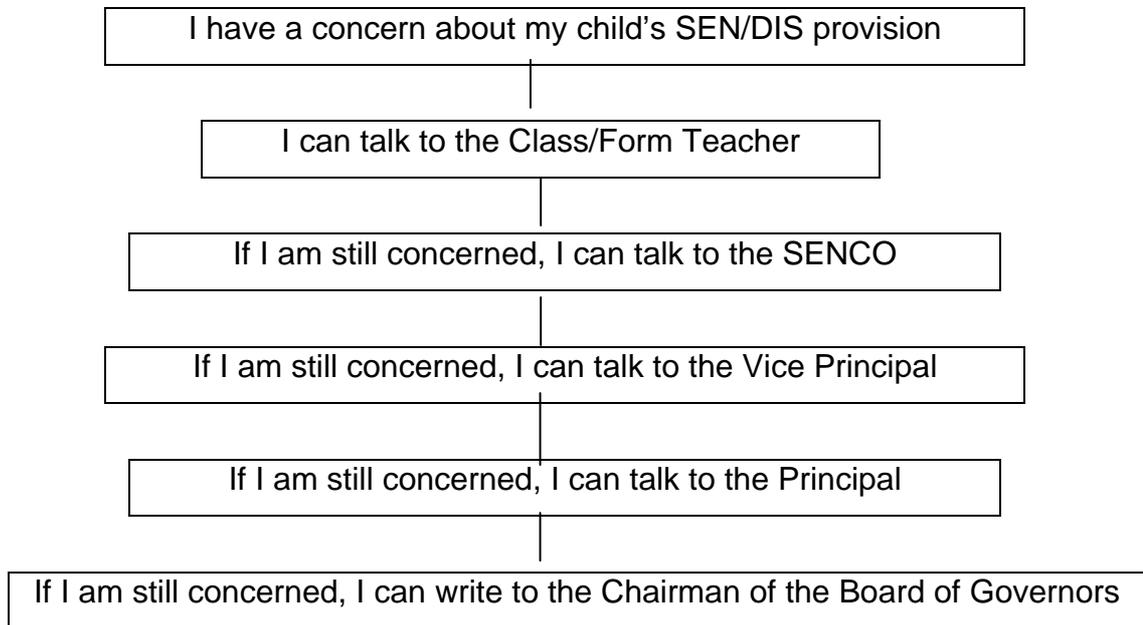
Parents of children with a statement of SEN are fully involved in the regular target setting and review meetings. Before each review meeting, parents are contacted and asked to make a written submission if they wish.

The SEELB provides the following services to parents:

- Advice and Information Service (AIS) (Ref: Supplement to Code of Practice 2005, pp 22 – 24)
- Dispute Avoidance and Resolution Service (DARS) (Ref: Supplement to Code of Practice 2005, pp 25 – 29)

17. Concerns, procedures (parents/children procedures for concerns)

Include a flow chart such as:



18. Links with other schools / external agencies / community

Contacts with schools to aid pupil transition.

The Head of Year 8 and other teachers including appropriate BASE yr 8 tutor, meet with teachers from our feeder primary schools in the term before transfer. Information gathered includes the names of pupils on a primary school's SEN records, along with their Education Plans, files, primary school records.

When pupils transfer from other post-primary schools, the Head of Year or BASE form tutor enquires as to any SEN and if appropriate ask the College's SENCo to follow up with information gathering from the previous school's SENCo.

Reciprocally, our SENCo/ BASE form tutor passes on our SEN records to schools and colleges to which our pupils transfer. Consent in writing is gathered from parents of year 12 and 14 pupils with Statements of SEN at Annual Review.

Contacts with schools to share best practise.

The SEELB provides our SENCo/BASE staff with regular opportunities to meet with other SENCos, receive training and share expertise. The college SENCo/BASE staff attends regular cluster meetings at SEELB and through NICIE.

Contacts with other agencies.

Transition plans for pupils aged 14+ and 16+ with statements of SEN involve the College's staff working in conjunction with careers support services and the SEELB Transition Services.

The college's staff are in contact with a range of external agencies providing expert advice on pupils with particular needs. Examples of these include:

- SEELB behavioural support services based at Ardmore;
- Peripatetic teachers for pupils with sensory impairment, or ASD / Autism;
- Careers staff including specialist careers staff;
- The Cedar Foundation, who help pupils with e.g. physical difficulties in the transition to post-school life;
- Social workers.

The SEELB Curriculum Advisory and Support Service for SEN is available to the College.

19. Links with other policies

This policy is integral to all school policies.

It has key links with policies such as Child Protection, Anti Bullying, Health and Safety, Positive Behaviour and a number of curriculum policies such as Literacy, Numeracy and Assessment.

20. Development, Monitoring, Review and Evaluation of Policy including Future developments

This policy has been drawn up in consultation with staff, parents and pupils and will be monitored, evaluated and updated annually to take cognisance of future developments and changes in the legislation.

It has been adopted by the Board of Governors on:

Date: _____

21. Glossary

ICT Information and Communication Technology.

INSET In-Service Training.

SEELB South Eastern Education and Library Board.

SEN Special Educational Needs

SENCo Special Educational Needs Co-ordinator.

SLT Senior Leadership Team.

Special Educational Needs/Inclusion Policy Staff Consultation			
	Contents	Do you agree?	Comments
	Name of school / college	Y N <input type="checkbox"/> <input type="checkbox"/>	
	Preamble	Y N <input type="checkbox"/> <input type="checkbox"/>	
1	School Mission Statement	Y N <input type="checkbox"/> <input type="checkbox"/>	
2	School Aims	Y N <input type="checkbox"/> <input type="checkbox"/>	
3	Aims of Policy for SEN, Learning Support and Inclusion	Y N <input type="checkbox"/> <input type="checkbox"/>	
4	School philosophy regarding inclusion	Y N <input type="checkbox"/> <input type="checkbox"/>	
5	Context	Y N <input type="checkbox"/> <input type="checkbox"/>	
6	Definition of Special Educational Needs (SEN) and other terms	Y N <input type="checkbox"/> <input type="checkbox"/>	
7	Categories of Special Educational Needs	Y N <input type="checkbox"/> <input type="checkbox"/>	
8	Identification & assessment	Y N <input type="checkbox"/> <input type="checkbox"/>	
9	Admission Arrangements	Y N <input type="checkbox"/> <input type="checkbox"/>	
10	Structure of Special Educational Needs / Disability Provision	Y N <input type="checkbox"/> <input type="checkbox"/>	
11	Arrangements for co-ordinating provision	Y N <input type="checkbox"/> <input type="checkbox"/>	
12	Accessibility	Y N <input type="checkbox"/> <input type="checkbox"/>	
13	Integration across the curriculum	Y N <input type="checkbox"/> <input type="checkbox"/>	
14	Allocation of resources, specialisms and special facilities	Y N <input type="checkbox"/> <input type="checkbox"/>	..
15	Special Assessment Needs & Access arrangements	Y N <input type="checkbox"/> <input type="checkbox"/>	
16	Partnerships with parents	Y N <input type="checkbox"/> <input type="checkbox"/>	
17	Concerns, procedures	Y N <input type="checkbox"/> <input type="checkbox"/>	
18	Links with other schools / external agencies / community	Y N <input type="checkbox"/> <input type="checkbox"/>	
19	Links with other policies	Y N <input type="checkbox"/> <input type="checkbox"/>	
20	Development, Monitoring, Review & Evaluation Policy including future developments	Y N <input type="checkbox"/> <input type="checkbox"/>	
21	Glossary	Y N <input type="checkbox"/> <input type="checkbox"/>	

Signature: _____ Date: _____